

# Factors Influencing Human Capital Development Activities of Public and Private Universities in Rivers State, Nigeria

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DOI: <https://dx.doi.org/10.47772/IJRISS.2023.701010>

Received: 31 August 2023; Revised: 14 September 2023; Accepted: 18 September 2023;

Published: 25 October 2023

## ABSTRACT

The study focused on factors influencing human capital development activities in Public and Private Universities in Nigeria. The population of the study consisted of undergraduate students from two universities in Rivers State, Nigeria, this is as a result of university students graduating without full impact to development of the nation. Purposive and simple random sampling by balloting was used to draw a sample of 320 respondents for the study. An instrument titled “Influence of Human Capital Development Activities Questionnaire” (IHCDQA) was constructed by the researcher and used as means of retrieving data from the respondent. Validation of the instrument was done by three experts in measurement and evaluation while Cronbach Alpha method was used to determine the reliability of the instrument in sections and reliability index of 0.86 was realized. The data was analysed using frequency and percentage while t – test at 0.05 alpha level. Finding showed that there is a significant difference in the mean response scores of respondents in public and private universities on the extent to which constant strike actions ( $p=0.034<0.05$ ) and Provision of library facilities ( $p=0.021<0.05$ ) influence human capital development in Nigerian public and private Universities. There was no significant difference in the mean response scores of respondents in public and private universities on the extent to which constant provision of infrastructure ( $p=0.34>0.05$ ) influence human capital development in Nigerian public and private Universities. Thus, government and every other stakeholders should be sincere in their deliberation as way of avoiding strike actions since it has been proven that such actions has a significant effect on human capital development index as perceived by student in public and private institution.

**Keywords:** Education, Human Capital Development, Strike actions, classroom, Library facilities

## INTRODUCTION

Education is an important aspect for development of a nation. Education is the panacea that liberate individual according to Adamu and Nwogo (2021). Education plays a leading role in ensuring the transformation of countries from developing to a developed nation. Education improves the economic and productive worth of an individual. It also contributes towards the growth of the people and the development of the society. Quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The importance of education for human capital development of any nation cannot be over emphasized. Hence, education should be treated with great concern. The quality of education obtainable in different countries depends largely on the educational policy of the country, considering the fact that education is an indispensable ingredient for the development of individuals and society at large. Most countries in the world have recognized this fact and have made huge investment in this sector and have been allocating huge sum in their annual budget for a viable education system. The investment in education is geared towards developing the economic growth of the nation. That being so, there is no amount of money, time, infrastructure, equipment, facilities spent on education that will be a waste.

Education has helped in employability and has also reduced the inequality between the private and public

universities across the state in Nigeria but the strike has reintroduced and reminded the students of public universities that indeed the students of private universities have higher and better advantages than them, knowing the fact that more number of years might be spent on a programme. Thus, education should be an important input for human capital development.

Human capital development is vital to the growth and productivity of the organization and schools. Capital is the stock of skills, knowledge, social and personality attributes that influence people, ability to produce economic value from their labor. Human capital development is about investments, activities and processes that produce knowledge, health and skills. Human capital allows an economy to grow, when human capital increases in area such as education, it leads to increase in innovation social well-being, equality, increased productivity, improved rates of participation, all of which contribute to economic growth. Human capital includes qualities like; education, technical, health, mental and emotional well-being, punctuality, problem-solving, people management, communication skills.

Ogujiuba (2021) states that Human capital development is strategic to the socio-economic development of a nation which include education, health, labour employment and women affairs. According to his study investment on human capital development is critical as it is targeted at ensuring that the nation's human resources endowment is knowledgeable, skilled, productive and healthy to enable the optimal exploitation and utilization of other resources to engender growth and development. In recognizing the importance of human capital development, vision 20:2020 seeks to improve the educational system in terms of funding, planning, teacher's quality, access equity, infrastructure and cumulative relevance as seen in Halidu, (2019). Bakere, (2018) in his study state that poor investment in human capital in Nigeria has been found to be consistent with a higher level of illiteracy and a low rate economic growth.

