



***CAPACITY BUILDING, HUMAN CAPITAL INVESTMENT AND WELL-BEING
AMONG ALUMNI OF BUSINESS APPRENTICESHIP TRAINING CENTERS
IN KADUNA STATE, NIGERIA***

HALIRU IDRIS YAKUBU

FEM 2018 8



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By

HALIRU IDRIS YAKUBU

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfillment of the Requirement for Degree of Doctor of Philosophy**

December 2017

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DEDICATION

I dedicate this work to the “World Communities”



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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

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HALIRU IDRIS YAKUBU

December 2017

Chairman : Associate Professor Asnarulkhadi Abu Samah, PhD
Faculty : Human Ecology

BATCs is an empowerment and poverty alleviation scheme aimed at enhancing and sustaining the wellbeing of its alumni in Kaduna state, Nigeria. It is an initiative aimed at assisting community development. Through participation in this scheme it is expected community member's well-being is enhanced. Previously, there is no attempt to study the relationship between individual capacity building, human capital investment, economic empowerment and wellbeing. Hence, a gap exist for not addressing the levels and individual capacity building, human capital investment and dimensions of wellbeing which the researcher observed as limitations in this aspect. Based on the gap, this study emphasized on individual capacity building, human capital investment and wellbeing and examining the relationships between individual capacity building as well as human capital investment and dimensions of wellbeing among the BATCs alumni in Kaduna. This study also determine the mediating effect of economic empowerment on the relationship between capacity building, human capital investment and wellbeing.

The study is quantitative in nature with a total of 267 respondents among BATCs alumni. The respondents were selected using the multistage cluster sampling technique from nine local government areas (LGAs) in Kaduna, Nigeria. They were surveyed using a structured questionnaire adopted and modified from previous literatures and administered by the researcher and trained enumerators. SPSS was used in analyzing the collected data thereby making meaning out of it from the descriptive analysis and also inferential analysis while the effect of individual capacity building, human capital investment to dimensions of wellbeing were determined using the Pearson product moment correlation analysis.

Analyzed result shown that, there is high level individual capacity building, human capital investment and wellbeing among alumni of BATCs in Kaduna. Relatedly, the simple multiple regression of the Pearson correlation analysis indicates that the coefficient correlation were consistent with the hypothesis by indicating the significant contribution of individual capacity building, and human capital investment to dimensions of wellbeing. There is a mediating effect of economic empowerment indicated by the Sobel mediation test between the relationship of individual capacity building, human capital investment and wellbeing.

The theories related to capacity building, human capital investment and wellbeing is supported by this study. The findings and recommendations of this study can be adopted and implemented by the Kaduna state government, other state governments, organizations and NGOs intending to establish or strengthen similar existing schemes as a policy framework towards enhancing their plan of action.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

PEMBENTUKAN KEUPAYAAN, PELABURAN MODAL INSAN, DAN KESEJAHTERAAN DALAM KALANGAN ALUMNI PUSAT LATIHAN PERNIAGAAN DI KADUNA, NIGERIA

Oleh

HALIRU IDRIS YAKUBU

Disember 2017

Pengerusi : Profesor Madya Asnarulkhadi Abu Samah, PhD
Fakulti : Ekologi Manusia

BATCs adalah satu skim pendayaupayaan dan pembasmian kemiskinan bertujuan meningkatkan dan melestarikan kesejahteraan ahli alumni di negeri Kaduna, Nigeria. Ia adalah satu inisiatif bertujuan membantu membangunkan komuniti. Melalui penyertaan dalam skim ini adalah dijangkakan kesejahteraan hidup komuniti dapat dipertingkatkan. Terdahulu tiada kajian yang cuba meneliti perkaitan antara pembentukan keupayaan individu, pelaburan modal manusia, pendayaupayaan ekonomi dan kesejahteraan. Oleh itu, terdapat satu jurang yang tidak memberi perhatian tentang tahap dan dimensi pembentukan keupayaan individu, pelaburan modal insan dan dimensi kesejahteraan, yang perlu diteliti oleh pengkaji. Berdasarkan jurang tersebut, kajian ini menekankan kepada pembentukan keupayaan individu, pelaburan modal insan dan kesejahteraan, serta meneliti perkaitan antara pembentukan keupayaan individu, pelaburan modal insan dengan kesejahteraan dalam kalangan alumni BATCs di Kaduna. Kajian juga menentukan kesan perantara pendayaupayaan ekonomi ke atas perhubungan antara pembentukan keupayaan, pelaburan modal insan dan kesejahteraan.

Kajian yang bersifat kuantitatif ini melibatkan sejumlah 267 orang responden dalam kalangan alumni BATC. Responden dipilih melalui teknik persampelan pelbagai peringkat dari sembilan kawasan kerajaan tempatan (LGAs) di Kaduna, Nigeria. Mereka ditemubual dengan menggunakan borang soal-selidik berstruktur yang diadaptasi dan diubah suai daripada literatur terdahulu, dan dikendalikan sendiri oleh pengkaji dan enumerator yang terlatih. SPSS telah digunakan untuk menganalisis data terkumpul seterusnya memberikan makna ke atas data hasil analisis deskriptif dan inferensi, manakala kesan pembentukan keupayaan individu, pelaburan modal insan ke atas dimensi kesejahteraan ditentukan dengan menggunakan analisis *Pearson product moment correlation*.

