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Exploring Human Capital Development: Perspectives of Young Adults (aged 18-25) in Lagos, Nigeria

OMOBOLA OMOTIMIRIN
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Walden University

College of Health Sciences and Public Policy

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Omobola Omotimirin

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Walden University
2024

Abstract

Exploring Human Capital Development: Perspectives of Young Adults (aged 18-25) in

Lagos, Nigeria

by

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MPHIL, Walden University, 2021

LL.M, De Montfort University, 2015

LL.M University of Lagos 2003

BL Nigerian Law School 1995

LL.B, Lagos State University, 1994

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

August 2024

Abstract

Under-utilization of youth human capital and youth delusion, has the attendant effect of increased crime, insecurity, deplorable infrastructure, loss of foreign investment, revenue loss, etc. The large population of young adults (age 18-25) in Lagos State, Nigeria, is a source of human capital development. There is little to no literature on the young adults' (age 18-25) perspectives on their human capital development in Lagos State. The purpose of this study was to understand the perspectives of young adults (age 18-25) on their human capital development needs. Research questions focused on understanding young adults' perception on human capital development; how youth human capital can be harnessed for sustainable development of Lagos State, Nigeria, through policy formulated from the perspective of the young adult and the effect of the presence or lack of human capital development on the young adults. The theoretical frameworks for this study were the human capital theory espoused by Becker and Speth's punctuated equilibrium theory. A qualitative case study design approach was adopted using purposive sampling to conduct semistructured interviews of 20 university students in Lagos State. Data from the interviews were analyzed using NVivo, and thematic analysis was used to transcribe data, develop codes and themes, and analyze the same. The results included a need to harness the untapped resources of the young adults through empowerment initiatives derived from their perspectives. The implication for social change includes contributing to the body of knowledge for policymakers and young adults (age 18-25), synergy with the government of Lagos State, Nigeria, increased creativity, crime reduction, to increase revenue for the overall sustainable development of Lagos State.

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Dedication

I dedicate this work to the Trinity; God the Father, God the Holy Spirit and God the Son without whom this dissertation would not have been completed.

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This dissertation could not have been completed without the support of my family, especially my loving husband, Mr. Adekunle Omotimirin, and children, Olatide, Anjolaoluwa, Aderinsola and Oluwatimilehin for their prayers, immense support, sacrifice and understanding during this doctoral journey. With great gratitude, I also acknowledge the unwavering support and guidance of my dissertation committee chair, Dr. Victoria Landu-Adams, second committee member, Dr. Mark Gordon, and university research reviewer, Dr. Lori A. Demeter, throughout the dissertation study. Dr. Victoria Landu-Adams, I am eternally grateful for your constructive criticism which served as the catalyst for continuous improvement of my work until completion of this dissertation.

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Chapter 1: Introduction to the Study

Young adults' human capital development is vital to any nation's development. Human capital development of young adults is crucial to enabling them to operate seamlessly within society upon attainment of greater societal responsibility. Furthermore, a nation's future depends on its ability to develop the human capital of young adults to enable them to assume governance and leadership positions with the requisite competencies. Youth form a large part of a society's population (United Nations World Youth Report: Youth and the 2030 Agenda for Sustainable Development, 2018). Nigeria's population is more than 211,400,708, with a youth population of 50% (United Nations Population Fund, 2021). Lagos State, Nigeria, has a high youth demography. Lagos has a population of 26 million people, with the youth population making up 50% of the total population (Ivagba, 2019).

A nation with a high population of young adults benefits from a veritable workforce but, conversely, has attendant problems (United Nations World Youth Report: Youth and the 2030 Agenda for Sustainable Development, 2018). The high population of young adults has given way to a high level of unemployment. The unemployment rate in Nigeria is 42.5% (Nigerian Bureau of Statistics, 2021) and is ranked 161 out of 188, with a Human Development Index (HDI) of 0.539 (United Nations Development Program [UNDP], 2019).

Unfortunately, the high level of unemployment results in a high level of crime, insecurity, deplorable infrastructure, delusion among youths, loss of foreign investment, and loss of revenue sources by the government (Makinde & Adegbam, 2019; Omitogun

& Longe, 2017). Obele (2019) concluded that unemployment retards economic growth in Nigeria. Makinde and Adegami (2019) noted that the Nigerian government's poor handling of unemployment statistics and lack of proactiveness restrict economic growth. Young adults play a significant role in economic development (Ballard et al., 2021; King et al., 2020; Sachdeva & Hafiz, 2019). Enabling young adults to step into leadership positions requires human capital development by the government. Oshiomah (2021) argued that the government's obligation to provide the core of human capital development, namely the education and health sectors, falls below average.

The International Labour Organization advocates the need for a synergy between government, workers, employers, and educational institutions to "build and finance an effective lifelong learning "ecosystem" (2019, cited in International Labour Organization Global Employment Trends for Youth 2020, p. 78). The human capital development of young adults thus becomes imperative. The government's realization of this role has led to various fiscal policies (Oshiomah, 2021). Section 17 of the 1999 Constitution of the Federal Republic of Nigeria also mandates that government policy is focused on ensuring adequate livelihood and sustainable employment (Oshiomah, 2021), which is vital for developing the human capital of young adults.

Governments worldwide have also formulated policies for youth development, Nigeria and Lagos State not being exceptions to this global pursuit. The Nigerian Youth Policy 2019–2023 aimed to develop young men and women. In 2016, the Lagos State Government formulated a Lagos State Youth Policy, formally unveiled in September 2021. The Lagos State Youth Policy (2021) is premised on the National Youth Policy of

2009. The Lagos State Youth Policy (2021) documents the commitments of the government, Lagos State youths, and society to attain youth growth and development.

The Lagos State Youth Policy (2021) is a policy created by the government to adopt society and youths. The Nigerian Youth Policy 2019–2023 and the Lagos State Youth Policy (2021) postulate engaging young people. Ibrahim and Audu (2020) noted the need to create a more robust, inclusive policy and action plan for young adults. Kofi Annan, former United Nations Secretary-General, advocated that young people should be at the forefront of global development and innovation (Ibrahim & Audu, 2020). Young adults require an enabling environment that considers their perspective (World Health Organization [WHO], 2018). David and Buchanan (2020) advocated prioritizing the young person's perspective.

In this study, my goal was to understand the perspectives of young adults in Lagos on human capital development. I conducted qualitative case study research of young adults (age 18–25) in the five divisions of Lagos State to have a geographical spread of understanding of human capital development needs, which can contribute to the sustainable development of Lagos State. This research's findings will apply to the future formulation of state policy.

Chapter 1 of this study includes an overview of the current literature on youth engagement in policy development. I will present the purpose of the study, the research problem, and the research questions. The theoretical foundations of human capital and PET are discussed, along with the nature of the study and definitions of critical terms utilized during the research process. Subsequent sections include discussions of the gap

in the literature that forms the basis for this study, as well as the assumptions, scope and delimitations, limitations, and significance of the study as discussed. This chapter concludes with a summary of the key points.

Background

Human capital development is a crucial factor in a Nation's economic development (Alam et al., 2021). A dearth of human capital impacts development in every ramification, with the attendant effects of a poorly educated workforce and low-quality goods and services in a Nation (Akintayo, 2013). The United Nations World Youth Report: Youth and the 2030 Agenda for Sustainable Development (2018) indicated that failure to address youth human capital would result in the non-achievement of Sustainable Development Goals 4 and 8. Nigeria's large population gives rise to unlimited potential for creative development.

The young adults (aged 18–25) in Lagos State experience employment challenges (Achi, 2020). Unmatched skill sets, the need for sustainable development (SD), and youth involvement limit human capital development (Jimoh, 2020; World Health Organization (WHO) 2018). Sustainable development requires the collaboration of young persons for its actualization (WHO, 2018). The skill sets of young adults (age 18–25) skill sets are essential to address the challenges of society and implement policies made by policymakers. King et al., (2020) pointed out that understanding the perspectives of youth in Kenya was critical to the country's future. However, policies enacted without the involvement of key stakeholders will result in conflict and unimplementable policies (Peppler & Kuene, 2019).

Providing an enabling environment for the human capital development of young adults is premised on an understanding of their specific human capital development needs. The inability of the government to provide valuable and specific human capital development is the bane of any society (Oshiomah, 2021). Stakeholders must have input into policymaking. The perception of young adults as stakeholders concerning enacting policies that affect their development and effectively utilizing their veritable source of human capital is essential (Tisdall, 2004). Zaharia (2016) stressed the need to identify young people's needs and interests and government programs for youth development. These are essential policy networks that society cannot underestimate.

Researchers have recognized the importance and benefits of human capital development for economic and infrastructural development. Current literature indicates education and training, creative skills formation, stakeholder coordination, digitization, technological innovation, identification of problems and opportunities, improved education levels, and government programs that improve HCD (Abioye, 2020; Alam et al., 2020; Azmuk, 2021; Fatile & Hassan, 2020; Khan et al., 2020; Mukhametov, 2020; Nwosu, 2019; Orji et al., 2020; Webb et al., 2018). This study is necessary because understanding the specific human capital development needs of young persons will place the government in a better position to chart its course of sustainable economic development.

Problem Statement

The problem prompting this qualitative study is the lack of policy formulation from the perspective of young adults' specific human capital development needs. The

increase in the global youth population requires that governments make more significant investments in youth human capital to improve young people's education and employment opportunities. Failure to achieve this may result in poor quality education and the inability to secure decent work (United Nations World Youth Report: Youth and the 2030 Agenda for Sustainable Development, 2018). In Lagos, Nigeria, the government has put in place youth policies formulated by the government aimed at helping young person. There are youth policies and programs to enlighten young persons about the government's agenda. The magnitude of the governance needs of Lagos State requires that young adults who assume leadership positions or join the workforce are well-equipped for this position.

The Lagos State government also appears not to understand that young people require an enabling environment that suits them. Adejumo and Adejumo's (2017) found that for human capital to affect productivity, human capital development may need to be appropriately structured, annexed, and channeled for productivity. There is an inherent necessity for the young adult's perspective on their specific human capital development needs. Despite the government's efforts, policies relating to young adults were not premised on the perspective of the young adults' specific human capital development needs. Literature has addressed human capital development (Adejumo & Adejumo, 2017), sustainable development (Chambers et al., 2019; Dinzhanova, 2020), youth engagement (Gallarani, 2017) and youth policies (Morciano et al., 2016), however, the topic has not been explored from the perspective of young adults on their human capital development needs (Achi, 2020). Researchers have yet to explore the perspectives of

young people concerning HCD in Lagos State using a qualitative research method. Researchers still need to address how to engage young people effectively and meaningfully for sustainable development through policy development based on the perspective of the youth within Lagos State, Nigeria.

Using a public policy approach to examine the engagement of young adults to understand their perspectives may result in a focus on how Lagos State can redirect the States resources towards HCD of young adults for a sustainable and innovative Lagos State. In this study, I addressed gaps in the current literature to assist the Lagos Government with the HCD of young adults.