It is sometimes much more cost effective to develop the student already in system as they will in turn be useful to the society at large. Development can take many forms, it can be done through coaching, continuing education, job training, leadership training monitoring, personality training, workshops and other means. Factors responsible for human capital development include investment in education, health care, on the job training, migration, etc.

Funding of the government tertiary institutions in Nigeria is a thing of concern, as it has brought about poor human capital development which has resulted into poor education for half-baked tertiary government students (Obanya, 2019). Poor funding of the government tertiary institutions have become a reoccurring issue in discussion of education in the country as this has shown in poor teachers' remuneration, shortage of infrastructural facilities as well as misappropriation of the available funds to education by our leaders. He concluded that the greatest problem in the education sector has been inadequate funding, which is not in line with the rising population and inflation trend.

The introduction of private universities came up as a result of the failure of public universities to provide the needed access to the growing demand for university education in the country at this point the degree of 1993 gave way for the creation and establishment of private universities in Nigeria (Okogie, 2019). In 1999, few private universities such as Babcock university Ilesha-Remo, Ogun State, Igbinedion university, Okada Edo State and Madonna University Okija, Anambra State were established NUC (Okogie, 2019). According to the report the number increased to 34 in 2008, 50 in 2012 and this massive and rapid incensement continued till 2022 with 99 private universities and still increasing. This has led to great enrolment into private universities.

It is also important to note that the private institutions have the feature of accountability. Some of the reasons according to Okogie (2019) for private sector involvement in the provision of Universities education is on the use of resources when compared with the public institution as noted in journal of Educational Review. There are usually effective monitoring and control of resources which will help minimize wastage

and increase the potentials for profit. According to Altbach (2018), that most government institutions are hardly accountable to the public as a result of political interest and corruptive tendencies of some individuals involved in running them. The creation of private universities gave greater opportunity for different types of programmes which have market relevance. The private institutions are providing access and quality education to students. They carry out a well-organized program that is not affected by strike and a well-structured curriculum that is not obstructed by environmental factors.

Public universities are government owned universities, there are over 158 public universities across Nigeria, According to status by the joint admission and matriculate Board, over 95% of Nigerian admission seekers fill in for public universities with federal schools having the higher chunk (Ogujiuba, 2021). Some of the benefits attached to the public universities is on Rigorous process of entry. Quality academic standards should be the top priority of both private and public universities with this 21st century. Such standards should manifest such as facilities for teaching research, projects, practicals etc,. All these facilities in schools tend to better student's standard. The danger of educational inequality among private and public universities is on the basis of poor quality and low standards in educational equipment such as library, school building, etc.

A library is a set of rooms containing books, recording, computer, or other reading, viewing or listening materials arranged and cataloged in affixed way, such a place should be well funded by the government. This case of library is otherwise for public university students, as they do not have access to the library on the Academic Staff Union of Universities (ASUU) nationwide strike but their counterparts in private universities have functional libraries that students can access since they are not affected by strike.

There is no comparison between the private and public universities libraries. Olibie, Eyiuche and Ifeoma (2021) as well as Okyi (2019) argued that one of the most important education services which is the library has continue to be a sorry state in Nigeria public schools. They stated that this 21st century is the age of great advancements in all sphere of human endeavor, that the role of the government school Liberians in the attainment of educational excellence is yet to be fully tapped by most students. Ayeni and Oyebanyi (2019) as seen in Olibie (2021) that libraries in public universities were still non-functional due to neglect and inadequate funding.

The following methods are ways to meet the 21st Century Challenges through Human Capital Development;

1. Adequate funding, Aworth, (2022) states that quality or standard education can be allowed only in an atmosphere of financial prudence. He argued in his work that if the finance provided for education are properly and prudently managed without misappropriation, that the possibility of high standard in our tertiary education is guaranteed.
2. Quality education is another factor that should be considered and this can be achieved by government spending more money on infrastructure in the educational sector.
3. Effective supervision on the equipment and human capital, the " I don't care mentality, should be eliminated, as this is not seen in the private university as massive monetary is introduced having spent extensively on infrastructure.