Keputusan analisis menunjukkan terdapat tahap pembentukan keupayaan individu, pelaburan modal insan dan kesejahteraan yang tinggi dalam kalangan ahli alumni BATC di Kaduna. Analisis regresi berganda Korelasi Pearson menunjukkan korelasi koefisien yang konsisten dengan hipotesis yang menandakan adanya sumbangan yang signifikan pembentukan keupayaan individu, dan pelaburan modal insan ke atas kesejahteraan. Terdapat juga kesan perantara pendayaupayaan yang ditunjukkan oleh Ujian mediasi Sobel hubungan antara pembentukan keupayaan individu, pelaburan individu dan kesejahteraan.

Teori-teori yang berkaitan dengan pembinaan keupayaan, pelaburan modal insan dan kesejahteraan menyokong dalam kajian ini. Dapatan dan saranan kajian ini boleh diterima pakai dan dilaksanakan oleh kerajaan negeri Kaduna, kerajaan negeri, organisasi dan badan bukan kerajaan lain yang berniat untuk mewujudkan atau mengukuhkan skim sedia ada yang sama sebagai rangka kerja dasar untuk meningkatkan pelan tindakan mereka.

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I certify that a Thesis Examination Committee has met on 13 December 2017 to conduct the final examination of Haliru Idris Yakubu on his thesis entitled "Capacity Building, Human Capital Investment and Well-Being among Alumni of Business Apprenticeship Training Centers in Kaduna State, Nigeria" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

Members of the Thesis Examination Committee were as follows:

Syuhaily binti Osman, PhD

Senior Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Chairman)

Hanina Halimatusaadiah binti Hamsan, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Internal Examiner)

Sarjit Singh a/l Darshan Singh, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Internal Examiner)

Kamolrat Intaratat, PhD

Associate Professor
Sukhothaimathirat Opened University
Thailand
(External Examiner)



NOR AINI AB. SHUKOR, PhD
Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 28 March 2018

This thesis was submitted to the senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Asnarulkhadi Abu Samah, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Chairman)

Ma'rof Redzuan, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Member)

Nobaya Ahmad, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Member)

ROBIAH BINTI YUNUS, PhD
Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

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Name and Matric No: Haliru Idris Yakubu, GS38201

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Signature: _____
Name of
Chairman of
Supervisory
Committee: Associate Professor Dr. Asnarulkhadi Abu Samah

Signature: _____
Name of
Member of
Supervisory
Committee: Associate Professor Dr. Ma'rof Redzuan

Signature: _____
Name of
Member of
Supervisory
Committee: Associate Professor Dr. Nobaya Ahmad

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LIST OF ABBREVIATIONS

ACIAR	Australian Center for International Agricultural Research
AFF	American Ford Foundation
AVE	Average Variance Extracted
BATCs	Business Apprenticeship Training Centers
BOA	Bank of Agriculture
CAC	Craft Artisan Certificate
CB	Community Bank
CMIN	Minimum Value of the Discrepancy Function, C
DICN	Defense Industry Corporation of Nigeria
DIFRRI	Directorate of Food Roads and Rural Infrastructure
DV	Dependent Variable
EE	Economic Empowerment
(ELSI)	New Zealand Economic Living Standard Index
ETF	Education Trust Fund
WB	Well-Being
FEAP	Family Economic Advancement Program
HRD	Human Resource Development
IFAD	International Fund for Agricultural Development
ILO	International Labor Organization
LEEDS	Local Economic Empowerment Development Strategy
ITF	Industrial Training Fund
IV	Independent Variable
LTT	Labor Trade Test
MDGs	Millennium Development Goals
MOW	Ministry of Works
NAB	Nigerian Agricultural Bank
NABTEB	National Business and Technical Examination Board
NACB	Nigerian Agricultural and Cooperative Bank
NACRDB	Nigerian Agricultural Cooperative and Rural Development Bank

NAPEP	National Poverty Eradication Program
NDE	National Directorate of Employment
NEEDS	National Economic Empowerment Development Strategy
NIMASA	Nigerian Maritime Administration and Safety Agency
NPE	National Policy on Education
NGOs	Non-Governmental Organizations
NNPC	Nigerian National Petroleum Cooperation
NPF	Nigerian Police Force
NYSC	National Youth Service Corp
OWB	Objective Well-Being
PAP	Poverty Alleviation Program
PBN	People's bank of Nigeria
PTDF	Petroleum Technology Development Fund
SDGs	Sustainable Development Goals
SEEDS	State Economic Empowerment Development Strategy
SWB	Subjective Well-Being
SMEDAN	Small and Medium Enterprises Development Agency of Nigeria
SWB	Subjective Well-Being
TET-FUND	Tertiary Education Trust Fund
TVET	Technical and Vocational Education Training
UNDP	United Nation Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education Training
VTP	Vocational Training Program
WeD	Well-being in Developing Countries

CHAPTER 1

INTRODUCTION

1.1 Introduction

The study will be focusing on Business Apprenticeship Training Centers (BATCs) as a case study in the Kaduna state of Nigeria. This chapter will capture the following; background of the study, statement of the problem, research questions, the objective of the study, scope and limitation of the study, significance of the study, conceptualization, and definition of relevant terms.