Purpose of the Study

In this qualitative study, I explored the perspectives of young adults (age 18–25) in Lagos State vis-à-vis their specific human capital development needs. I collected data primarily through document analysis and participant interviews with young adults (age 18–25) who reside within the five divisions of Lagos State, namely Ikeja, Badagry, Ikorodu, Lagos Island, and Epe (IBILE as an acronym). The disconnect between the State government and young adults resulted in October 20, 2020, End-SARS protest all over Nigeria, which came to a tipping point in Lagos with colossal damage to monuments and loss of lives. The importance of young adults in decision-making cannot be understated, nor can their role in advocating for their human capital developmental needs. The focal point of this study was young adults, with particular emphasis on young adults' perspectives on the human capital needs to enable them to contribute to a sustainable

Lagos State. My goal was to provide Lagos State with a better understanding of the young adults' HCD needs.

Research Questions

Research Question 1 (RQ1): What are the young adults' perspectives on their human capital development in Lagos, Nigeria?

Research Question 2 (RQ2): How can Lagos State's policy(s) contribute to the human capital development of young adults for sustainable development, according to the perceptions and experiences of this population?

Research Question 3 (RQ3): What areas of young adults' lives are affected by the lack of human capital in Lagos, Nigeria?

Conceptual Framework

Ravitch and Carl (2019) explained that a conceptual framework entails "an argument about why the topic one wishes to study matters and why the means proposed to study it are appropriate and rigorous" (p. 7). The importance of youth human capital is established by literature (Alekseev, 2017). However, researchers have yet to explain how the perspectives of young adults can further develop their human capital. In this study, I focused on how human capital development in any nation requires the human capital of young adults with the requisite knowledge and skills. Researchers have found that human capital is an economic driver sustained by humans' skills, qualities, attributes, behaviors, and knowledge (Murray & Palladina, 2018). The primary basis of this study is young adults' perspectives on human capital development and how they were affected by the lack of it, as well as an understanding of how a government, particularly within Lagos

State, can contribute to the human capital development of young adults. In order to improve government and young adults' relations, researchers must first document the perspective of young adults about their human capital development.

Human Capital Theory

The theory that I selected for this relevant conceptual framework is the Becker's (1964), HCT. Pre-existing works by Smith (1776) on HCT expressed capital as the acquisition and useful abilities of inhabitants or members of a society. came to the fore in the research of Shultz' (1960), who, in a bid to relate education and job productivity, considered education as an investment with its outcome as a form of capital.

Becker (1964), the 1992 Nobel Prize Winner in Economics, theorized human capital and defined it as "activities that influence future monetary and psychic income by increasing resources in people." Becker (1964) narrowed HCT to being based on the individual decision to invest in human capital, which investment ultimately increased the resources at the disposal of the individual and their future monetary income. The proponents of the theory suggested that investment in people ultimately benefited society (Gurgu & Savu, 2014; Heckman & Mosso, 2014).

The human capital theory states that the time spent on acquiring education by younger generations was motivated by a variety of incentives, namely, the profitability of the investments in education, human capital development, and technological advancement (Becker, 1964). Thus, Becker (1964) explored the evolution of the incentive to invest in human capital development over different periods, particularly the relationship between life span and rate of return. Becker (1964) observed that the short-

sightedness and ignorance of young people posed a risk of underinvestment in HCD, in addition to the fact that the lifetime perspective brought to the fore the difficulties in financing investments in human capital depending on age. Essentially, investing in human capital at younger ages will enable disinvestment in the latter part of life until human capital diminishes at death or retirement.

Human capital development is broad. I conceptualized the human capital of young adults as an integral part of the human capital development of any society. I chose this population because of the high number of young adults. In addition, the population was selected due to main problems of dearth of quality human capital in Nigeria (Fatile & Hassan, 2020), the lack of essential technical and infrastructural tools (Orji et al., 2020), the high level of crime, insecurity, the delusion of youths, loss of foreign investment, loss of revenue sources, e.t.c. There was need to understand how to harness this unutilized and huge workforce of young persons (age 18–25) in Lagos State (Ivagba, 2019). Developing young adults' capacity is necessary to execute future responsibilities within society and reduce societal ills. The human capital of a young person is essential. Webb et al. (2018) found that it was necessary to train young people. In their study, David et al. (2021) found a correlation between university education and human capital development, as university education significantly impacts human capital development in Nigeria.

Several studies exist to support the theory of human capital (Becker, 1964). For example, the perspective of youths, young adults, and young people in participation in local government planning in the United States and how to make such participation meaningful (David & Buchanan, 2020) and how governments should be addressing not

just today's short-term concerns but also planning now for the needs of tomorrow's generations (Nagy, 2016). The human capital theory framework is based on two propositions: that the level of skill and ability demonstrated in performing work can be quantifiable in monetary terms (Sweetland, 1996) and that the competence acquired in education is beneficial to the individual (Cornacchione & Daugherty, 2013). HCT is useful in the development of human capital. Further research on HCD explains that it is "a way to fulfill the potential of people by enlarging their capabilities, and this necessarily implies empowerment of people, enabling them to participate actively in their development" (David et al., 2021, citing Aluko and Aluko 2011, p. 106).

HCT is relevant to understanding productivity from the HCD perspective. HCT is a further relevant theory to explore the improved benefits and skills that accrue to an individual upon acquiring more education. The importance of Becker's (1964) theory on HCD was that it expanded HCD beyond assessing the lucrativeness of investments in HCD. In addition, Becker (1964) indicated that HCD provided an in-depth understanding of the human capital framework to understand the different aspects of human behavior.

The HCT framework is relevant to understanding the perspectives of young adults and how they can improve their productivity through HCD. Becker's HCT indicated that the short-sighted behavior and ignorance of the young people posed a risk of underinvestment in HCD, thus making the young person's perspective relevant.

Understanding the perspectives of the young person in Lagos, Nigeria, on their HCD needs becomes relevant. The research provided information on the areas in which young adults' lives were affected by the lack of human capital in Lagos, Nigeria.

Closely related are Crismaru's (2020) youth transition regime (YTR), developed by Walther to help young people transit to independent adult life (Walther & Pohl, 2007), and youth welfare citizenship by Chevalier, 2017. The YTR encompasses education and training systems, which result in policies such as activation policies and social investment policies. Crismaru (2020) noted that policies that address youths are compensatory because they aim to address their needs from a disadvantaged point of view. Chevalier (2019) posited that the YTR enabled young people to access financial resources for maintenance and participation in society through structured state interventions and public policies. This process, which Chevalier (2019) termed *economic citizenship*, is inclusive` (from the `learning-first` perspective) or *selective* (from the `work-first` perspective) and used to bridge the inequality gap.

The PET, espoused by Gustave Speth (2004), is a related theory to the HCT. PET focuses on how policy leads to rapid, positive change upon presenting evidence. I believed the PET was necessary to research the perspectives of young adults in human capital development. The approach provided detailed knowledge on how to best engage young persons in sustainable development. The research provided insight into how Lagos State's policy(s) can contribute to the human capital development of young adults for sustainable development, according to the perceptions and experiences of this population.

Policies are essential for human capital development; however, dealing with young adults requires dynamism. Policies enable a balanced policy initiative from the young peoples' perspectives for robust policy development in Lagos State. I used this approach to develop detailed knowledge on the most suitable means of engaging young

people in sustainable development. In Chapter 2, I provide a more detailed explanation of the theoretical framework and literature.

Nature of Study

I used a qualitative case study design to address the research questions in this study. I used in-depth face-to-face semistructured interviews and follow-up interviews with participants. Creswell (2007) recommended qualitative research for studies that required in-depth exploration to understand the participants' lived experiences better. The qualitative research method is necessary to explore the perspectives of study participants (Cresswell 2018).

This qualitative research was exploratory and my goal was to understand the perspectives of young adults (aged 18–25). Qualitative research is flexible to accommodate emerging theories resulting from data collection and analysis (O'Sullivan et al., 2017). An advantage of the qualitative research approach is that it provides valid and reliable data (Burkholder, 2020). The case study design was considered appropriate for this study as it includes empirical observation and analysis (see Patton, 2015). Further, the purpose of the case study approach is to provide an "in-depth investigation and analysis of a phenomenon within its present context" (Burkholder et al., 2020, p. 241). The case study approach is exploratory and descriptive (Yin, 2014, p. 17).

I used the research questions to address young adults' perceptions (age 18–25) about their human capital needs. I evaluated young adults' perceptions of their human capital development through the conceptual frameworks of HCT and PET. The logical connections between the framework presented and the nature of my study include

Becker's (1964) view that education, training, etc., affect human capital as a means of production, influencing economic growth. The HCT posits that younger people desire economic improvement, which propels them to improve their human capital development (Becker, 1964). The PET posits a need for significant catalysts driving policy shifts in this regard. I used these theories to understand the data I obtained from interviews for interpretation and analysis. The results may be used for future policy formulation concerning young adults in Lagos, Nigeria.

The qualitative research approach requires using an appropriate sampling strategy through the purposeful sampling method to ensure comprehensive and ample information about a particular phenomenon or group of individuals within a developing and complex viewpoint (Yob & Brewer, 2015). The research methodology is based on the research questions, problem statement, and purpose. This research must align the research design with the research question (Ravitch & Carl, 2019). Ravitch and Carl (2019) stressed that proper alignment "will help you address how your methods for data collection, participant selection, and data analysis are related to crucial aspects of your study" (p. 332). A deliberate effort to achieve this alignment will enable the readers of this study to monitor the study's logical presentation.

For my planned research design, I purposively recruited 20 young adults (age 18–25) who were university undergraduates residing in the five divisions of Lagos State, Nigeria, for individual interviews. These five divisions are the administrative divisions of Lagos State, comprising various local governments and local council development areas.

I used a descriptive case study design as described by Yin (2014), using interviews of young adults aged 18–25 to understand how their perspectives can improve and the formulation of policy that will benefit them and Lagos State. The interview protocols have been developed in line with the problem and purpose of the study. An interview guide was used with straightforward, open-ended questions posed to the participants. The rationale for using open-ended questions to answer the research question is that it enabled a broader range of information to be obtained from the participants. These questions aimed to extract the beliefs and perceptions of young adults (18–25) regarding their human capital development needs. The data included responses from the interview of the young adults on their perspectives on human capital development, areas of their lives affected by the lack of human capital in Lagos, Nigeria, and how their perspective can contribute to the development of policy in Lagos State for sustainable development. The inclusion criteria were at least 20 young adults between the ages of 18 and 25, who were residents of Lagos State, in any public tertiary institution in Lagos State, and government documents within the public domain were also reviewed for a proper perspective on the efforts at policy making.

Data was collected from the study participants, and the participant's responses were documented and analyzed along with a member check verification. After that, subsequent data analysis of the data for codes utilized Descriptive coding to identify, develop, and analyze themes (Saldana, 2016). The analyzed themes will aid future policy development relating to young adults' human capital development. Computer software was adopted to assist in the qualitative data analysis. This approach enabled a holistic

understanding of the participant's responses (Saldana, 2016). Chapter 2 provides the relevant literature and a more detailed explanation of the research.

Definition of Terms

Human Capital: These are activities that influence future monetary and psychic income through the increase of the intrinsic resources in people (Becker, 1964). In addition, Schultz (1993) defines "human capital" as a key element in improving assets and employees so as to increase productivity and maintain a competitive advantage.

