

Tanzania Development Bailout: A Focus on Improving Human Capital in Higher Learning Institutions

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Abstract

Human capital is the key in the development of any country. This, obviously, supersedes all components of development packages. This resource-human capital determines optimally the use of land, minerals, technology and all ventures of development. Because of the importance of human capital, this paper provides a critical thinking on the challenges of development of African countries, Tanzania included, on the role of human capital in the development of our countries. The objective of the paper is to reiterate the importance of human capital in relation to the utilisation of the available resources that can be reaped for development. The paper is a review in nature, hence it has articulated observation and experiential as the main sources of information. This piece of literature is driven by the reality that sustainable development is critical for the survival of our countries. Hence, we need to harness the utilisation of the human capital in the venture of development. We conclude that development of human capital does not necessarily mean leading our people into acquaintance of degrees, but into acquiring proper knowledge that entail to deal with the societal problems. We add that proper identification of personnel for any program is critical, as not all people are capable of doing all things.

Keywords

Human capital, development, sustainable development, education

I. Introduction

Africa is considered the first in terms of mineral endowments especially Gold, Copper, Bauxite, Diamond, Tanzanite, and gas (Norman, 1998). It is the first in terms of natural resources endowments such as national parks, game reserves and tourist areas. However, it is the last in terms of development. The challenges posed in the study of Norman (1999) on why Africa remains the last in the list of continental development have driven more discussion on the theme. In his submission, Norman indicates that there is need for human resources development if Africa intends to reap huge packages of development. This paper stems on the same stance, and looks further on the proportionality of what is taught in the class in particular higher education, and its relevance in dealing with the problems that Africa face. Although the details concentrate on Tanzania, the extent of the discussion and ideas posed are on Africa context. Several authors have indicated the importance of human capital in relation to the improvement of organisations, performance, and development in general.

King (2013) indicates that education must be problem solving in its orientation. Norman and Mdegela (2013) add that the quality of education should be not weighed by mere allowing African children orientate in various languages considered as international languages without linking the same with the transformation the children attains in dealing with problems that surround them. The pertinence of education has been emphasized in different phenomenon. Flamholtz and Lacey (1981) narrates on the importance of employees' skills, and in terms of skills, knowledge and abilities of people. Recruitment is important since it includes general inheritance, education, experience and altitudes towards life and business (Mackelvery, 1983; Hudsson, 1993). In this vein, the paper entails to discuss four main phenomenons.

1. Ingredients we expect from grandaunts.
2. The realities observed on the ground.
3. The perceived missing linkage between what is offered in colleges versus the work on the field.
4. The perceived a way forward for bridging the gape between what we study in colleges and the fieldwork.

II. Literature review

Various literatures have covered the importance of education. They indicate the importance of quality education in the entire world. The list is big. However, few literatures have attempted to link the education we attain at colleges with its ability to deal with the problems we face in our societies. What we find is the assumption that we, the considered educated, have attained education that is relevant. The concerns are minimized due to several reasons. First, the fact that people who are expected to pose challenges on the education systems are the one who actually are in the education systems, yes, the professors, senior lecturers, and lecturers in general. They are unable to make checks and balances, particularly on self-assessment. This too, has a reason behind it. Why there is generally reluctant to self-evaluation among those who, through the system of education are trusted as competent personnel to train others, or more appropriate to speak what they know to others, which we name it as lecturing. This need research to find out the processes for retaining tutors in various colleges, and whether those processes are competence based in relation to transforming those who do not know to knowledgeable.

We know that the named tutors today are the professors tomorrow. Hence, how we get them is quit important for the resilience of present and future generation in terms of prudent knowledge and hence sustainable development. Norman (2014) indicates that much as sustainable development is imperative, equally programs that catalyse sustainable development must be sustainable in nature. In other words, they should be examined through systemic thinking. Norman who is considered guru in problem identification and solving, he adds that tracing the source of the problem requires skills, and that this too needs training as not all people can do the problem identification and solving business (Norman, 2009). Most literature have covered the role of human capital and or human capital development in relation to the improvement of organisation performances. The list is huge. However, a recent study by Rizvi (2011) notes that constantly changing global business environment requires firms to aim for competitive advantages through creative and innovative business strategies. He adds that this is essentially important for their long-term sustainability.

Suleim et al. (2007) noted that there are relationships between organizational performance of software companies and human capital. They noted positive indication between human capital and performance. In addition, Bontis and Fitzenz (2002) assert that the relationship between human capital management and economic and business outcomes. They indicate that there is direct relationship between human capital development and the level of innovations made in the firms. What is noted in the literatures is the importance of human capital in general. This paper however, focus on how best can we have competent lecturers through both recruitment of human capital and development of the same. We assume that the primary stage is recruitment. Development of human capital would be vital if the recruitment was done properly. Quality of products has direct relationship with the machines processing such products. In this regard, Dooley (2000) noted that there is a relationship between qualities of developers versus the amount of markets shares. The relationships signify an obvious relationship between human capital development and the performance of the firm.

III. Materials and Methods

As indicated in the introduction, this paper is a reflection in nature, and it has articulated documentation, observation and experiential as the main sources of information. We have considered Tanzania as a case, though the discussion does much on African context. This is because the orientation of African problems is similar in most countries. An obvious strength of African countries is agriculture due to the available land. The use or not using is what can differentiate the pace of development. The approach of the study is literally qualitative. While researches under qualitative, quantitative, and even mixed methodologies stem weight to most researchers, experience on the three named methodologies and amalgamation of all understanding can count more value in coming up with dimension of thinking of which some consider schools of thought. Hence, we assimilate reflective dimension on issues on discussion to set up conclusions and recommendations. We have employed professional experience and have added with practical observation, which has enabled us to present conclusion with the view to attaining sustainable development.