1.2 Background of the Study

The Nigerian government having faced with lots of challenges of addressing the alarming rate of unemployment, less empowerment of the citizenry and poverty did rolled out various scheme and programs at all levels of government. Similarly, most state government as federating units did launch theirs for which Kaduna state looked inward and revitalize the already existing BATCs scheme to address these challenges. Hence, The Business Apprenticeship Training Centers (BATCs) have existed for four decades now. It began as a collaborative of the American Ford Foundation (AFF) and the then North Central State Government (NCSG). The program was for vocational and skills development of artisans for the industries in the north especially Kaduna. The Nigerian civil war in the early 70s gave greater justification for the program in view of the decrease in the number of the highly desired artisans, the majority of whom were southerners but had to flee the north due to the civil war and its effect. From its inception to date, thousands of populaces have graduated from the program, many of whom are working in Ministry of Works (MOW), the Nigerian Police Force (NPF), pioneer Nigerian National Petroleum Cooperation (NNPC), Defense Industry Corporation of Nigeria (DIC) technicians, BATCs in Ministry of Science and technology private firms and workshops. BATCs has consistently grown and expanded from 1center to its present number of 24 centers, that is, one in each of the 23 local government areas of the state and one annex.

BATCs has the following as its mission statement:

1. To raise skills of workers for better employment in industrial establishment.
2. To create better-skilled entrepreneurs among the self-employed trade men.
3. To pursue direct labor projects with a view of not only giving the students the scheme practical experience but to also ensure self-reliance when they eventually graduate.

Kaduna State as a community need invest and build human capital via BATCs as an intervention scheme intended at alleviating poverty and create employment in the community by engaging the citizenry most especially the youths into the means of production and sustainability through learning and skills acquisition aimed at getting them empowered and guaranteeing their self-esteem and self-efficacy. Therefore, community is key, in that, community is, simply a social group of any size whose members resides in a specific locality, share government, interact with each other, nurture each other and all participate in decision making and often have a common cultural and historical heritage (Ife & Tesorriero, 2006). Therefore, Checkoway (2007) is of the view that community change is when people join together and take action at the community level. Similarly, capacity building is essentially about change (DFAT, 2006). Change that enables individuals, organizations, networks/sectors, and broader social systems, to improve their competencies and capabilities to carry out functions, and more efficiently manage the development processes over time (DFAT, 2006; DFID, 2008). Building human capacity and human capital investment is a means through which people can achieve control of their lives and communities can build their capabilities, empowerment and wellbeing Hellström (2013). Hence, participation is pertinent for making and effecting changes in community life and those positive changes became a cause for a better quality of life (Abu Samah, 1996). Therefore, in this study, building human capacity and human capital investment are seen as means to an end of well-being. Relatively, the concept capital, though we tend to think of money or equipment when the term is being mentioned, in fact, there are three kinds of capital in a community; natural capital, human capital and financial or built capital. Natural capital is all the natural endowments provided by nature, such as raw material for clothing's, buildings, and food. Equally of note are services provided by nature such as air to breathe, rain to water our crops, and wetlands to filter water and prevent flooding. Human and social capital are the people that make up a community; friends, neighbors, and coworkers. Social capital is a collective resource that benefits communities or societies, or whether its health benefits are associated with people, their personal networks, and support Poortinga (2006). Human capital accumulation has long been stressed as a pre-requisite for economic growth Benhabib & Spiegel (1994). Human capital is so strategic in a community due to its role of connections among people, people working together to solve societal and community problems or effectively run a community. It involves participation and voluntary efforts and the community governing structure. With desired investment in human capital, human capital accumulation accelerated as more and more people acquired the ability to innovate and to use innovations. On the other hand, the spread of new technologies, in turn, made it more profitable to acquire knowledge (Cervellati, 2002), which is the focus of this study. Financial and built capital are the built structures like roads, bridges, and building in the community. It also includes the manufactured goods, the information resources, and the credit and debt in the community.

For sustained and developing community, all three capital are equally important which must be managed with care thereby nurturing its natural, human, financial capital so that the community continues to develop. However, the study intends to

cave in on investing in human capital with an emphasis on empowering the people in the community through training and learning of vocational skills.

BATCs as a form of capacity building and human capital investment plays a very vital role in sustaining societal and community development in terms of economic growth and poverty reduction. Human capital can be seen from both macro and micro levels. Macro level, as a key factor of production, facilitate technical innovations, increase the return on capital and make community growth more sustainable which in turn support poverty reduction. From the micro level, human capital is considered as a component of learning knowledge and skills acquisition that contributes to an individual's labor productivity and earnings. The consensus is that these skills and knowledge can be learned through training in an educational system. Therefore, investing in human capital is important for community development for its intrinsic value as a development goal in its own right, not only because of its instrumental value. Hence, human capital denotes the skills of the labor force. These skills, be it literacy, numeracy, cognitive, and analytical skills can be acquired through education and training, thus, any discussion of human capital, should have a touch of education (Son, 2010).

Human capital investment is key to empowerment, as such, empowerment is the process of liberating the oppressed people in the society through education, thereby, enhancing their wellbeing and self-esteem, psychologically, economically and socially Freire (1973). Empowerment can be seen from two angles, the individual empowerment, and organizational or collective empowerment. Individual empowerment best illustrate a concept that extends intra-psychic self-esteem to include people's perceived control in their lives, their critical awareness of their social context, and their efforts towards change. It deals with the way people individually felt attaining knowledge, capacities, skills and training to perfection, which is the focus of this study as a short term aim. While, organizational or incorporates the processes of organizations, whether or not they are acting to influence societal change, as well as outcomes, such as effectiveness in gaining new resources, which includes people's ability to work cross-culturally, as well as outcomes of transformed conditions (Wallerstein, 2002). It is attained when people come together and put their individual empowerment together as social cohesion, collective belonging, and intellectual understanding, thereby, leading to constructive social change and sustainable community development as a long-term aim. In like manner, youth empowerment is a collective, democratic, and prosaically process of engagement, which implies group interaction Cargo, et al, (2003), Jennings (2006).