Human capital development is a means of understanding human capital in a method that would improve employee performance and enhance employee satisfaction (Onyebuchi 2018 citing Maran et al., 2009).

Young Adults: Persons in their late teens or early twenties (Cambridge Online Dictionary, 2022).

Young person/person: The World Health Organization categorizes "young people" as adolescents and young people aged 10 through 24 (United Nations World Youth Report, 2018).

Youth: those persons between the ages of 15 and 24 years (UN4Youths, 1981).

Perception: a way of thinking about and understanding something (Briticanna Online Dictionary, 2022).

Perspective- one's ability to take another person's point of view in recalling an event (Chung, 2021, citing Sullivan et al., 2010).

Policy networks: Smith (1997, cited in Tisdall 2004) notes that "Policy networks are a means of categorizing the relationships that exist between groups and the

government. Policy networks occur when there is an exchange of information between groups and the government (or between different groups or parts of the government), and this exchange of information leads to the recognition that a group has an interest in a certain policy area" (pp. 132–133).

Assumptions

Leedy and Ormrod (2020) posited, "Assumptions are so basic that, without them, the research problem itself could not exist" (p. 72). This study identifies some assumptions, namely that the sample size and the interview guide were sufficient to elucidate the required responses. Another assumption was that the participants would respond to the questions with a great deal of understanding of the topic. I assumed that each of the study participants would be interested in policy development relating to their age grade and would also be interested in human capital development. I also assumed that participants would respond honestly to the questions. Another assumption is that the use of qualitative case studies would aid in the collection of data on the perceptions of critical participants.

Scope and Delimitations

This study is limited to participants from Lagos State, Nigeria. The participants are young adults from universities in the five Divisions of Lagos State. These divisions are significant for the governance of Lagos State. Each division comprises different local government areas and Local development areas. The sample size was limited to 20 young adults (aged 18–25) in Lagos State, Nigeria. The study entailed obtaining

participants' perceptions through one-on-one interviews to have an in-depth understanding of their perspectives on their human capital development needs. Delimitations are things the researcher needs to address (Leedy & Ormrod, 2020). The choice of the young adults is deliberate. Young adults are essential stakeholders in society that will be affected by government policies, and they are the next generation in charge of governance. I deliberately restricted the search to Lagos, Nigeria, because the dearth of literature reviews has revealed that the role of the young in the State's development is a limited area of research in the State.

Human capital development in young adults requires studies that would enable the State to benefit from it and achieve significant developmental impact. State resources are scarce, and the high number of young adults in these areas has undoubtedly contributed to competitiveness among young adults. A single study cannot adequately address human capital development; therefore, restricted to studying the perspectives of young adults on human capital development. The study was limited to the HCT and the PET as the most related theories for this research.

Limitations

Dimitrios and Antigoni (2018) explained that "limitations of any particular study concern potential weaknesses that are usually out of the researcher's control and are closely associated with the chosen research design, statistical model constraints, funding constraints, or other factors. In this respect, a limitation is an 'imposed' restriction that is essentially out of the researcher's control" (p. 156). Several constraints may arise during this research. There is limited literature on the perspective of young adults on their

human capital development. Limitations to this research may be access to the participants if the current Academic Union strike persists. The effect of this is limited clustering of students on the university campuses for easy access. This research eliminated the option of searching through other members of society, which would breach the confidentiality protocol.

The eligibility criteria of the participants being of an age grade of 18–25 years or not readily available in the divisions selected may limit the number of participants along with the data gathering process. The sample size may affect saturation as it may not represent the entire population of young adults in Lagos State. The criteria for selecting participants may also limit the data available for the study because the participants were interviewed based on their availability. Using secondary data may limit the research as public data on youth policies may not be available online. It is imperative to consider the genuineness of participants' perceptions.

My critical role as a researcher in this study centers on the fact that I was a research instrument. I acknowledge that, as a researcher who is a public servant, I may have biases that could influence study outcomes; however, I ensured the maintenance of the highest ethical standards during this study. In addition, the importance of the reliability and validity of the instrument utilized in the study through an audit data trail ensured transparency during the study. Ravitch and Carl (2019) explained that in a qualitative approach, caution is vital to ensure accuracy during data collection, particularly when considering validity, accuracy, and ethics issues. I ensured that I was flexible while verifying the accuracy of the data obtained during this study. Member's

checks helped in the course of this study. The generalization of research design and data collection methods aimed to develop research related to young adults in other states.

The current global Coronavirus- pandemic could be a limiting factor in accessing the participants, given the social distancing protocols still in place. Using safe environments per safety protocols is proposed to eliminate any anticipated risk regarding face-to-face interviews. Participants' data must be appropriately stored. However, a challenge may exist if the participant opts for a phone interview. There exists a substantial risk concerning the phone interviews, as there could be a lack of privacy in using a mobile application instead of a recording device such as a tape recorder. The mobile recording application enabled the data obtained from participants to be available to the operators of the mobile recording application. However, the duty of care resides with the researcher to ensure the confidentiality of the data obtained.

Another restriction I would have to overcome is when a respondent may decide not to be on camera. Access for participants may be an issue, as some may not want to respond to the survey request. This study was entirely voluntary. Participants were advised on their right to refrain from answering questions.

Significance

Human capital development has focused on providing education, training, technological innovation, digitization, and government programs. However, there has been an increase in unemployed young people. The phenomenon of the unemployed or unemployable young person results in various public safety issues and consequential effects such as the loss of foreign direct investment (Ivagba, 2019). More effects of this

phenomenon include a lack of coordination among young adults, which leads to societal crimes, social disorganization (Ciobanu, 2019), and infrastructure deficit. Maximizing the unutilized workforce by focusing on human capital development through stakeholder coordination is essential for state development.

Obtaining data from young adults (18–25) concerning their perceptions of human capital development is essential for positive social change. The significant number of unemployed young adults underscores the need to study the rationale for this disparity and the policy status to address it (WHO, 2018). Literature has focused on human capital development from the perspective of employers, whether private or state (Asekamhe, 2021; Dinzhanova, 2021; Murray & Palladina, 2020; Nagy, 2016). This study is significant in that it aimed to fill a gap in understanding policy development relevant to young adults in Lagos State by focusing on their perspectives.

This study will contribute to the body of knowledge, specifically by developing policies from the perspectives of young people for the sustainable development of Lagos State. The importance of recognizing the gap in the literature regarding the engagement of young people in their human capital development perceptions would provide recommendations that may result in the development of policy on human capital development from the perspectives of young adults.

Summary

Chapter 1 addressed this study's background and problem statement and clearly outlined the research problem. Though there is insufficient literature on young adults' human capital development, I provided the existing gap in youth human capital

development. In addition, I introduced the theoretical and conceptual framework for this study and the key definitions associated with this research. This chapter considered the limitations, assumptions, and significance of this study. The facts show the potential for social change from which young adults, the state, and all stakeholders can benefit. In Chapter 2, I present an in-depth literature review of the relevant studies and literature surrounding human capital development as it relates to young adults.

Chapter 2: Literature Review

Introduction

The purpose of this qualitative case study was to explore the young adults' (ages 18–25) perceptions of their human capital development in Lagos State, Nigeria, to understand their HCD needs and gain a better understanding of how Lagos State can redesign its policy to address their human capital needs. The problem that formed the basis of the qualitative study is the lack of youth-oriented policies formulated from the perspective of the young adult's peculiar human capital development needs. The global youth population increase has brought to the fore the government's role in ensuring that there is more excellent policy support towards the development of young adults (age 18–25) human capital for their educational development and enhanced employment opportunities aimed at securing decent work (United Nations World Youth Report: Youth and the 2030 Agenda for Sustainable Development, 2018).

Previous research has revealed that human capital is necessary for economic development (Adejumo & Adejumo, 2017), sustainable development (Chambers et al., 2019; Dinzhanova, 2021), youth engagement (Gallarani, 2017), and youth policies (Morciano et al., 2016). Notwithstanding, there is a need for further research to understand how the perspectives of the young adult's human capital development needs can be aligned with Lagos State policies to improve the young adult's human capital. In addition to the existing policy efforts by Lagos State, Nigeria, centered on enlightening young adults about the government's agenda. Adejumo and Adejumo (2017) found that for human capital to affect productivity, human capital development needs to be

appropriately structured and redesigned for productivity (Adejumo & Adejumo, 2017). Unfortunately, the Lagos government's policy is not formulated by the perspectives of the young adults' specific human capital development needs.

The theoretical framework for the study was included Becker's (1964) HCT, which focuses on human capital as an individual decision to invest in the development of human capital to ensure the availability of increased and continuous disposable income for the individual (David et al., 2021, citing Aluko and Aluko 2011, p. 106). This chapter includes a review of the literature focused on the HCT theoretical framework and other continuums from HCT to HCD vis-à-vis young adults, human capital development, State policy on youths, the closely related PET (Speth, 2004), and themes and frameworks such as the youth transition regime (YTR; Crismaru, 2020) and youth welfare citizenship (Chevalier, 2017) adopted by studies to understand youth participation, engagement, and the perspectives of young adults vis-à-vis human capital development. Chapter 2 also includes discussion of the literature search strategies that I used, existing knowledge gaps, and challenges. The chapter concludes with a summary of relevant literature.

Literature Search and Strategy

I conducted an in-depth search of human capital development from the perspectives of young people (age 18–25) in Lagos State, vis-à-vis their specific human capital development needs. I commenced the research with a detailed search of the foundational theory, the HCT. The search entailed understanding the founding works and current studies published through 2022. An exhaustive literature search of peer-reviewed

material was conducted, which included materials on human capital development, youth participation, young adults' engagement, government roles, etc.

Based on the literature search and strategy, it is imperative to state that, notwithstanding the plethora of materials on HCT published, there was a dearth of materials that focused on human capital development from the young adult's perspective. The void resulting from this gap in literature made the research on young adults' perspectives of their human capital development more critical. The origin and development of HCT were reviewed based on the works of seminal theorists to provide the essential theoretical foundation for this study. The literature search and strategy entailed an assessment of the peer-reviewed articles, which represented significant contributions to the development of the theory from its genesis to its current application.

The library databases and search engines that I accessed included various sources of information that I used in my literature review, including theoretical texts, peer-reviewed articles, doctoral dissertations, websites of federal and state governments and organizations, and books. The databases that I used for this study included EBSCO, Google Scholar, Walden University Library, ProQuest, Researchgate, Sage Online Journals, and Thoreau multi-database search. I used several keywords and phrases to search the database. I used synonyms to search for resources. I discovered that some words resulted in articles that needed to be more relevant to my literature review process. My goal was to provide a contemporary perspective on the selected topic within the last five years. In addition to using keywords to ensure exhaustive research, I used citation chaining to expand the research by searching the articles for sources relevant to a

particular topic of interest that had been reviewed or cited by the authors in the course of the authors' research. I also used backward chaining by reviewing the author's reference list for other resources. I have reviewed over 100 articles, with the resultant effect of producing information relevant to the topic of my study.