Osakwe, (2023) pointed out that good supervision of education will provide the required professional assistance that will bring teaching and learning to teachers and students in the school system.

In the 21st century the universities should be transformed in order to get a well-equipped outcome, people's incentives need to be changed, best leader should be introduced into the school system by hiring quality panels and best staff. Best infrastructure should be put into the school system, pay top salaries to avoid universities strike by staff. Government should improve educational institution by maintaining

infrastructure, such infrastructure in this study include; classroom and library. A classroom a room in a school where lesson or academic activities takes place, lecturers goes in there to carry out teaching-learning activities in school. For student in tertiary institutions, they attend classes in a space called classroom, social activities as well takes place there.

The physical arrangement of classroom varies across private and public universities, as is seen in different furniture, seating plans and themed areas. The universities classroom should have arranged seats where students can comfortably take lectures. A classroom is usually filled with number of different objects to aid learning and help learners such as a white board to aid writing, a clock on the wall so lesson start and finish on time, computers to use the internet for independent research task and for writing assignment, maker pen for writing. ceiling fan or an air conditioner, tables and chairs for students to sit on and learn; there should also be a stand for lectures as well as supplier storage, bright bulbs etc.. Some of the types of classroom identified are lecture classrooms, Auditoric lecture classrooms, seminar classrooms, case study classroom and interactive computer classrooms.

In this present study, the lecture classrooms are considered where students are required to attend school or lectures during assigned hours. A clean spacious school building having basic facilities such as;

1. Specious classrooms with requisite furniture boards, electrical fittings like lights and fans
2. Accessible drinking water
3. Laboratories with requisite instruments and equipment
4. Computers for students to learn and carry out experiment. Most of these mentioned above are not existing properly in public universities also result of government poor funding and non-accountability of the government staff. Thus, it is otherwise in the private sector where accountability and monitory is the order of the day.

Furthermore, it has been observed by the researchers that the educational system in Nigeria is suffering. Clearly, with the reoccurring ASUU strike, it is evident that more and more graduate are losing focus and faith in the educational system. It is also observed that many graduates hardly cope with the demands of the labour market. The educational system in Nigeria is turning out half-baked graduates that are quack in their various professions and this however is not un-connecting with all the issues and circumstances bedeviling the educational system ranging from poor remuneration, insincerity to lecturers. The consequences of these are enormous. Many graduates are not able to express themselves in a social gathering. It is also noted that many industries and companies after hiring perceived competent graduates still spend so much in training and retraining of their personnel to at least meet the standard demands of the current market. Nigeria unlike other developed Nations cannot boast of a good human development index. Currently, while Nations of the world like United State (US), China, Turkey etc. and even Ghana in Africa are boasting of a human development index above 0.8%, Nigeria on the contrary is backward with an index of 0.58 (Bakare, 2019). These speaks volume of the poor state of education in the nation and the urgent need to rise to the challenge of rescuing education in Nigeria to achieve the desired human capital development.

In the light of this, the purpose of the study is to assess the factors influencing human capital development among private and public universities. It is specifically the study aimed at:

1. determine if constant strike actions can affect human capital development activities in Nigerian public and private universities.
2. as certain whether classroom facilities (air condition, whiteboard, audio and visual set, computer set) can affect human capital development activities in Nigerian public and private universities.
3. determine whether provision of standard library services can affect human capital development activities in Nigerian public and private universities.

## Research Questions

This study was guided by the following research questions:

1. To what extent do constant strike actions influence human capital development activities in Nigerian public and private Universities?
2. To what extent do classroom facilities (air condition, whiteboard, audio and visual set, computer set) influence human capital development activities in Nigerian public and private Universities?
3. To what extent do provision of standard library services influence human capital development activities in Nigerian public and private universities?

## Hypotheses

The following null hypotheses were tested for the study at 0.05 significance level.

**H<sub>01</sub>**: There is no significant difference in the mean response scores of respondents in public and private universities on the extent to which constant strike actions influence human capital development in Nigerian public and private Universities.

**H<sub>02</sub>**: There is no significant difference in the mean response scores of respondents in public and private universities on the extent to which classroom facilities (air condition, whiteboard, audio and visual set, computer set) influence human capital development in Nigerian public and private Universities.