The BATCs scheme is to facilitate the needed human capital investment in the people by impacting knowledge through training and learning in various vocational skills aimed at positively enhancing empowerment and economic well-being.

Kaduna state as a community is experiencing low socio-economic status largely due to low participation of its citizenry in individual capacity building as well as human capital investment, empowerment, and wellbeing, because the studies have shown the relationship between socio-economic conditions and capacity building through human capital investment, empowerment, and well-being.

In view of the above, Nigerian previous and current government did come up with various intervention schemes to stem out poverty or reduce it to the barest minimum, some of which are the introduction and establishment of National Directorate of Employment (NDE) established in 1986, Family Economic Advancement Program (FEAP) launched in 1998, Poverty Alleviation Program (PAP) came to being 2000, National Poverty Eradication Program (NAPEP) introduced 2003 (Ogwumike, 2001). Sadly, none of the programs met its desired objectives due to poor implementation, corruption of government officials and public servants, poor targeting mechanism and failure to focus directly on the poor (Ogwumike, 2001). In urgent need to rescue the situation, the federal government of Nigeria in 2004 launched another poverty alleviation scheme at all three tiers of government packaged as National Economic Empowerment Development Strategy (NEEDS), the State Economic Empowerment Development Strategy (SEEDS) and Local Economic Empowerment Development Strategy (LEEDS), holistically, operated at all three levels respectively with the aim of eradicating poverty in Nigeria (Adebayo & Ogunrinola, 2006). Despite all the above attempt to alleviate poverty, it is still a mirage, and as a result, the international community felt it needs to act fast and the United Nations (UN) in 2005 launched the Millennium Development Goals (MDGs) as part of effort to accelerate the attainment of MDGs ahead of the 2015 targeted date. (MDGs, 2005). However, most African countries could not meet the said target which necessitated the 2015 global action of Sustainable Development Goals (SDGs) aimed at reducing poverty, protect the planet and ensure prosperity for all. Each goal has a specific target to be achieved over the next 15 years (SDGs, 2015).

Furthermore, on the basis of building human capacity and human capital investment, empowerment level and the wellbeing of communities can be studied as an outcome of programs run for empowerment and wellbeing of BATCs in Kaduna state. Wellbeing means those aspects of life that are important for a person's happiness, quality of life and welfare (Smith, 2012), equally, well-being is the quality of life that includes someone's personal experiences and all aspects of his/her life such as friendship, family relationships, work and leisure, physical health, social well-being, economic/financial wellbeing and psychological wellbeing (Schwartz & Strack, 1999; Kane 2003). Stutz (2006) said that wellbeing basically consists of three elements that are: 1. welfare; it means the basic needs or the requirements for body flourishing, such as food, drink, medical care and shelter, 2. contentment; stable sense of satisfaction, and 3. freedom; the right to live and choose his/her own destiny. Wellbeing has been defined differently according to fields of study (McGillivray, 2007b). Hence, wellbeing is basically attributed to good conditions of people as an individual or group. For example happiness, healthy life, prosperity and

wealthy life (Stutz, 2006). Whereas community wellbeing has also been explained differently, community well-being means social, cultural, economic, environmental and political conditions identified by community members or communities themselves and these conditions are essential for the development of their communities (Donnell, 2014). The study further pinpointed that for understanding well-being, one should understand these four aspects/ core values such as Material conditions, Quality of life, Human Solidarity and Sustainability/ Ecological Sensibility (Donnell, 2014).

BATCs is a capacity building scheme carried out underneath the observant responsibility of the Kaduna State Ministry of Science and Technology. The study lay emphasis on the empowerment and economic well-being levels of alumni's of BATCs. Likewise, the emphasis is also focused on building human capacity and human capital investment as a process and means to attaining empowerment and economic well-being as an output. BATCs is established in each of the 23 Local Government headquarters with an annex making it 24 altogether. BATCs ran a training program of artisans spanning a duration of 3years of which mid-way into the training program the participants are sent to undertake an internship for 9 months in various well established vocational workshops, industries, government enterprises and private firms depending on the trade each and every individual specialize in with the aim of improving their individual level of capacity building and human capital development.

The BATCs is a three-year free program that draws participants from the community regardless of profession and status, depending on the circumstances each and every individual finds his or herself. Initially, participants are drawn from employees of industries and government agencies aimed at giving them the required training in order to improve their skills and make them more productiveness in their jobs. When eventually BATCs was taken over by the Kaduna State government, it had to undergo certain reforms ranging from its mission statement to its enrollment policies. At this point in time, participants are mainly youths of college graduates and college dropouts with few employees from public, private and cooperate organizations, possibly too, individuals who had no job and wanted to learn and acquire certain skills aimed at making him or her entrepreneurial inclined. It is at this point the need to upgrade the BATCs curriculum to reflect the dual training and learning curriculum of conventional educational school at both primary and junior secondary school levels. This policy perspective led to the introduction of the following curricular subjects which include;

1. Math
2. English Language
3. Integrated science, alongside,
4. Technical drawing
5. Theory and practical.

In addition to the above, each and every participant is expected to specialize in at least one trade aimed at empowering them through individual level of capacity building and human capital investment meant to enhance their economic well-being. The trades offered includes;

1. Welding and fabrication
2. Motor vehicle mechanic
3. Building
4. Carpentry and joining
5. Electrical installation
6. Radio and television
7. Fashion design
8. Knitting
9. Computer and GSM maintenance
10. Plumbing and pipefitting

Successful participants are awarded three categories of certificate of excellence, which are;

1. The Craft Artisan Certificate (CAC) issued by the Ministry of Science and Technology
2. Labor Trade Test (LTT) issued by the Federal Ministry of Labor and Productivity
3. National Business and Technical Examination Board (NABTEB) is a domesticated craft level examination certificate conducted by City and Guilds, Pittman's and Royal Society of Arts of UK. Certified by the National Policy on Education (NPE). Established 1992.