The following terms were applied, but my research was more comprehensive than these words. The keywords *education, human capital, human capital development, human capital theory, youths, young persons, young adults, youth participation in policy advocacy, engagement, perspectives of youth, improving human capital, problems with human capital, public policy, regulation, youth engagement, stakeholders, understanding youth perspectives, policy making, demands of young persons, policy formulation, youth integration, COVID-19, youth participation in decision making, improving human capital, problems with human capital, public policy regulation, youth participation in decision-making, improving human capital, problems with human.*

Theoretical Framework

The main theoretical framework for this study was HCT. Becker (1964), who developed the HCT, won the 1992 Nobel Prize in Economics (Nobel Prize Outreach, 2024). HCT has its roots in the works of Smith (1776), who laid the foundation for the wealth of nations. Smith (1776) described human capital as the acquisition and functional abilities of inhabitants or members of a society. Schultz (1961) amplified the concept of human capital in an attempt to relate education and job productivity by introducing the term "investment in human capital." Schultz (1961) viewed human capital as the result or outcome of an investment in education. Becker (1964), Schultz (1961) and Smith (1776)

considered human capital as a resource which influence future monetary and psychic income in people.

Becker (1964) explained that human capital inures from different forms of education, training, migration, and health, with attendant gains in knowledge, skills, and abilities (Wuttaphan, 2017). Davenport (1999) identified the concept of human capital as “the component of human capital consisting of abilities, knowledge, skill, personal talent, behavior, and effort” (p. 10). The acquisition of these valuable abilities results from exposure to society's need for a knowledge-based economy to increase organizational effectiveness and competitive advantage (Debrulle & Maes, 2014). The key components are essential knowledge, skills, and abilities, which are concepts of value creation (Wuttaphan, 2017). In addition, Murray and Palladina (2018) added qualities, attributes, and behaviors as components of human capital development.

Recently, Dinzhanova (2021), citing Sagadew (2012), explained that human capital is becoming a more critical investment objective than fixed assets and technologies. Investment in HC defines the ability of the national economy to generate new knowledge and the effective transfer of foreign technologies that increase the economy's growth pace (Dinzhanova, 2021). Deming's (2022) work reiterates Becker's (1964) by confirming the future benefits of investment in education, training, and other forms of learning.

Wuttaphan (2017) identified the fundamental concepts of human capital:

- Knowledge includes intelligence quotient, intelligence, and specific and general knowledge of work.

- Skill includes work expertise and physical outputs.
- Talent is the innate improvable characteristic of the individual.
- Behavior is the expressible observable character based on norms, ethics, and personal belief.
- The effort combines talent, experience, knowledge, and the ability to work for positive outcomes.

Wuttaphan (2017) argued that human capital exhibited specific problems, one of which was a disconnect at an organizational level, and posited that the disconnect might occur when the individual does not contribute at an organizational level or a subset of human capital resources. Nyberg et al. (2014) and Ployhart et al. (2014) further posited that human capital had a flaw and identified the problem with human capital as lying in communication within the organization.

The HCT, as espoused by Becker (1964), streamlines human capital as a decision of the individual to invest in the development of his human capital, with the ultimate aim of accessing increased future or monetary income. Becker (1964) and Wuttaphan (2017) expressed varying perceptions of human capital. Becker (1964) theorized that the motivation for developing human capital was a personal desire of the individual involved, while Wuttaphan (2017) opined that organizational needs require motivation. Personal development for the individual was motivated by various incentives, namely, the profitability of the investments in education, HCD, and technological advancement motivated by the time investment in acquiring education by the younger generations (Becker, 1964).

Smith (1776), Schultz (1961), and Becker (1964) all have related views on the concept of human capital, defining human capital as a result of some movement or effort on the part of an individual to achieve positive benefits. Becker (1964), however, expanded investment in human capital based on the critical consideration of the benefits of such investment to an individual. Notwithstanding the varying arguments on the motivation for the development of human capital, proponents of the HCT argue that human capital investment ultimately helps society (Heckman & Mosso, 2014; Gurgu & Savu, 2014).

Becker (1964) focused on the relationship between life span and rate of return as an incentive for investing in HCD over different ages. Becker (1964) found that shortsighted behavior, ignorance of young people, and lack of finance due to age category limited investment in HCD. (Becker, 1964). A critical assertion by Becker (1964) was that younger people's early investment in human capital enabled disinvestment later in life. Becker (1964) noted that human capital diminished at death (or retirement). It is imperative to state that the problem of short-sighted behavior, ignorance, and delayed investment in education affected the accrual of the benefit of human capital investment, as pointed out by Becker (1964), and this underscores the need for human capital scholars to understand how to apply HCT to overcome short-sighted behavior, ignorance, and delayed investment in education.

The HCT has had broad applications in many areas of research. Carkhuff (2000) applied the theory to understand the kinds of skills, knowledge, and attitudes the 21st-century youth must possess to generators, innovators or commercializers. Wuttaphan

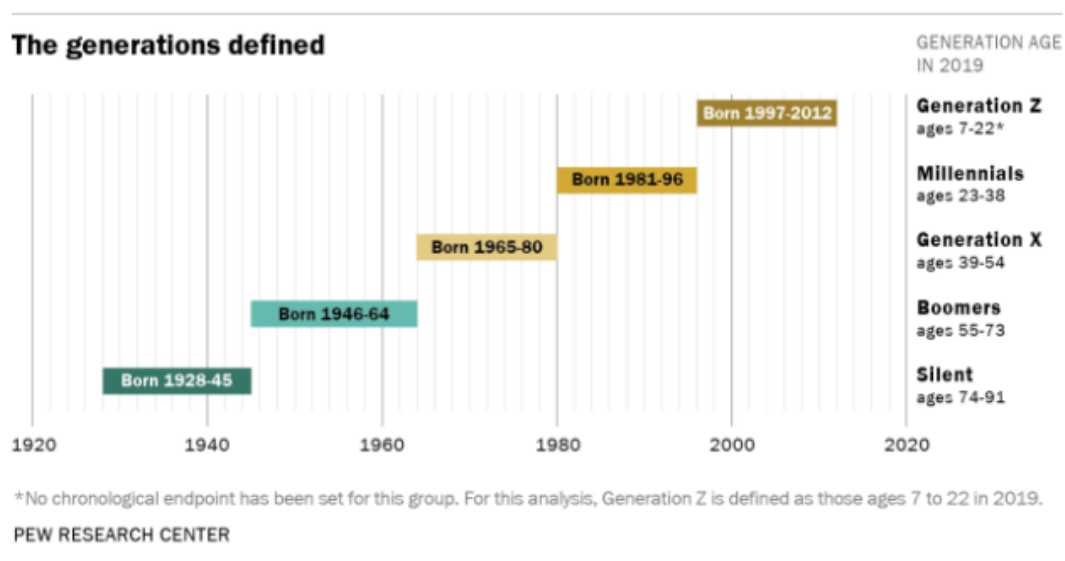
(2017) applied HCT to examine "how human capital could enhance human resource development in particular sectors and how human capital could play a critical role in promoting employee engagement. Wuttaphan (2017) also noted that HCT was relevant to "improving performance by which ethics lays the foundation and groundwork that are significant for the success of human resource development (HRD)" (p. 241). Fix (2021) compared the rise of HCT to the rise (and fall) of eugenics and concluded that both theories focused on isolated traits of individuals and thus neglected their social nature. Marginson (2021), referring to Pickett (2014), considered Becker's (1964) HCT as a mathematization of HCT, which seems to assert that other forms of capital, such as financial, social, and cultural capital, do not play a significant role in economic development. Human capital research is incomplete without reference to HCT. The critical focus of Becker's 1964 HCT was the young person. Based on the young person being crucial to Becker's (1964) HCT, I conceptualized young adults as human capital, which is an integral part of the development of any society.

Young adults' knowledge, skills, and attitudes are essential to society's development. Ikuteyijo (2020) defined Nigerian youths as individuals aged 15 to 35. The young adults (18–25) are Generation Z (Gen Z), with particular idiosyncrasies such as self-motivation and an entrepreneurial spirit. Schroth (2019) noted that "every generation has its doubts about the younger generation's culture and technologies" (p. 5). Thus, it is imperative to understand the behavior and the distinct needs of the workplace, which will result in better integration of the new employees and collective success. The need for employers to prepare for people born between 1997 and 2013 is crucial (Schroth, 2019).

Schroth (2019) described Gen Z as people born between 1997 and 2013. Schroth (2019) pointed out that Gen Z is "the most achievement-oriented of the generations" (p. 5). The subjects of this study, the young adults (18–25), also fall within this age bracket. The Pew Research Center (2018) also identified five generational cohorts as categorized by age in Figure 1 below.

Figure 1

Generation Age in 2019 -Pew Research Center (2018)



Note. Figure provides an analysis for generation age as of 2019. From Pew Research Center (2018) [The generations defined | Pew Research Center](#)

The importance of young adults as a veritable workforce and tool for economic development becomes more visible. David and Buchanan (2020) and Nagy (2016) advocated the need for the government to think beyond the present to address the needs of future generations. Gen Zs are unique in that they are incredibly engaged with the

world around them, focus on future development, and are a digitally disruptive generation. Gen Zs are innovative (Schroth, 2019), forcing progress in a world that does not seem to want to be ready for them but desperately needs them to develop. The need to study how young adults' human capital can impact HCD in Lagos State, Nigeria, thus becomes imperative. The basis for this is that the large population of Lagos State has the attendant effects of poor human capital (Fatile & Hassan, 2020) and a fundamental technical and infrastructural tool deficit (Orji et al., 2020), resulting in the need to harness and utilize the potentials of having a large population within the age bracket of 18–25 in Lagos State (Ivagba, 2019).

Current literature has focused on qualitative studies on the perspectives of young adults, such as the use of symptom checkers for self-triage and self-diagnosis (Aboueid et al., 2022), reducing negative ageism (Chen & Zhang, 2022), and factors related to relapse after psychosis (Lal et al., 2022). The focus of this study is to understand, from the perspectives of young adults (age 18–25), the requisite human capital development needs to ensure their integration or practical contribution to society's development of policies beneficial to them.

Certain factors influence economic growth, including government programs (Alam et al., 2021). Human capital and HCD aim to aid economic growth. Training is essential and significantly impacts human capital development (Webb et al., 2018; David et al., 2021). Mikhailov et al. (2020) argued that the theory of human capital development relies on investment in education and knowledge. David et al. (2021) buttressed this in their findings that education was an essential factor for HCD, which could lead to

economic growth in Nigeria. Adejumo and Adejumo (2017), in their study, found a causal relationship between human capital and productivity growth. The authors opined that good governance significantly contributed to the development of human capital in Nigeria through policies appropriately structured and channeled for productivity. Adejumo and Adejumo (2017) argue that productivity growth will promote human capital development. Conversely, Alam et al. (2021) noted that human capital did not significantly affect the economic growth of the Boalemo Regency Government; instead, technology and savings did significantly affect economic growth. Tvaronavicien et al. (2021) steered away from this and found that the social environment plays a positive role in the perception of quality of life.

This perspective is crucial when considering a young person's perspective on human capital development. Khan et al. (2020) found that the "resource curse," due to abundant natural resources in China, was an interaction of technological innovations, trade openness, and human capital that positively affected financial development. Rahim et al.'s (2021) novel study focused on the exploration of indirect economic growth impacts of human capital development through the use of natural resources in the Next Eleven countries between 1990 and 2019. It authenticated Khan et al.'s (2020) resource curse hypothesis vis-à-vis the economic growth of the Next Eleven nations, while human capital development, financial development, industrialization, technological innovation, and international trade participation aided economic development. In their study, Rahim et al. (2021) also found that human capital and natural resources jointly impacted

economic growth. The authors noted that human capital mitigated the resource curse, and nations should therefore focus on human capital development.