**H<sub>03</sub>**: There is no significant difference in the mean response scores of respondents in public and private universities on the extent to which provision of standard library services influence human capital development in Nigerian public and private universities.

## METHODOLOGY

The population of the study consisted of undergraduate students from Madonna University and Rivers State University. As at the time of the study, data available indicated that they were 29,800 undergraduate students in the two institutions. The researcher used the multi-stage sampling procedure to draw a sample of 320 respondents for the study. At stage 1, the researchers used purposive sampling technique to sample students in Madonna University Elele being the only private university in the state offering educational courses in Faculty of Education. At stage two, the researcher applied simple random sampling technique by ballot to select one University in the state. As at the time of the study due to the lingering strike action, the researchers did not consider the University of Port Harcourt in the study. This means that the ballot was between Ignatius Ajuru University and Rivers State University. Names of these two universities were written in a piece of paper, folded and the researcher randomly drew one which revealed the River State University in addition to Madonna University.

At Stage 2 the researcher equally used purposive sampling technique to sample only students from the faculty of education in the two institutions, because of the large number of student that will be adequate to represent a population, also they have almost the same Department in the Faculty of Education from the two universities. At stage 3, the researcher applied simple random sampling technique by ballot to draw 2 departments from The Faculty. Similarly names of all the department in the faculty of education in the two institutions were written in piece of paper and folded and through blindfold, the researcher handpicked two pieces that revealed the Department of Business Education and the Department of Vocational Technology in the Rivers State University as well as the Department of Business Education and the Department of Computer Science Education in Madonna University. This gave a total of 4 department in all.



At stage 4, the researchers applied purposive sampling technique to draw sample from year 1 to final year student in the two institutions, as these students show similar characteristics of being in the Faculty of Education. Finally, the researchers used stratified non-proportional sampling technique to select 20 students from each of the level. This gave a total of 80 students per department and a grand total of 320 students from all the levels in the four departments from both institutions. An instrument named "Influences of Human Capital Development (HCD) Activities Questionnaire" (IoHCDAQ) was developed by the researcher and used as means of retrieving data from the respondent. The instrument was designed using a 4-point Likert scale of very high extent, high extent, low extent and very low extent. The instrument contain two sections. Section A contained information on the type of institution (private or public). In section B, the instrument was designed in three sub-sections. Subsection 1 measured strike actions as affecting HCD. Subsection 2 was designed to measure classroom facilities as affecting HCD while subsection 3 was designed to elicit information on the influences of provision of library facilities as affecting HCD. In all, the instrument contain 30 items. Validation of the instrument was done by two experts in measurement and evaluation. Cronbach Alpha method was used to determine the reliability index of 0.86. Method of data collection was on face-to-face basis while method of data analysis included frequency and percentage was used to answer the research questions while t test was for data analysis based on 0.05 alpha level.

## RESULTS

**Research Question 1:** To what extent do constant strike actions influence human capital development activities in Nigerian public and private Universities?

**Table 1: Frequency and Percentage responses of public and private universities students on strike action**

S/N	Items	Public N (160)					Private N (160)				
		VHE	HE	LE	VLE	Grand Total	VHE	HE	LE	VLE	Grand Total
1	I have been affected by strike since I stated the university	84	55	11	10		0	0	0	160	
2	ASUU strike is not my major fear	62	45	30	23		5	25	57	73	
3	During strike action, academic activities are affected and can also affected as a student	99	50	10	1		0	0	51	109	
4	I don't experience strike in my university	10	14	55	81		99	29	27	5	
5	My university do not observe ASUU strike	10	25	73	54		100	30	25	5	
6	I have access to facilities during strike period	16	54	67	23		59	44	29	28	

7	Strike action by ASUU is making things difficult for students	79	56	14	12		66	45	26	23	
8	Strike actions have been disrupting academic activities	82	52	23	4		5	26	32	97	
9	Since we are not affected by strike, I can make use of all school facilities	14	62	41	44		63	55	38	4	
10	ASUU strike has no influence on students academic as activities are always on	11	7	70	73		78	33	28	21	
		457	420	394	325	1596	475	287	313	525	1600
		28.6%	26.3%	24.6%	20.3%		29.7%	17.9%	19.6%	32.8%	