Equally too, each of the Local Government councils of which BATCs are residual are encouraged to make substantial financial commitment as their own cooperate social responsibilities towards the BATCs and the funds made available to the alumni's for provision of basic equipment's, tools and machinery cutting across all trades on soft loan basis as a starter package payable back after a reasonable period of time as a revolving scheme.

1.3 Statement of Problem

Capacity building and human capital investment requires education, hence, learning communities and organizational learning as key components considering the increasing needs as a global trend for skilled manpower adopted the world over, and Nigeria cannot be an exception if she wants to have her rightful place in the global arena by measuring up and competing favorably to meet her strategically planned goals (Inayat, Inayat, & Salwah, 2013; O'Banion, 1996). In Nigeria individual capacity building via various Vocational Training Programs (VTP) have been launched by previous and successive governments as an intervention schemes at

various levels of government to alleviate poverty and create employment aimed at economically empowering the teeming growing population as a result, enhancing their economic well-being, but little or nothing has been achieved (Adebayo & Ogunrinola, 2006; Ogwumike, 2001). However, capacity building, facilitates people and institutions to realize their own development objectives and recognizes recipient of training and learning aids must be empowered to manage their own development agenda (DFAT, 2006). Therefore, the essence of capacity building and human capital investment through BATCs happens to be one of the most effective programs needed to train and provide skilled artisans, technicians as human resource aimed at eradicating poverty, create employment and attaining the targeted developmental plan and goals of national vision (Adebayo & Ogunrinola, 2006). Equally of note, are that government institutes, organizations, and NGOs partner to working for capacity building and training for the participation, empowerment, and wellbeing of beneficiaries of BATCs. Available statistics revealed that poverty and unemployment rate in Nigeria is increasing geometrically FOS (2004). According to the human development report on Nigeria published by the United Nation Development Program (1996, 1997), the figure may be as high as 50 percent in (Pawan & Yaw, 2007), and as such, it is gradually approaching an alarming level necessitating building human capacity and investing in human capacity via BATCs intended at empowering the people, most especially youths and enhancing their economic well-being as an intervention strategy to reverse the trend so as not to give room to criminality in the society as we are currently experiencing with the “Boko Haram” insurgency.

Capacity building via BATCs is solely aimed at taking off the streets predominantly the less privileged, uneducated and school dropouts from both formal and informal educational sectors. There are also those with formal education as graduates who needed the required skills to earn a living since government paid job is not readily available. Similarly, there is the category of adults whom either is working and needs to plan for post-retirement and needed be trained or those seeking training after retirement and needed to build social capital trust, develops knowledge, skills and attitudes, the BATCs engages the participation of these beneficiaries and when successful as alumni's they are economically empowered and this enhanced their economic well-being. This role played by BATCs has gone a long way to develop the community and making it a better place for everyone in it to partner by improving their competencies and capabilities. This will also, enable them to carry out functions, more effectively, manage the development processes over time as a strengths or assets based approach to development (DFAT, 2006).

Wellbeing is a concept with a direct bearing on the quality of life of people in any given community or society (Murphy, 2010). Therefore, as an emerging 19th-century concept, the well-being of benefiting BATCs alumni's would be attained through the active participation of people in development projects and programs of wellbeing and quality of life. Hence, with participation increase empowerment and wellbeing is enhanced (Yassin et al., 2012). Economic empowerment and well-being as an output will expectedly give the people the sense of belonging, integrate them into

developmental activities and thereby provide them the opportunity to be part and parcel of the societal policy framework and decision making that has to do with positive impact on their lives. These engagements will put to rest most of the challenges confronting youth restiveness, reduce poverty and create employment, as such the community comes out stronger, purposeful and peaceful.

Capacity building is key to this study because it did create and empowered individuals of BATCs alumni's who takes responsibility for their own welfare and that of their families as well as encourage social programs to foster human development and organizing training sessions to develop people's knowledge and skills. It is also key to community development in the views of Reid & Gibb (2004) in view of the fact they stated that the community capacity building is necessary for participatory process and community development at a community level. As such, community capacity building has emerged as an important element in effective health promotion practice (Simmons, Beynolds, & Swinbun, 2011). This could only be achieved by managing community development programs effectively through highly committed and well-trained/skilled professionals not only in their respective fields but also in community capacity building as well (Labonte & Laverack, 2001; Reid & Gibb, 2004; Simmons et al., 2011).

Capacity building is focused on three levels; the individual level: human resources development; training and coaches, the organizational level: organizational development; integrating life skills, training processes and programs and broad system level: institutional development; capacity building to partner with the private sector to implement programs. Hence, the capacity building domain focused on by the study is the individual capacity of the BATCs alumni's, the level of their empowerment and their economic wellbeing.

Economic empowerment as a mediator, clearly shows the relationship between the variables and also determine the influence between them. However, it provides links between individual capacity building, human capital investment and well-being in one way or another.