HCT has made much impact, advancing human capital and the individual capacity for personal development as HCD (David et al., 2021, citing Aluko & Aluko 2011). HCT is relevant to understanding productivity from the HCD perspective. However, Dinzhanova (2021) focused on the role of human capital and innovation in economic growth and concluded that human capital is considerably high but has yet to improve fully in recent times. Young adults' peculiar traits, such as short-sighted behavior and ignorance, could result in underinvestment in HCD (Becker, 1964). The gap in the literature enabled qualitative research. (Haverkamp and Young, 2007). This assisted in building a meaningful relationship between the research question and the lived experience of the stakeholders.

Appreciating the HCT framework is essential to understanding the perspectives of young adults and how they can improve their productivity for societal development. Much research has been embarked upon to understand the perspectives of young adults on COVID-19 vaccinations (Adams, 2021), loneliness (Amarkhail et al., 2022), coping with cancer (Bradford et al., 2022), culture and views on aging (Chung, 2021), tobacco control messaging (Hinds et al., 2021), eating out (Kolanowski et al., 2021), black youth's use of cannabis (Matson, 2022), , sexual differences (Papadakis et al., 2022), and Polish university youth's views on global environmental risks (Przybylski et al., 2021). The young adults in Lagos, Nigeria's perspectives on their HCD become relevant. The areas of young adults' lives in Lagos, Nigeria, affected by the lack of human capital may

be related to education (Mykhailov et al., 2020), good governance, and lack of productivity (Adejumo & Adejumo, 2017), financial development (Alam et al., 2021), in addition to short-sighted behavior, ignorance, and delayed investment in education (Becker, 1964).

Gustav Speth's (2014) PET (PET) is a corollary theory that addresses policy development. PET addressed how policy yields rapid, positive change upon presenting evidence. PET is essential to research the perspectives of young adults in human capital development for effective state policy development and to provide detailed knowledge on how best to engage young people for sustainable development. Closely related are Crismaru's (2020) Youth Transition Regime (YTR), developed by Walther to help young people transit to independent adult life (Walther & Pohl, 2007), and Youth Welfare Citizenship by Chevalier, 2019.

The YTR encompasses education and training systems, resulting in activation and social investment policies. Crismaru (2020) noted that policies that address youth are compensatory because they aim to address their needs from a disadvantaged point of view. Chevalier (2019) posited that the YTR enabled young people to access financial resources for maintenance and participation in society through structured state interventions and public policies. This process, which Chevalier (2019) termed "economic citizenship," is inclusive` (from the `learning-first` perspective) or `selective` (from the `work-first` perspective) and aimed at bridging the inequality gap. Spaulding et al. (2015) viewed HCD as necessary to appreciate the perceptions of public workforce

professionals. Their view can also contribute to improved employment opportunities for young African American males, including new job sectors.

Understanding the perspectives of young adults (age 18–25) entails understanding how to deal with people. When dealing with people of all ages, it is imperative to be clear about the terms of engagement and discussion, which include but are not limited to clarity about aims, purposes, methods, and processes (Tenny, 2021). Tenny (2021) argued that improved clarity sometimes emerges only after a robust exchange of views. Optimizing young adults' informed contributions to the processes is essential to achieve expected outcomes (Tenny, 2021).

A means of engaging the youth for effectiveness is to carefully pay attention to youth-friendly processes, mentor youth within the sector, and ensure collaboration across sectors (Tenny, 2021).

Literature Review Related to Key Variables and/or Concepts.

For this study, I reviewed the relevant research about the perspectives of young adults (age 18–25) vis-à-vis their human capital development needs. A plethora of current literature focused on qualitative studies for the perspectives of young adults concerning health and social relations (Abouied et al., 2022; Chen, 2022; Lal, 2022). Nnaeto (2020) indicated that HCD in Nigeria had been greatly affected by corruption. The study populations of the literature review provided insight into the different research methodologies adopted to complete the existing literature. Based on the intentional focus on the research questions, I limited and ignored outside sources. Essentially, the research focused on integrating young adults into policy development, the impact of policy on

including youths in state development, and its impact on youth human capital development.

Data collection entailed that the literature sources reviewed be analyzed based on the following:

1. understanding the related theory(s).
2. A consideration of the role of the young adult (age 18–25)
3. The key considerations for youth integration and the current level of youth integration
4. The essence of youth-related policy formulation and the global policy framework
5. An exploration of the limitations and challenges of youth participation in state governance
6. Assessment of the role of the young adult in policy in State policy formulation
7. A consideration of the State policy on HCD for young adults
8. An assessment of the perspectives of young adults (age 18–25) on their human capital development needs

This holistic approach was essential to critically appreciate the impact of the effectiveness of policy implementation on young adults (age 18–25) human capital development. The goal was to aid effective and efficient policy formulation related to the human capital development of young adults and foster sustainable economic development. From the review of the existing literature, I identified a gap in the body of knowledge concerning Lagos State's efforts at policy formulation from the perspective of

young adults (age 18–25) due to the absence of the young adults' contribution through their perspectives on their human capital development needs.

Human Capital

Romer (1986, 1990), Luca (1988), and Mankweta (1992) all considered HC as a factor in production in addition to impacting growth. Nelson and Phelps (1966) considered HC a tool of local innovation and technology (Vandenbussche et al., 2006). Ajide and Ridwan (2018) restated Jaiyeoba's (2015) distinction of human resources as active factors of production while natural resources are passive factors of production. Human capital as a component of the development of various ingredients HC, including knowledge, talents, skills, abilities, experience, intelligence, training, e.t.c..., possessed by a country's human population, is the source of a nation's social, economic, technological, development (Ifejika, 2017).

Peng et al. (2020) reiterates the importance of HC in their study and found HC to mitigate the adverse effects of financial constraints on innovations and investment persistence. It is imperative to state that HC's role in technological catch-up is crucial to developing countries as pro-education policies to expand technology are essential as this creates catalytic effects of creating new technologies and economic growth (Dinzhanova, 2021). Azmuk (2021) found a demand for human capital with creative and digital abilities; therefore, there was a need to improve the education system towards the formation of creative skills and the need to strengthen the focus of Ukraine on these areas. Fatile and Hassan (2020), in their study of Ogun State, Nigeria, a State with Lagos borders, found that technology is the cheapest way to improve human capital and

suggested that the government needs to ensure a functional education system to enhance knowledge skills and professional development.

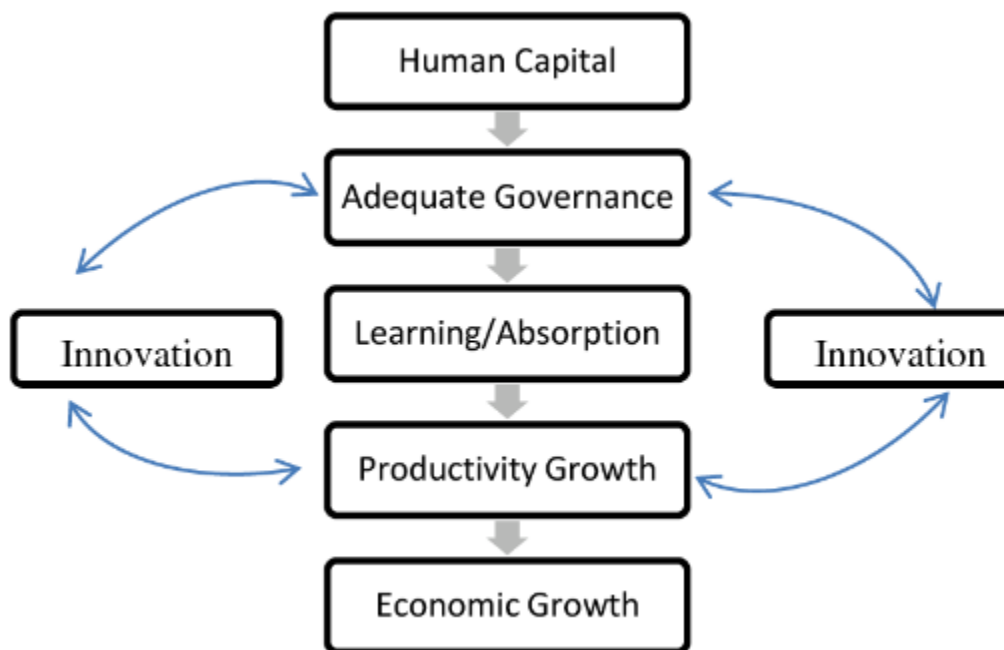
Most importantly, investment in HC is a potent strategy to address economic development in the prevailing global economic crisis (Ifejika, 2017). Concerning Nigeria, Ifejika (2017) further found that education and health (arch-pillars of human capital development) were in moribund conditions.

Human Capital Development

HCD requires a framework for development that results in economic growth. Young adults must take into cognizance the relationship between HCD and economic growth. The figure below is explicit on the required framework for development.

Figure 2

Relationship between Human Capital Formation and Economic Growth

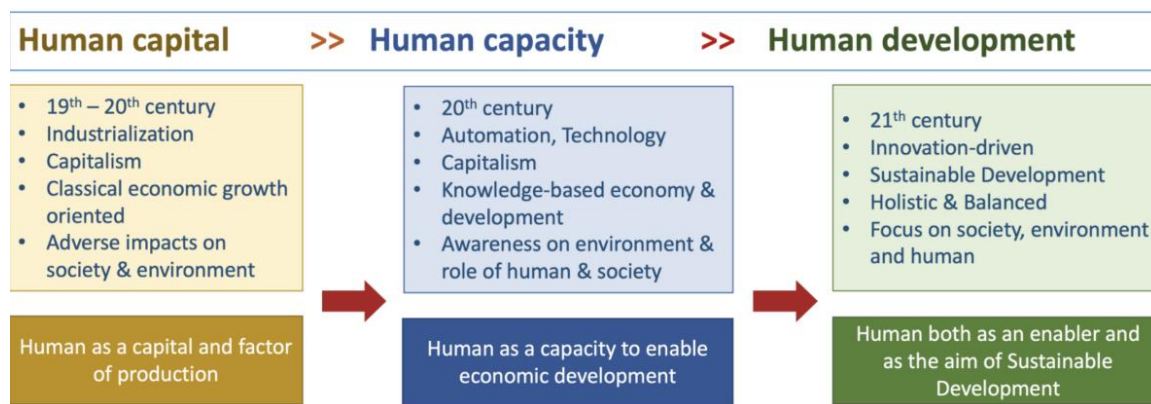


Note. Figure shows relationship between Human Capital relationship with economic growth through innovation. From Memon, Manzoor and Egbetokun, Abiodun and Ali, Muhammad (2015). Human Capital and Economic Growth: The Role of Governance. Pakistan development review. doi.54. 529-548. 10.30541/v54i4I-IIpp.529-549.

Mohammed et. al (2021) explained that a robust HCD will ultimately lead to sustainable development. Figure 3 hereunder provides a clarity.