From the table above summated scores for very high extent was 475, high extent was 420, low extent was 394 while very low extent was 325, overall grand score was 1596. The simple percentages value was 28.6% for very high extent 26.3% for high extent 24.6% for low extent and 20.3% for very low extent. From the highest percentage value of 28.6%, it is seen that constant strike actions influence human capital development in Rivers State Universities to a very high extent, whereas for private university, the following scores were obtained for very high extent, low extent and very low extent respectively (475, 287, 313 and 525) with an over grand score of 1600. The simple percentages value was 29.7% for very high extent 17.9% for high extent, 19.6% for low extent and 32.8% for very low extent. Thus, from the highest percentage value (32.8%) in the very low extent, it means that strike actions influence human capital development in Nigerian public and private universities to a very low extent.

**Hypothesis 1:** There is no significant difference in the mean response scores of respondents in public and private universities on the extent to which constant strike actions influence human capital development in Nigerian public and private Universities

**Table 2: t-test analysis of mean difference in scores of respondents in public and private universities.**

	Institution	N	Mean	Std. D.	Df	T	alpha	sig	Result
Strike.	Public	160	82.54	9.98	318	2.12	0.05	0.034	Significant (Reject H0)
	Private	160	61.97	10.11					

Based on the table above, calculated t value was 2.12 while sig value was 0.034. Thus, since sig ( $p=0.034 < 0.05$ ) was less than the alpha of 0.05, the null hypothesis is rejected meaning that there is actually a significant difference in the mean response scores of respondents in public and private universities on the extent to which constant strike actions influence human capital development in Nigerian public and private Universities

**Research Question 2:** To what extent do classroom facilities (air condition, whiteboard, audio and visual sets, computer set) influence human capital development activities in Nigerian public and private

Universities?

**Table 3: Frequency and Percentage responses of public and private universities students on classroom facilities**

S/N	Items	Public N (160)					Private N (160)				
		VHE	HE	LE	VLE	Grand Total	VHE	HE	LE	VLE	Grand Total
1	The basic facilities are available in my classroom which make learning easy	12	43	44	61		120	30	10	0	
2	My classroom is spacious	85	34	26	15		15	24	25	96	
3	Students can easily connect to the internet in the classroom	0	0	58	102		150	5	0	2	
4	We have air condition in the classroom	0	0	89	71		120	21	10	9	
5	The classroom is well equipped with audio and video materials	20	24	45	71		99	31	25	5	
6	There are fans in my classroom	99	47	11	3		88	61	11	0	
7	There are bright lights	68	83	4	5		81	55	22	2	
8	There are comfortable seats and tables	56	66	25	13		58	47	39	16	
9	There are white boards and adequate setting arrangement	58	44	22	36		97	51	12	0	
10	Projector is mostly use by lecturers in the classroom	12	25	33	90		150	6	2	2	
		410	366	357	467	1600	978	331	156	274	1739
		25.6%	22.9%	22.3%	29.2%		61.1%	20.7%	9.8%	17.1%	

Table 3 above gave scores for very high extent as 410, high extent as 366, low extent as 357 and very low extent as 467 with an overall grand score of 1600. The percentage values were 25.6% for very high extent, 22.9% for high extent, 22.3% for low extent and 29.2% for very low extent. This gave the highest percentage value of 29.2%, showing that classroom facilities influence human capital development to a very low extent. For private score, it gave a score of 978 for very high extent, 331 for high extent, 136 for low extent and 274 for very low extent given an over grand value of 1739. The simple percentages were 61.1%, 20.7%, 9.8% and 17.1% for very high extent, high extent, low extent and very low extent respectively. From



the highest percentage value of 61.1%, it is seen that adequate classroom facilities influence human capital development in Nigeria public and private universities to a very high extent.