Nevertheless, the National Economic Empowerment and Development Strategy (NEEDS, 2004) claimed that many of the responses to poverty reduction appear to be ad-hoc, uncoordinated and more or less fire brigade approach. From 1975-2012 different intervention programs with poverty reduction thrust aimed at empowering the citizenry with knowledge and skill acquisition training has been undertaken. Programs such as Community Bank (CB), established in the year 1990, National Directorate of Employment (NDE) 1986, People's Bank of Nigeria (PBN) 1989, Directorate of Food Roads and Rural Infrastructure (DIFRI) 1987, Better Life for Rural Women 1990, Family Support Program 1987, Family Economic Advancement Program (FEAP) 1998, Poverty Alleviation Program (PAP) 2000, National Poverty Eradication Program (NAPEP) 2000, National Youth Service Corp (NYSC) 1973 and Nigerian Agricultural Bank (NAB) first incorporated in 1973, in 1987 it was

renamed Nigerian Agricultural and Cooperative Bank (NACB), subsequently in 2000 it was merged with the People's Bank of Nigeria (PBN) and took over the risk assets of Family Economic Advancement Program (FEAP) to become Nigerian Agricultural Cooperative and Rural Development Bank Limited, (NACRDB) a name that has always be considered too long and unwieldy. In the year 2010, it was shortened to Bank of Agriculture (BOA).

These programs are aimed at empowering the people and addressing various manifestation of poverty (Adebayo & Ogunrinola, 2006). The (NEEDS) document concluded that “while noon of these programs was complete without merits, the truth remain they did not have a significant lasting and sustainable positive effect”. As the global economy slows down with signs that it is heading towards recession (“China Daily,” 2008). This means that without rapid economic growth to sustain the nascent democratic gains, empowerment, poverty, and unemployment situations will be grimmer as more people will become less empowered, unemployed with varying consequences to national security. As such, the moment people of any community are less empowered and marginalized, then the ability to achieve the required benefits (wellbeing as outcome) from development programs becomes a mirage which often result in total collapse of the societal structure giving room for all kinds of negative societal vices striving, as it is been experienced in today Nigeria. Relatedly, a less empowered people in a community are likely to suffer economic wellbeing of less quality life either subjectively or objectively (de Neve, Diener, Tay, & Xuereb, 2013). Similarly, the powerless people, either they are subjectively or objectively powerless, cannot participate actively in decisions regarding the wellbeing of their lives Hollnsteiner (1979).

Similarly, BATCs had to adopt the dual vocational training and learning from a global front, as it is one of the growth engine for effectively propelling developed and developing nations out of poverty (Cedefop, 2011; Eichhorst, 2014; Euler, 2013) and a strategy to attain virile and sustainable community development. By and large, dual vocational training and learning is often considered to be one of the important policy solutions in combating poverty and unemployment (Eichhorst, 2014). The dual vocational training and learning enhances positive social outcomes generated by Vocational Education Training (VET) in terms of increased civic participation will experience strong positive returns from VET participation (Cedefop, 2011).

In Africa and Nigeria, VET has being herculean and challenging task in virtually all African countries, it is in this regard the United Nations Educational, Scientific and Cultural Organization (UNESCO) Dakar played a consisted vital role to stem the tide in enhancing Technical and Vocational Education Training (TVET) in sub Sharan Africa countries where in every three, five are unemployed young people mostly in the informal economy. Therefore, UNESCO Dakar works to keep TVET high in the political agenda of African governments, regional economic communities and financial partners (UNESCO Dakar, 2014). TVET is encouraged to expedite acknowledgement of skills and qualifications gained in the non-formal sector and

ensure mobility between countries in the sub region. UNESCO Dakar recorded success in youth training in Benin, Nigeria and Senegal (UNESCO Dakar, 2014).

1.4 Research Questions

The main research question of this study is to examine the individual capacity building through human capacity as it relates to economic empowerment and well-being of benefiting alumni's of BATCs. Base on the aforementioned, the following specific research questions are raised.

1. What are the backgrounds of the respondents?
2. What is the level of capacity building, human capital investment, economic empowerment and well-being (objective well-being and subjective wellbeing) as perceived by the respondents of the BATCs alumni.
3. Is there any significant relationship between individual capacity building, human capital investment, economic empowerment and wellbeing among respondents of the BATCs alumni?
4. What is the unique predictors of the dimensions of wellbeing OWB (income), SWB (life satisfaction and life evaluation) of the respondents of the BATCs alumni?
5. Is there any mediation effect of economic empowerment on the relationship individual capacity building, human capital investment (training) and the dimensions of well-being OWB (income), SWB (life satisfaction and life evaluation) among the respondents of the BATCs alumni?

1.5 Research Objectives

The study intends to view the research objectives from two perspectives, namely, general objective and specific objectives.

1.6 General Objective

The general objective of this study is to determine capacity building, human capital investment and wellbeing among alumni of BATC. In view of the above, the specific objectives are identified as follows;

1.7 Specific Objectives

1. To describe the background of the BATC alumni (respondents).
2. To determine the level of capacity building, human capital investment (training), economic empowerment and well-being (objective well-being and subjective wellbeing) as perceived by the respondents.

3. To determine the significant relationship between individual capacity building, human capital investment, economic empowerment and wellbeing among the respondents.
4. To determine the unique predictors of the dimension of wellbeing OWB (income), SWB (life satisfaction and life evaluation) of the respondents.
5. To determine the mediation effect of economic empowerment on the relationship between individual capacity building, human capital investment (training) and wellbeing among the respondents.

1.8 Hypothesis of the Study

In view of the objectives, the following null hypotheses were developed.

H₀₁: There is no significant relationship between individual capacity and OWB.

H₀₂: There is no significant relationship between individual level of capacity building and SWB.