Figure 3

Relationship Between Human Capital, Human Capacity and Human Development



Note. Relationship between Human capital, human capacity and human development

Figure showing the From Mohamed, B. H., Ari, I., Al-Sada, M. bin S., and Koç, M. (2021). Strategizing Human Development for a Country in Transition from a Resource-Based to a Knowledge-Based Economy. *Sustainability*, 13(24), 13750.

<https://doi.org/10.3390/su132413750>

Castellano et al. (2019) posited that HCD required the mutual integral development of members of society while being mindful of environmental conservation.

Li (2020) focused on the framework of youth civic engagement as an analytical tool for Denmark's national youth policy and the operationalization of civic engagement at the municipal level. The author found, amongst others, that the maintenance of an institutional framework and a centralized youth policy needed to be improved to address the changing needs of youth. Based on the previous statement, there is a need to guarantee a continuous process of innovation and change premised on systemic multi-disciplinary research, which restates that innovation is important concerning policy development (Arbolino, Yigitcanlar, L'Abbate, and Ioppolo, 2019).

Technology is rapidly changing how we live and work. Integrating youth is essential in any society (Chan, 2019). An option to adopt is digital storytelling (DST), which may, amongst other things, provide a dialogue context, entailing a presumed audience; ii) support specific modes of interpersonal dialogues; and iii) facilitate intrapersonal dialogues and hence reflections. DST may be used to develop youth participants' CT dispositions in civic engagement activities. However, Jaynes (2020) indicates a chronic underinvestment in youth workers and provision in the United Kingdom. Innovational development strategies are becoming the only way to achieve economic safety in a country (Dinzhanova, 2021).

Orji et al. (2020) focused on the importance of improving human capital development through ICT and improved power supply as they positively impacted human capital development and stressed the need for the government to harness the same. The authors found that ICT and power supply positively impacted human capital development and stressed the need for the government to harness the same. Montague and Eiroa's

(2018) study of the concept of activism explored how being part of a youth activist group enhances the psychological well-being and personal development of youth activists and was conducted with adolescent human rights activists in the United Kingdom.

Ungar and Ikeda (2017) raise pertinent questions. (1) Which engagement style works best with which young people? (2) How does the type of service, setting, and status as voluntary or mandated influence effective engagement styles from the perspective of young people? Moreover, (3) what are the implications of young people's accounts of their experience of positive engagement with workers on the design of interventions and the therapeutic techniques used by workers? Young people's preferred relationships with their workers can vary by context and the level of risk they experience. Professionals working with young people in mandated services have a challenge: balancing the rights of an individual child with the child's need for care and protection. Gallerani et al. (2017) explored youths' experiences and perceptions about community engagement and promoted youth physical activity and found that this enables youth engagement for community development. King's (2020) research addressed the perspectives of the youth population and their relationship to the state and is critical to any understanding of Kenya today and its future. The authors recommend further understanding the youths' trajectories for the country and, especially, their individual lives. The cliché 'Leaders of Tomorrow' is serious, and Kenyan youth should now be considered a politically powerful and influential group.

Waselewski et al. (2020), in their study, aimed to determine the needs, emotions, and coping behaviors of United States youth during the COVID-19 pandemic and

advocated the need for additional youth outreach to meet basic needs, including socialization. Ogamba's (2018) paper critically examines the Youth Enterprise with Innovation in Nigeria (YouWiN) program and its relevance as a youth economic empowerment program. However, an inclusive assessment of youth empowerment and entrepreneurship programs requires a complete understanding of the socioeconomic and political systems, circumstances, and change process. This study contributes to ending poverty and promoting intergenerational equity and sustainable development.

Mukhametov (2020) focused on the human capital development problems and opportunities for Russian "smart" cities. Mukhametov (2020) noted that human capital development is most effective in providing organizational solutions based on "living laboratories to enable stakeholders to access a bottom-up approach to new technologies, exchange of skills and experience, and implementation of interdisciplinary projects. Mukhametov (2020) found that there was a need to overcome the challenges central to stakeholder coordination; Webb, Kuntuova, and Karabayeva (2018) focused on the role of education in human capital development concerning modern society. Webb et al. (2018) relied on Schultz's theoretical framework on human capital to explain the economic approach to human behavior. The authors found it essential to educate and train youth's human capital and provide insight into the importance of youth's human capital. In the United States study, Spaulding et al. (2015) suggested that broader solutions are needed to address disparities in public employment and training experiences for young men of color.

Dauda (2021), with a focus on education, health, and migration, examined the crucial role of HCD and its utilization in industrial development in Nigeria, which expanded previous studies limited to just HCD and industrial development (Obikwelu, 2018; Okumoko et al., 2018; Udah & Ebi, 2017; Uzochukwu et al., 2020). Nneato (2020) enumerated that corruption, a gap in leadership, the exorbitant cost of training human capital, poor funding of human capital development, poor training systems for human capital development, a lack of willingness to utilize trained human capital, and poor budgetary allocation for human capital development exist in Nigeria. Nnaeto (2020) provided a table of the Federal Government budget and allocation to education (2009–2018).

Figure 4

Federal Government budget and Allocation to Education (2009-2018)

Year	National budget (trn)	Allocation to education (bln)	% to education
2009	3.049	221.19	7.25
2010	5.160	249.09	4.83
2011	4.972	306.3	6.16
2012	4.877	400.15	8.20
2013	4.987	426.53	8.55
2014	4.962	493	9.94
2015	5.068	392	7.74
2016	6.061	369.6	6.10
2017	7.444	550	7.38
2018	8.612	605.8	7.03
Total	55.19	3.90(trn)	7.09

Note. Adapted from Nnaeto, J., and Ndoh, J.A. (2020). Human Capital Development and Sustainable Growth in Nigeria: Lessons from East Asia. 1-20.

Figure 5*Nigeria's Effort at Achieving HCD Post-colonial Nigeria*

S/N	INSTITUTIONS	PURPOSE	YEAR
1	Federal Training Centre	Training of Nigeria public servants with centres in Lagos, Maiduguri, Ilorin, Enugu and Calabar.	--
2	Industrial Training Fund (ITF)	To improve the skill of industrial workforce in Nigeria	1971
3	Centre for Management Development (CMD)	To develop management skills in Nigeria public servants	1973
4	National Centre for Economic Management and Administration (NECIMA)	To train public servants on management and administration of economic policies of Nigeria	1986
5	Nigeria Institute of Management (NIM)	To train Nigerians on top management roles as the colonial days came to an end.	1961
6	Financial Institution Training Centre(FITC)	To raise financial experts in Nigeria	1982
7	Administrative Staff College of Nigeria (ASCON)	To train the trainers in administration.	1973
8	National Institute for Policy and Strategic Studies (NIPSS)	To improve the administrative skills of the top cadre public servants.	1979
9	Agricultural and Rural Management Training Institute(ARMTI)	To train and improve the skills of agric officers for rural development.	1984
10	Chartered Institute of Bankers	To raise banking experts to guide bank operations in Nigeria	1963
11	Institute of Chartered Accountants	To train and improve skills of accountants to acquire chartered status.	1965
12	Institute of Personnel Management (IPM)	To impact skill on public servants who will manage public personnel.	1973
13	National Information Technology Development Agency. (NITDA)	To train Nigerians in the use of IT for sustainable development	2007

Note. Adapted from Nnaeto, J. and Ndoh J.A. (2020). Human Capital Development and Sustainable Growth in Nigeria: Lessons from East Asia. 1-20.

The Young Adult

Chamisa and Shava (2016) analyzed the level of youth involvement in governance and policymaking in South Africa by analyzing the strategies aimed at increasing youth participation in policy-making matters that affect their economic and social well-being. The authors found that youth do not actively participate in policymaking due to poor youth policies, education, and training, poor intervention strategies by civil society organizations, and a lack of information, communication, and technology. The authors recommended that local municipalities improve their recreational facilities (community parks, art centers, and halls) to promote social cohesion and networking, which are the backbone of enlightening the youth concerning public policies that affect them.

The government should involve youth in all decision-making phases and increase funding for youth programs. Heinrich and Million (2016) studied youth participation in local government planning processes and youth-led projects that can find their way into everyday planning and design practice. The authors concluded and noted the need for serious consideration of youth complaints. This research enabled consideration of the needs of youth. David and Buchanan (2020) considered the institutionalization of youth participation in local government planning efforts in the United States and the barriers and local attitudes toward youth participation. Using comparative examples of youth and adult residents' perspectives in applied urban planning research provides the ability to derive multi-faceted trans-generational descriptions of communities. The authors also

recommended that young people's perspectives on how they would like to participate were critical and that it was essential to make such participation meaningful. This research addresses the complexities associated with emphasizing youth participation in plans and prioritizing youth participation in planning and zoning efforts. Zaharia (2016) also addressed the role of youth in the conceptual structuring of youth integration policies and how youth speak to central systems of governance and policymaking through their personal and group voices. The author found that policymaking and coordination of youth policies need to engage youth. Consideration of youths is necessary for participation and direct involvement in policymaking. It is necessary to identify young people's specific needs and interests and the government's programs for youth development needs.

Kwon's (2019) study underscores the need to examine the institutionalization of political youth agencies critically. Implications for practice are that attending to both the restrictive and affirmative modes of power that interface with young people's lives *is essential*. Määttä and Aaltonen (2016) also explored how participation rights and obligations are formed and handled within an educational program, aiming to support young people at the margin. The dilemmas of youth participation on the margins make the careful negotiations needed for professional support measures visible. The typology diversifies our understanding of youth participation and enables the analysis of participation types. Morciano (2016) investigated the extent to which the program was working to increase youth participation through a support action established by the regional authority (e.g., training on management skills, funding new public projects,

support for private fundraising). Morciano's (2016) study confirmed the need to develop forms of further youth work to mediate between the regulatory pressures expressed by public institutions and the claims of autonomy and participation manifested by youth. Morciano's (2016) theory-based evaluation study helps develop a policy-building tool that policymakers and youth centers could use to learn how to foster youth participation in the decision-making process of center-based youth work. Pepler and Keune's (2019) based their research on identifying the motivators that enable youth to create portfolios in and out of school. This research establishes the need for more engagement to represent youth's societal roles. There are a variety of limitations that affect youth participation. There must be total commitment toward citizens' engagement (Ianniello et al., 2019).

Dunlop et al. (2021), relying on Tisdall and Davis' (2004) research, studied children's and young people's views on matters that affect them. The author found that children and young people (like many adults) presently have limited power to control policy decision-making directly at the government level. Dunlop et al. (2021) recommended that the policy network helped to conceptualize and evaluate the role of participation projects in addressing this power imbalance. Parreira do Amaral and Zelinka (2019) found that Life long learning (LLL) policies often implicitly or explicitly suggest that participation will lead young participants (sooner or later) to a stable occupational career, notwithstanding the structural, economic, or labor market landscape. Rodrigues et al.'s (2020) study indicates that implementing national LLL policies faces many challenges, given the specificity of the local context. Local stakeholders can find room to collaborate and profit from their resources, increasing the match between skill supply and

demand and overcoming the rigidity of the National Catalogue of Qualifications (CNQ). Thus, it is essential to allow for local and regional variation in the definition, implementation, and evaluation processes, given that clear, accessible, and relevant data are a fundamental prerequisite for improving LLL policy definition, implementation, and evaluation.