**Hypothesis 2:** There is no significant difference in the mean response scores of respondents in public and private universities on the extent to which classroom facilities (air condition, whiteboard, audio and visual sets, computer set) influence human capital development in Nigerian public and private Universities

**Table 4: t-test analysis of mean difference in scores of respondents in public and private universities**

	Institution	N	Mean	Std. D.	df	t	alpha	sig	Result
Infrastructure.	Public	160	72.41	7.83	318	1.78	0.05	0.34	Insignificant (Retain H0)
	Private	160	71.73	9.01					

From the table above, it is seen that t value was 1.78 while sig value was 0.34. Hence, since sig ( $p=0.34 > 0.05$ ) was higher than the alpha of 0.05, the null hypothesis is retained meaning that there is no significant difference in the mean response scores of respondents in public and private universities on the extent to which infrastructural provisions influence human capital development in Nigerian public and private Universities

**Research Question Three:** To what extent do provision of standard library services influence human capital development activities in Nigerian public and private universities.

**Table 5: Frequency and Percentage responses of public and private universities students on standard library services**

S/N	Items	Public N (160)					Private N (160)				
		VHE	HE	LE	VLE	Grand Total	VHE	HE	LE	VLE	Grand Total
1	I have visited my school library and there are several facilities	65	55	30	10		107	47	3	3	
2	We have well equipped library	20	14	32	94		120	35	2	3	
3	There are books and different research materials in my school library	20	33	47	60		100	39	11	10	
4	My school library is a place where one can comfortably read	12	28	88	32		130	24	6	0	
5	We have standard library and I enjoy visiting there	0	10	11	139		89	50	11	10	

6	Getting current books in my school library is not a problem	55	32	47	26		99	25	22	14	
7	The standard library in my school has computers photocopies	4	22	45	89		96	34	22	8	
8	The government is yet to fund my school library	79	56	20	5		89	41	20	10	
9	We are yet to own a good library	121	4	22	4		0	0	9	151	
10	The environment of the library is very conducive	78	45	33	4		98	35	27	0	
		454	299	375	463	1591	928	330	133	209	
		28.4%	18.7%	23.4%	28.9%		58.0%	20.6%	8.3%	13.1%	

From the table 5 above the score for very high extent was 454, high extent was 299, low extent was 375 while very low extent was 463 with a total score of 1591. The simple percentages value was 28.4% for very high extent, 18.7% for high extent, 23.4% for low extent and 28.9% for very low extent. The same table gave summated scores for private university as 928 for very high extent, 330 for high extent, 133 for low extent and 209 for very low extent. The percentages were 58.0%, 20.6%, 8.4% and 13.1% for very high extent, high extent, low extent and very low extent respectively. From the highest percentage value of 58.0% it is seen that library facilities influence human capital development in private university to a very high extent.

**Hypothesis Three:** There is no significant difference in the mean response scores of respondents in public and private universities on the extent to which provision of standard library services influence human capital development in Nigerian public and private universities.

**Table 6: t t-test analysis of mean difference in scores of respondents in public and private universities.**

	Institution	N	Mean	Std. D.	df	t	alpha	sig	Result
Library Prov.	Public	160	92.71	8.39	318	2.86	0.05	0.021	Significant
	Private	160	78.73	11.01					(Reject H0)

Calculated t value was 2.86 while sig value was 0.021. Hence, since sig ( $p=0.021 < 0.05$ ) is less than the alpha of 0.05, the null hypothesis is rejected indicating that there is a significant difference in the mean response scores of respondents in public and private universities on the extent to which provision of standard library services influence human capital development in Nigerian public and private Universities

## DISCUSSION OF FINDINGS

From the result in finding 1, it is revealed that there is a significant difference in the mean response of student from public and private institution on the influence of strike actions on human capital development in Nigeria. The finding means that the way student in private institutions perceived the influence of strike

actions is quite different from the way students in public institutions perceived the influence of such strike actions. These finding is not far-fetched. The finding could come based on the current issues that is bedeviling the educational system in Nigeria. Several ASUU strike, the Nigerian educational sector has gone through several ASUU strike even in 2022 and serious challenges of unwarranted strike actions and in most circumstances, students from the public institutions are the ones to bear the consequences of such actions. The reason why these findings maybe could also be that students from private institutions having carefully monitored educational progress and aspirations may feel the effect of such actions less or may as well understand it in a very minor way compared to the impact of such actions on student of public institutions which of course the strikes are always targeted.