H₀₃: There is no significant relationship between human capital investment and OWB.

H₀₄: There is no significant relationship between human capital investment and SWB.

H₀₅: There is no significant relationship between economic empowerment and OWB.

H₀₆: There is no significant relationship between economic empowerment and SWB.

H₀₇: The coefficient correlation between individual capacity building, human capital investment and economic empowerment equal zero when correlated with OWB.

H₀₈: The coefficient correlation between individual capacity building, human capital investment, and economic empowerment is equal zero, when correlated with SWB.

H₀₉: There is no mediating effect of economic empowerment on the relationship between individual capacity building and OWB.

H₀₁₀: There is no mediating effect of economic empowerment on the relationship between HCI and OWB.

H₀₁₁: There is no mediating effect of economic empowerment on the relationship between individual capacity building and SWB.

H₀₁₂: There is no mediating effect of economic empowerment on the relationship between HCI and SWB.

1.9 Significance of the Study

The significance of this study cannot be overemphasized because it narrows the gap that occurs considering existing literatures in view of the data collected which was used to analyze the relationship between individual capacity building and human capital investment to dimensions of well-being and the mediation effect of empowerment to individual capacity building and human capital investment on the relationship between individual capacity building, human capital investment and well-being which is a gap that needs to be explored. Similarly, this study will also serve as a blue print to the government as a policy trust: the Nigerian state is currently battling to bring youths restiveness under control who went as far as taken arms against the state as a result of failure of the state to plan and secure the future of her citizenry, which have affected tremendously all fabrics of the community in the society. It is in like manner, the study intends to come up with a policy trust and robust policy implementation framework as a possible intervention strategy as a way forward. However, non-governmental organizations (NGOs) are key in designing an action plan to address challenges of well-being ravaging developing countries like Nigeria.

The study tends to encourage learning and training where both concepts are vital in building the human capital that allows people to elude poverty. Thus, training and learning skills by the populace, is thus, an important determinant of long-term growth that a nation can invest on.

Finally, the findings of this study will also be beneficial to students of community development as a relevant material.

1.10 Scope of the Study

The study just like most others is not void of limitation. The study will be focusing on mainly beneficiaries and alumnus of BATCs in Kaduna state. The study is limited to the territory of Kaduna state, being one of the northwestern state of Nigeria, the study examines the relationship between the individual level of capacity building, dimensions of human capital investment and dimensions of economic wellbeing among benefitted alumnus of BATCs. The study was conducted in Kaduna state, focusing on BATCs as a case study. Therefore, the results cannot be generalized to other VTPs in other states of Nigeria. Hence, a sample population of respondents was randomly selected from the 23 LGAs of Kaduna state, of this figure, three BATCs centers each in the three senatorial zones in the state were selected, making a total of nine centers, using multistage cluster sampling technique. As a result of the sampling technique employed by the research is expected to eliminate bias, the

findings of the study could be generalized on the population of Kaduna state but could not be same of the population for other states in the country due to differentials of characteristics of the sampled respondents.

1.11 Limitation of the Study

Although, the study intends to reflect a popular opinion, from its findings, however, the study is restricted to alumni of BATCs in Kaduna state that attended the scheme where the alumni attained individual capacity building, skills and training of the respondents.

1.12 Conceptual and Operational Definition of Terms

1.13 Individual Capacity Building

Conceptual Definition: It involves individual and organizational learning which builds social capital and trust, develops knowledge, skills and attitudes and when successful creates an organizational culture which enable organizations to set objectives, achieve results, solve problems and create adaptive procedures which enables it to survive in the long term (DFID, 2008). Relatedly, DFAT (2006) sees capacity building as the strength or asset approach to development.

Operational definition: in this study, individual capacity building is seen as the environment or context within which individuals in societies operate and interact. As such it is an organization of people that provides learning measurable at individual level with the ultimate goal of inducing innovation and changes within the individual. The levels of capacity building domains of influence to be measured in the course of learning is the individual capacity building. Hence, the individual capacity building is the extant level to which a participant makes meaning out of experiences by producing new knowledge and tries to improve his or her abilities. The individual capacity building promotes inquiry and dialogue as well as create continues learning opportunities mastery of tasks, discovers for being more effective, strives to find new and better methods of achievement individually by enhanced learning, gaining talent, open and honest feedback, respect and building trust among the beneficiary of BATCs. Individual capacity building was measured using 12 items with 5 points Likert scale from 1 = strongly disagree to 5 = strongly agree.

1.13.1 Human Capital Investment

Conceptual Definition: Human Capital Investment refers to procedures that relate to training, education and other professional creativities in order to upsurge the levels of knowledge, skills, abilities, values, and social assets of an employees which lead to the employee's satisfaction and performance, and eventually on a firm

performance (Marimuthu, Arokiasamy, & Ismail, 2009). Thus, human capital is referred to as the knowledge, skills, capabilities and qualities embodied in individuals that facilitate the creation of personal, social and well-being OECD (2001).

Operational Definition: In this study human capital investment is an intellectual capital where training, as product of learning and innovation are function of educated people in a given community, which requires constantly changing business environment which strives for superior competitive advantage that incorporates creativity and innovativeness which eventually, in the long run, guarantees long-term sustainability. Therefore, human capital investment is an important input for individuals and organizations especially for employees continues improvement mainly on training.

Conceptual Definition of Training: Training is a calculated and systematic effort to modify or develop knowledge, skill, and attitude through learning experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job (Roger & Jim, 2004). Defining training can be seen from two contexts, individual context, and organizational context. Training from individual context, according to the Department of Employment Glossary of Training (1971) in Bramley (1990).