Ianniello et al. (2019), in their study, noted three sets of obstacles to successful citizen participation: "contextual factors, including information asymmetries and public officials' attitudes; organizational arrangements, including community representation criteria and process design; and process management patterns, including group dynamics and collaboration quality" (p. 21), and proffered "internalizing decisions in organizational procedures and establishing ongoing interactions between government bodies and their stakeholders" (p. 21). The authors pointed out that the study needed to have evaluated the validity and reliability of the solutions featured in the literature. This aspect suggested future research in this area by the scholarly community dealing with interactive governance.

Dickson-Hoyle's (2018) research evaluates the effectiveness and impact of the Youth in Landscapes Initiative in supporting the active participation and leadership development of youth (aged 18–30 years old) participants at the 2014 Global Landscapes Forum (GLF), an international science-policy forum. Osborne et al. (2017) gave an insight into the fact that the perspectives of adult and youth residents, when compared, provide greater insight into similar or divergent needs, the experience of place between adult and youth residents, and how urban planners can use this information to foster

social capital and, in particular, incorporate the excluded young people from participatory planning processes. The analysis initially draws attention to the comparative community experience between young people and adults. Then it outlines how urban planners and decision-makers might better incorporate youth needs in an urban context. This study contributes to a research gap in the experience of young people through their relationship between their urban environment and their social connections by contrasting the needs of young people with those of adults.

Sachdeva and Hafiz (2019) found that cooperative, friendly, and warm individuals have a more optimistic approach towards productive aspects of development. Implications from the community perspective and considering the social and political aspects make the psychological perspective of development toward tourism critical to understand. Understanding youth's personalities can be influential in protecting their attitudes, whether they are positively evaluating economic sustainability. Eunsun Cho (2014) recommended that the government ensure more awareness of the role of youth.

Understanding and overcoming the current limitations in a transitional democratic development stage in Korea would serve as a good case study for other countries aiming to promote youth participation. Guiding today's young people to be healthy citizens who properly exercise their rights and take responsibility is an investment in our future. Chamber et al.'s (2019) study highlights the importance of engaging and empowering youth in designing a sustainable future and finds that the findings have significant implications for the challenge of sustainable education and achieving community engagement and action towards the SDGs in Australia and Mauritius, particularly for

young people and other countries. The authors recommended replicating the intervention and the findings for experiential learning interventions across broader geographies and other generational and community segments. Ballard et al.'s (2021) study suggests that youth programs effectively help youth develop their civic engagement skills, mainly when they include skill-building opportunities and equity norms. Training youth leaders is an investment in their positive development and the community's civic engagement infrastructure.

Understanding the Global Policy Framework

Policies are essential for human capital development; however, dealing with young adults requires dynamism (Schroth, 2019). Bogenschneider and Gross (2004) considered youth theory instead to examine whether the theory is helpful for policy decisions and to discuss how to frame theory in practical and relevant ways for policymakers. In order to turn good youth theory into good youth policy, "ivory tower," theories must be dynamic to be implementable inside the state house. Policies enable a balanced policy initiative from the young person's perspective for robust policy development in Lagos State. This will help to engage young persons for sustainable development. This type of policy is dynamic, and the literature on the policy process will continue to evolve (Ricks & Doner, 2021). Hutahaeen's (2017) study focused on the importance of the stakeholder approach in public policy-making for effective local regulation and found, through the use of qualitative methods and secondary data, that the exclusion of stakeholders in human capital development impacted policy formulation and government officials and local parliament monopolizing local regulation.

Howlet (2019) identified the policy process theory as essential to reviewing the subject and object of policy implementation and addressing policy deficits. Clark, 2001 (cited in Flynn 2019) advocated the need for all levels of government policy organization and citizens to appreciate diverse interests and goals. Ineffective policy implementation impacts governance and results in stunted economic and infrastructural development due to complacency and a lack of accountability on the part of stakeholders (Han, 2020). Stakeholders are not limited to governments worldwide; they include members of the public, donor agencies, non-governmental organizations, and the business sector. Accountability, as an important tool, is essential to improving performance (Han, 2020). Policy implications derived from the findings require more incredible policy support to increase opportunities for the involvement of young people from lower socio-economic backgrounds in youth organizations. Greater emphasis is required to enlighten young people about the benefits of sustained involvement with youth organizations. (Souto-Otero, 2016).

The global policy framework provided insight into development. Globalization is critical to HCD (Okunade et al., 2022). Many authors have studied various frameworks. Brady et al. (2020) explored the perspectives of policy professionals, NGO leaders, and front-line practitioners seeking to promote youth civic and political engagement in three cities—Dublin, Belfast, and London—with the aid of government policy, amongst others. They found that diverse strategies (such as youth clubs and centers) are employed to connect with young people and encourage their engagement in civic and political life. Brady et al. (2020) found that there is a dearth of literature that explores the effect of

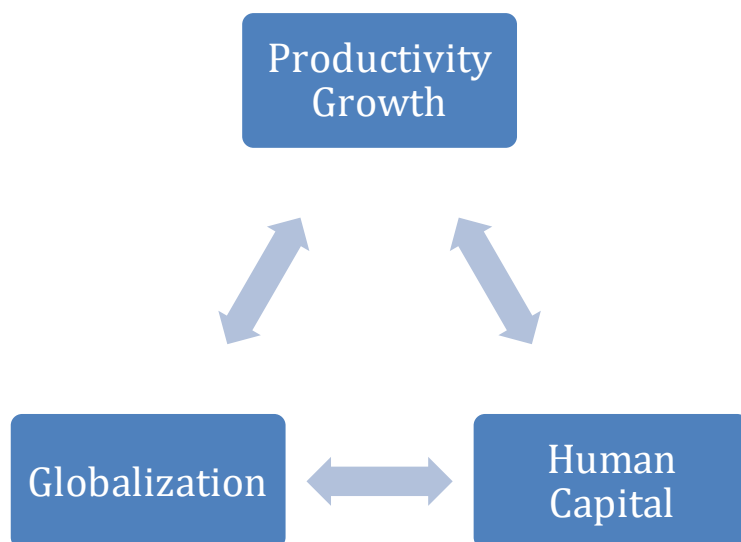
youth-related policy provisions, along with the fact that structured engagement may lack meaning for marginalized youth and that a wide array of strategies such as "youth work, deliberative forums, volunteerism, arts, sports, and media, non-formal education, technology, and social media" are essential to youth engagement.

Crismaru (2020) studied the Moldova policy framework, which promoted youth issues to prevent early leavers from education and training and a high youth rate. Not in Education, Employment, or Training (NEET), low popularity or prominence of vocational education and training, poor concordance between the education system and the labor market Crismaru (2020) found that policy efforts were required to review and adapt youth policies and strategies to address the core needs of the youth through participatory approaches aimed at identifying the diversity of youth in Moldova. Saud's (2020) study identified the youth's involvement in civic engagement activities and the role of civic socialization in "Pancasila" in Indonesia, which encourages the youth to participate in civic matters.

Okunade et al. (2022) posited that the African Region had demonstrated the weakest economic performance in the areas of HCD. Frumin (2018) posited directing education policy to increase educational outcomes.

Figure 6

Graphical Illustration of D-H Non-Causality Test



Note. Figure shows unidirectional causality from productivity growth (PG) to globalization (GLOB). From: Okunade Solomon O., Ahmed S. Alimi, Abiodun S. Olayiwola, Do human capital development and globalization matter for productivity growth? New Evidence from Africa, *Social Sciences & Humanities Open*, Volume 6, Issue 1, 2022, 100291, ISSN 2590-2911

Okunade et al. (2022), in their quantitative research using the Dumitrescu-Hurlin non-causality test results, indicated that there exists a unidirectional causality from productivity growth (PG) to globalization (GLOB), which suggests that improved productivity growth accelerates the integration of African economies into advanced countries.

The Gap in Literature

Young adults are critical sources of human capital. Interest in youth aspirations is vital to understand the lives of young people, their developmental experiences and trajectories, and their values (Mac-Ikemenjima, 2020, citing Honwana, 2012). Ifejika (2017) used a descriptive method of qualitative data analysis, relying mainly on secondary sources for its data, to understand the challenges of HCD. Ajide and Ridwan (2018), using descriptive survey research in Nigeria and secondary data, explored the factors that hinder HCD and found that Nigerian government intervention is required to ensure economic recovery in Nigeria by adopting holistic and cautious economic policies and programs to address the economic challenges. Ajide and Ridwan (2018) did not study Lagos as a State for their research. The author utilized the logistic regression model and found inadequate funding, socio-political challenges, brain drain, a low standard of education, and an unconducive environment are significant deterrents to human capital development in Lagos.

Ifejika (2017) found that investment in HC was a potent strategy to address the prevailing global economic crisis and that education and health (arch-pillars of human capital development) were in moribund conditions. In further recent research, Ikuteyijo (2020) focused on exploring the goals of the youth living in or associated with the region due to the prevalence of youth violence in the Niger Delta. Mac-Ikemenjima's (2020) similar research using mixed method research, utilizing grounded theory, analyzed data from interviews, focus group discussions, and the administration of a questionnaire to undergraduate students in the Niger Delta city of Port Harcourt, Nigeria. The author

categorized youth goals into four categories: material, achievement, generativity, and relationship.

Mac-Ikemenjima's (2020) findings urged more in-depth and comparative research on youth aspirations, provided nuanced insights, and raised questions for further investigation of the disparate perspectives of young people in West Africa facing different challenges. Despite the consensus among most researchers on the importance of human capital, little research exists to connect the perspectives of young adults on their human capital development needs. It is imperative to include policymakers' perspectives, as Spaulding et al. (2015) advocate. This study, therefore, sought to understand the perspective of the young adult on their human capital development needs through the use of qualitative methods to obtain data that would improve their understanding of young adult on their human capital development needs for a more effective policy formulation by the state government.

Summary

Chapter 2 provided an in-depth literature review of the relevant studies and literature surrounding young adults, young adults as human capital, and understanding their perspectives of their human capital needs. I also provided a review of the highly influential works related to the theoretical framework and the literature related to the fundamental concepts of this study. In addition, I presented a wide range of literature related to human capital, human capital development, and young adults, as well as critical studies that support this research. Chapter 3 provides a detailed description of the research methods utilized and the basis for this study, along with the data collection

methods and analysis. Chapter 3 examines the role of the researcher and any issues of trustworthiness.

Chapter 3: Research Method

Introduction

Young adults remain under-tapped and underrepresented in HCD policy formulation, which is necessary for economic growth (Adejumo & Adejumo, 2017; Dinzhanova, 2021), youth engagement (Gallarani, 2017), youth policies (Morciano et al., 2016), and sustainable development (Chambers et al., 2019). Young adults are a crucial part of any society but needs more inclusion in policy formulation related to HCD. Policies focus on addressing benefits or burdens within a specific interest group (Schneider et al., 2009). In the literature review, I showed an array of research on the perspectives of young adults; however, the existing studies need to capture their HCD perspectives. The purpose of this study was to understand the perspectives of young adults (age 18–25) on their human capital development needs and how such needs can be aligned with Lagos State policies to improve the young adults' human capital development.