IV. Significance of the Study

The study is imperative in providing issues of concern to African governments, higher institutions, schools and colleges on the way forward regarding human capital development. It is further significant in reiterating appointing authorities in Africa on the importance of harnessing qualities of a person versus the duty on which is appointed to. It further calls for policy transformation for assurance of sustainable development through proper utilisation of human capital. The importance of this study goes further on realising the type of human development packages required for the transformation of our continent.

V. Discussion of Emerging Issues

Human capital development is vital in tackling our society problems. How do we ensure development of human capital can be another issue of concern? How do we utilise those considered developed human capital is another serious question. The two questions need answers through an eye of a specialist. Lack of strategies to developing human capital could lead into frustration of our personnel in times of formal retirement. In this view, we argue that human capital development includes proper realisation

and identification of training package, which focus on problem solving. The assumption is that when such package of training is rendered, the trainee will qualify to utilise such development into sustaining him and the country at large. Other programs, which are not problem focussed, would end up being dormant when the term of service of the named professor, doctor, lecturer and any other professional personnel is retired.

The experience is, or more appropriately, could when one is about to retire, of course on compulsory retirement, would start realising that most of the theories and concepts he/she spend training cannot work. Questions would arise. Does that mean what one spend teaching were mere fallacies? This is subject to research. At best we know that, when retirement is close to the door, we end up thinking of pensions and we indulge into calculating the amount of fund that is due to attain from long service we have offered. The strength of the academic people is essentially on the publications, which is the result of scientific organisations of materials resulting from both, learning from other peoples works, researching on phenomenon of interest, and on other peoples enquiry, and finally from experiential mode, which amalgamates the experience and the learning from all other forms, among others.

We anticipate that when this is done, titles/books/articles that are problem solving would be in stores- yes being sold there. We should make money out of our skills not favor. Do not we have economist in Africa? Of course, we do have. How many books do we have in stores? Generally, very few compared to the number of economist. Do not we have human resources professors in Africa? Of course, we do have professors. Professors of human resource and/ or management may be few, but where are the publications on management? Very few, what does that teach our continent, our countries, and our people. What to we expect from them in relation to the student we teach.

Currently, there is huge move to attaining degrees, in particular among public servants. The drive towards such attainment can be viewed in three facets. The first is promotional drive, where most public servants realise that attainment of the degree would make them considered qualified to assume responsibility to higher offices. The second drive is esteem or prestige, where an employee sees that the attainment of such degree is a pleasure hence renders satisfaction resulting from being proud of, irrespective of what it does in enhancing the professional career. The third drive is on adding value for improving productivity at work and through enhancing personal capacity, which is equally gauged in production. The essence of human capital development is on attaining sustainable development.

In this view, immediately after independence, the ruling party of Tanzania, Tanzania Association of National Unity (TANU), which is currently known as CCM identified four factors for development namely people, land, good policy, and good leadership. With the focus on the four components, it was noted that people are the stirrer of sustainable development. They can learn, control, adopt, imitate, and create new and invent things. In this package of people, we notice that their strength depends on how we develop human capital, which will finally engage in sustainable development programmes of agriculture. Land is seen as the pyramid of the said development. Nothing called development is done without land. We need land for industrial placement, talk of mining sector, education, and placement of offices to mention but a few. We need proper utilisation of land, if sustainable development is crucial. In addition, good policy was another factor needed for sustainable development. Nyerere insisted that African development policy

must be agricultural oriented if sustainable development is key. We realise that mere presence of resources does not guarantee sustainable development. We need policies that are well thought and written. We need policies that harness the have and the have not. Policies that are systemic in nature, in the sense that they look backward, forward, sideways-to the right and left, and into the future for the resilience of present and future generation. Obviously not every person can place such policies, rather a well-developed human capital package identified through competence-based criterion.

The last component in the list for the acquaintance of sustainable development in Tanzania context was good leadership. One of the challenges that the world face in improving development is proper leadership. At times, processes that are in place for getting the leaders are not competence based. Hence, we need to have leaders that are competent enough to curb the challenges we face in development. King (2012) indicates that, it is the presence of hurdles, problems, and challenges, which legitimise the need for leaders. Henceforth we gauge the competence of leaders by their ability to solve societal problems. In this regard, we at times relate the strength of the economy with politics.

We notice that with the presence of mineral resources in Africa, and all natural resources stemming from tourism, agriculture, vegetation, and all that fills it suggest that Africa and particularly Tanzania, is the among the richest countries in the world.

What then might be the cause of the underdevelopment? Certainly, the perceived criteria that can be the source of poverty are absence of committed educated personnel-human capital. The list is rather long and includes (Green, 1993; Miner, 1997; Bats, 1990; Seldon and Colon, 2003; Snell et al. 1999; Hai-Ming and Ku-jan, 2003; Abeysekera, 2008).

VI. Conclusion

We conclude that sustainable development requires harnessed measures, which include proper plans, strategies, focus, budgets, and implementation. In addition, the attainment of sustainable development requires development of human capital, which is able to identify problems of the society, find the cause of such problems through holistic thinking, prepare plans for dealing with the problems identified, implement the plans through strategic measures, and gauge the implementation versus results. Sustainable development can be achieved easily when human capital development is the key in our daily undertakings. We add that, where developed human capital is in place, credentials for appointment and or promotion must be competence based. We echo the philosophical perspective of the Korean, which narrate that materials are limited but technology or innovation is unlimited.

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