Operational Definition: Training is the systematic development of the attitude, knowledge, skills and behavior pattern required by an individual to perform adequately a given task or job. Hence, training in this study, is an initiated procedures which are intended to foster learning and work performance among respondents of the BATCs alumni in a direction contributing to work performance and effectiveness. As such, in this study emphasis will be laid solely on individual context. Therefore, training will be measured using 8 items, with 5 points Likert scale from 1 = strongly disagree to 5 = strongly agree.

1.13.2 Empowerment

Conceptual Definition: Empowerment is defined as a motivational construct which focuses on what people expect with regards to their power and whether they are satisfied with their current status of the power (Conger & Kanungo, 1988). In a broader context, Ali & Hatta (2012), Narayan (2005) defines empowerment as the expansion of assets and capabilities of poor people to participate in negotiation with, influence, control and hold accountable institutions that affect their lives. Similarly, empowerment is a process through which people gain control over their lives, that bring democratic participation among peoples' lives in a community (Rappaport, 1987), and provide an opportunity to understand their environment (Zimmerman, 1995). Empowerment is basically the ability of individuals that can be used to gain

control psychologically, socially, politically and economically (Zimmerman and Rappaport, 1988). Of the dimensions of empowerment in this study, emphasis will be on economic empowerment.

Operational definition: In this study, empowerment means the outputs achieved by the beneficiaries and alumnus of BATCs through which the capacity of individual, organizations or community be enhanced and through which people can control their own lives (self-esteem, self-efficacy and capacity building) under the BATCs scheme within the study area. Here, in the empowerment dimensions, the researcher perceives economic empowerment as an enhancer of economic well-being.

1.13.2.1 Economic Empowerment

Conceptual Definition: Economic empowerment is the ability to bring income in and by promoting decision-making independence in spending amongst group members which take into account the economic strength of the individual or group (Tracey, Maureen, & Saswata 2006). Similarly, Anderson, Wilson, and Mwansa (1994) assert that economic empowerment is the ability of individual or group members of community to get adequate income to live a decent life and can be able to afford the basic necessities of life such as shelter, food, and clothing.

Operational definition: In this study, economic empowerment refers to making adequate income and improved standard of living of respondents of the BATCs alumni in Kaduna state. Economic empowerment will be measured using 13 items with 5 points Likert scale from 1 = strongly disagree to 5 = strongly agree.

1.13.3 Well-being

Conceptual definition: Wellbeing is a multidimensional concept that covers all aspects of human life McGillivray (2007a). Stutz (2006) assert that economic well-being basically consists of three elements that are: (1) welfare; the basic needs or the requirements for body flourishing such as food, drink, medical care, and shelter, (2) contentment; stable sense of satisfaction, and (3) freedom; the right to live and choose his/her own destiny.

Operational Definition: In this study, economic well-being is seen as a state of being where human needs are met, where one can act meaningfully to pursue one's goals, and where one enjoys a satisfactory quality of life. It implies that individual BATCs alumni on completion of the training as an expected outcome will be empowered economically and will eventually translate into economic well-being in an individual participant of BATCs alumni's. Economic well-being in this sense is in two major folds, subjective well-being (SWB) and objective well-being (OWB).

1.13.3.1 Objective Well-being (OWB)

Conceptual definition: Objective well-being is seen as the well-being of a society can be understood as a consequence and the function of actual living conditions and as a result of these conditions from the perspective of an individual or observed level of society (community) (Ivković, Ham, & Mijoč, 2014). According to Maria, Francesca, & Miranda (2011), OWB is often referred as access to resources usually a social aspect of life, such as health, education, and vocational training, labor market conditions, public safety and crime, social security, environment, equal justice etc.

Operational definition: In this study, OWB is the basic outcome of real and actual living conditions of individual respondents as occasioned by time and goods to produce output on the quality of life and standard of living. OWB will be measured using income which has 14 items with 5 points Likert scale from 1 = strongly disagree to 5 = strongly agree respectively.

1.13.3.2 Subjective Wellbeing (SWB)

Conceptual definition: Subjective well-being is the resultant positive perception of people towards the proper stage in the society, i.e. the quality of life (Ivković et al., 2014). SWB is a broad category of phenomena that includes people's emotional response, domain satisfaction, and global judgment of life satisfaction (Diener, Suh, Lucas, & Smith, 1999). Relatedly, SWB is also seen emotionally, as the individual feelings about satisfaction with life as a whole or some specific aspects of life such as family life, job, accommodation, health, social life, education, living standard (Maria et al., 2011).

Operational definition: In this study, SWB is the perception of respondents about the quality of their lives. SWB will be measured using life satisfaction which has 11 items and life evaluation which has 7 items of measurement, both with 5 points Likert scale from 1 = strongly disagree to 5 = strongly agree respectively.

1.13.4 Organization of the Study

As it is the traditional norm with thesis, this study is based on five chapters, although, for the fact that the study is currently limited to proposal stage it will cover the first three chapters in anticipation of last two chapters on return from the field. Chapter one constitutes the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope and limitation of the study, conceptual and operational definition of terms, and organization of the study. Chapter two is the review of the literature as well as a theoretical and conceptual framework. Chapter three contains research methodology

consisting research design, sampling procedures, instrumentation and data analysis procedures. Chapter four is the data analysis using both descriptive and inferential statistics, while chapter five deals with summary of the study, conclusion of the study, implication of the study: theoretically, conceptually and policy implication, as well as recommendation for further studies and BATCs.



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