It is also evident that lecturers from private institutions hardly go on strike and for this purpose, they may not understand fully the implications and the impact of the strike actions on human development. The finding of the study of course is not surprising to the researcher. This is because with what is ongoing in the educational sector, it is evident that public institutions is the easy target or is that which suffers the effect of frequent strike action. The finding of the study is in line with that reported by Imoh (2020), Ige (2022) and Obanya (2019) who all noted a significant impact of strike actions on the academic development of student in public institutions.

From research findings two, it is revealed that there is no significant difference in the mean response of students from private and public institutions on the influence of provision of classroom on human capital development in Rivers state. The finding of the study means that the way students from public institutions perceived the influence of infrastructure on human capital development is similar to the way those from private institutions essay. This mean that both student from public and private institution share similar opinion of view on the influence of classroom on human development index. In particular, the finding indicates that if students in public institutions notes that the provision of classroom in institutions will lead to an increase in the human capital development index then students from private institutions will equally share the same view. The finding of the study is not also surprising to the researcher in the sense that it appears that the respondent was fully aware of the benefit of providing classroom for learning. It means that student from both public and private tertiary institutions have agreed to the fact that classroom can go a long way in improving human capital and vice-versa. The findings of the study is in line with that reported by Uge (2021) and Halidu (2018) who all noted a significant impact of classroom provisions on performance of students in tertiary institutions in south-south region of Nigeria.

Finally, from finding three, it is revealed that there is a significant difference in the mean response of students from public and private institution on the influence of the provision of library facilities on the human capital development in Rivers state. The findings of the study shows that the way students from public institutions and private institutions perceive the impact of adequate library facility on improving human capital index vary significantly. Also the finding as indicated through the means scores showed that students in public institutions have agreed more to the impact of library facilities on human capital development of student in Nigeria. This may explain the fact that student in public tertiary institutions who may have limited accessibility two good libraries may suffer the impact more compared to students in private institutions where these facilities may have been provided. In reality, it is observed by the researchers that private tertiary institutions are better in providing good library facilities to students and this is evident in their less experience on the impact of library on human capital development. However, the finding of the study is somehow surprising to the researcher. It is surprising based on the fact that students from private tertiary institutions who might have been provided with good library facilities should have a better understanding or a better view of all the positive impacts of library provisions on human capital development. The findings of the study however differ from that reported by Peter (2021), Bakare (2018) and Osakwe (2023) quoted earlier who submitted that there is no significant difference on the perception of students from public and private institutions on the impact of library facilities on human development.

## CONCLUSION

Education an important aspect that improves human capital development of a nation has some factors that can influence it in Nigeria public and private universities such as constant strike action by academic staff union of universities, well equipped classroom and adequate library that would enhance students performance academically thereby contribute to the development of a nation. Attention should be given to the facilities likewise the ASUU strike experienced by the public universities in Nigeria.

## RECOMMENDATION

Based on the finding of the study the following recommendations are made;

1. it is recommended that government and every other stakeholder should be sincere in their deliberation as way of avoiding strike actions since it has been proven that such actions has a significant effect on human capital development index as perceived by student in public and private institution.
2. Based on the findings that there is no significant difference in the mean scores of student in public and private institution on the influence of classroom, it is recommended that the government should provide adequate classroom since all the parties have agreed significantly that social infrastructures like classroom can help in influencing human capital development. Similarly operators of private institutions including secondary or tertiary should equally ensure that they provide adequate classroom that will support human capital development.
3. Finally, from research findings 3, it is suggested that more library facilities should be provided in public schools or public tertiary institutions since the mean value has indicated that students from such institutions have agreed more to it. However, though there is a less mean value from a student from private institution, it is still suggested that operators of private institutions within the country should equally continue on the provision of adequate library facilities or improving on existing ones.

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