By exploring the perceptions of young adults, policymakers, government, community, and business institutions can better understand, appreciate, and address their needs and align policies and practices more strategically to improve employment opportunities for young adults. Information obtained from this research can be crucial in shaping how the state government addresses issues concerning policy design. Another purpose of the study was to fill a gap in the scholarly literature on the young adults' HCD needs in Lagos State.

Chapter 3 includes discussion of the research design and approach, methodology of the study, recruitment of participants, research question alignment, data collection sources, data analysis procedures, coding procedures, and thematic analysis, and conclude with discussions on trustworthiness, credibility, dependability, and transferability. This chapter also includes a discussion of the steps I took to ensure compliance with Walden University's ethical standards. The chapter concludes with a summary.

Research Design and Rationale

I used a qualitative case study approach to explore the perceptions of young adults (age 18–25) about their human capital development in Lagos State, Nigeria, to address the following research questions:

RQ1: What are the young adults perspectives on their human capital development in Lagos, Nigeria?

RQ2: How can Lagos State's Policy(s) contribute to the human capital development of young adults for sustainable development, according to the perceptions and experiences of this population?

RQ3: What areas of young adults' life are affected by the lack of human capital in Lagos, Nigeria?

As the researcher in this study, I complied with established procedures to subject the research to the trustworthiness test. High ethical standards must be applied from the inception of the research, particularly in the choice of the research design and method. I chose the case study design because qualitative research is appropriate when a seeking to

understand the root of problems through an interview with the persons concerned.

Resaerchers use qualitative methods to indentify uncharted phenomena and obtain crucial information to understand them.

In this study, my goal was to understand the perceptions of young adults. Case studies are useful for understanding the subject's activities and process (Cresswell, 2016). Researchers have used the case study design to explore youths' experiences and perceptions about community engagement, promoting youth physical activity (Gallerani, 2017). Further studies have addressed the adolescent perception changes towards sustainability (Chambers, 2019) and the importance of providing opportunities for young people to have their voice heard to fill the gap between professional perceptions and those of the pupil (Caslin, 2019). Castellano's (2019) study covered the Mediterranean tradition of economic thought into discussions about human and social capital theories and the role of education in them.

The case study approach is flexible and dynamic as it is adopted in quantitative, qualitative, or mixed methods research (Biba Rebolj, 2013; Burkholder et al., 2020; Patton, 2015). The case study design also applies to theoretical and practical frameworks (Biba Rebolj, 2013). The case study design is multi-purpose, as it can be adopted in explanatory, exploratory, and descriptive approaches to studies (Yin, 2018). The case study approach provides an "in-depth investigation and analysis of a phenomenon within its present context" (Burkholder et al., 2020, p. 241). To understand the meaning of "present context" (Burkholder et al., 2020, p. 241), Denzin and Lincoln (2000) explained

that the context is the local population, while Lincoln (1995) described it as the natural setting.

The benefit of using a case study design is an opportunity to understand holistically the perspectives, perceptions, and opinions of participants on issues personally experienced or observed. A case study approach becomes appropriate in some instances, including (a) when the researcher wants to cover contextual conditions because he or she believes they are relevant to the phenomenon under study and (b) when the boundaries are unclear between the phenomenon and context. A case study approach results in a detailed description of the data and analytic generalizations of the data (Ravitch & Carl, 2021). An essential advantage of the case study design is that researchers can use small sample sizes (Burkholder et al., 2020).

There are several case studies on the perspectives of youths. Dickson-Hoyle et al. (2018) studied the effectiveness and impact of youth (aged 18–30) in landscape initiatives. Osborne (2017) adopted the case study design to understand the perspectives of adult and youth residents on their divergent needs in the Sunshine Coast region of Southeast Queensland, Australia, to aid urban planners. Augsberger (2019) also adopted the case study design to gain an in-depth understanding of the origin, structure, and activities of the New England Youth Coalition (NEYC).

In this study I obtained data from individual interviews, documents, observations, etc. (Burkholder et al., 2020). Rubin and Rubin (2012) noted that the importance of the case study approach is that it helps to understand the topic and organize the scope of the research. The selected research method influenced the development of the research

questions. One of my objectives for this study was to explore and understand the perceptions of the young adults (age 18–25) in Lagos State, Nigeria, on their HCD and whether the Lagos State Government formulates existing gaps in their HCD needs and policy.

I used Becker's (1964) HCT to understand the concept of human capital and human capital development. Becker (1964) observed that human capital is an individual's decision to invest in the development of his human capital with the ultimate objective of future development or monetary gains. I incorporated the HCD needs of young adults (age 18–25) as the targeted population and to understand why policies do not achieve their purpose. Cairney (2020) opined that from the "perspective of policy theory, policy analysis relates to notions of policymaking that are divorced from reality and only useful as ideal types" (p. 3). However, the learning-informed policy design ensures the utilization of new information to update policy and provide relevant knowledge (Cairney, 2021). The participants of this study were young adults (age 18–25) within Lagos State. The phenomenon of interest was their perspective on human capital development. My goal was to understand the perspective of the participants vis-à-vis human capital development in Lagos State. My goal was to understand the needs of young adults vis-à-vis policy formulation.

I interviewed the target group, young adults (age 18–25) who are residents of Lagos State, on their perceptions of their human capital development through aligning government policies with their human capital development. The participants were

University students from two Universities in Lagos State. The total number of participants was 20 young adults, sufficient to attain data saturation (Guest et al., 2016).

Role of the Researcher

My main role in this study was as interviewer, at the core of the research (Ravitch & Carl, 2021). As an interviewer, I obtained the opinions or perceptions of the participants in the research study for data collection.

I addressed and managed any personal bias that I identified. I engaged in personal reflections throughout this research by reviewing my values and assumptions underpinning the research goals and beliefs (Ravitch & Carl, 2021). Failure to undergo personal reflection would have affected the study results.

My role as a researcher required that I manage my positionality and bias vis-à-vis the study and its objectives (Ravitch & Carl, 2021). I applied reflexivity to check my limitations with the aid of "research memos, structured dialogic engagement processes, and reflective journaling" (Ravitch & Carl, 2021, p. 66). I used memos to capture and process any ongoing ideas, discoveries, and challenges related to fieldwork and design (Ravitch & Carl, 2021).

Reliability and validity of the data from participants were critical aspects of the research, and I ensured transparency throughout the entire research. I noted the issue of validity as I exercised flexibility in reviewing the data's accuracy (Ravitch & Carl, 2021). The researcher's knowledge base should be capable of addressing all aspects of the qualitative case study design, from data collection to entering the data. Data collection and collation required that I applied extreme care, prevent any effect on the research

results. I utilized an audit data trail to aid in ensuring data accuracy. I personally conducted the semistructured interview with the selected participants, utilizing open-ended questions. The semistructured interview enables the researcher to take note of the participant's non-verbal communication. As the researcher, I was observant and keenly aware that the participant had the right to discontinue the interview to protect their privacy. I remained objective about the participants' bias while addressing ethical considerations.

I did not have any personal or professional relationships with participants, nor do I have any supervisory or instructor relationships involving power over the participants. The selection of young adults (age 18–25) in Lagos State was a result of my constant interactions with persons within this age range during duties at work and youth members of the various churches assigned to our local church, The Redeemed Christian Church of God. This experience enabled me to understand issues relating to young adults (18–25).

It is imperative to state that, as a researcher, I carried out this research with high ethical standards to address any personal bias and comply with established procedures to subject the research to the trustworthiness test. It is critical to apply high ethical standards from the inception of the research, particularly in the choice of the research design and method. I ensured that the data collected is protected to ensure confidentiality. I used the theoretical framework as a guide and followed set guides and adopt methodological approaches and contexts (Ravitch & Carl, 2021).

The role of the researcher is to consider the values and assumptions underpinning the research goals and beliefs (Ravitch & Carl, 2021). I was responsible for identifying

the research problem, participants, and research location, along with preparing and conducting interviews in a conducive atmosphere. I provided participants with consent forms to ensure informed consent and obtain voluntary information for data analysis. I was mindful that, as a researcher, I was also a research instrument in the data collection process of the research, which required that I maintained high ethical standards to comply with established procedures. To gain the participants' confidence and ensure seamless involvement, I explained the benefits of the research for young adults and Lagos State. To improve the reliability of the collected data, I used member checks to enable the researcher and participant to reflect on the correctness of the collected data and prevent misinterpretation of the data. The Walden IRB approval number 09-18-23-0672044 was obtained upon completion of Chapter 3. Walden IRB guidelines guide this study.

I disseminated invitation letters and mandatory consent forms to establish the voluntary nature of the research study. I did not provide any pecuniary benefits to the participants. Accessible policy documents, public statements of the state, e.t.c. were reviewed for the study. Another global pandemic, such as that caused by the COVID-19, did not occur during this study and the field research was not hampered.

Methodology

Participants Selection Logic

The participants in this study were young adults (age 18–25) within Lagos State. The sampling process for this research was purposeful, as participants had to meet specific criteria. Schwandt (2015, cited in Burkholder et al., 2020) pointed out that purposive sampling is beneficial; however, there are two essential criteria to consider

when selecting participants, namely (a) establishing criteria for choosing study participants and (b) describing strategies for determining that selected participants meet the established criteria (p. 73). To be eligible to participate, the participant had to be a young adult within the age range of 18–25.

The participants were university students within the geographical spread of the five divisions of Lagos. The selection of 20 young adults (age 18–25) within two universities in Lagos State is due to the large number of young people within this educational setting. The selected participants were considered based on age, study level, and location. Participant homogeneity is crucial for this study as it may assist in attaining early saturation (Guest et al., 2016). The sample size of 20 participants was sufficient to undergo this study, however, interviews continued beyond data saturation. Creswell (2016;2018) explained that a qualitative case study does not require many participants. As a researcher, I ensured the clarity of the saturation process, data saturation, and saturation points (Alam, 2021). Caelli et al. (2003, p. 13) noted that "evidence of saturation must be given in the presentation of the data and discussed via the forms in which it has been recognized during the analysis" (Alam, 2021, p. 3).

The inclusion and exclusion criteria are critical to achieving this. Patino and Ferreira (2018) defined an *inclusion criterion* as "the key features of the target population that the investigators will use to answer their research question (p. 85)." Conversely, an exclusion criterion entails "features of the potential study participants who meet the inclusion criteria but present with additional characteristics that could interfere with the study's success or increase their risk for an unfavorable outcome" (Patino & Ferreira,

2018, p. 85). The inclusion criteria for this case study are that the participants must be youths (ages 18–25), university students within universities in Lagos, residing in Lagos State, with a geographical spread, voluntary participation, and the ability to provide informed consent. The exclusion criteria are not being resident in Lagos or within the age bracket and the inability of the participants to provide voluntary consent for the same study—the inclusion and exclusion criteria impact external validity (Patino & Ferreira, 2018).

The purposive sampling method entailed word-of-mouth engagement with prospective participants through an interface with university student associations. Word-of-mouth engagement is highly effective (Gledhill 2008;Goers, 2018). Data sheets were distributed to participants at such interfaces to request attendees' details, such as email addresses, age, and confirmation of being an undergraduate, to narrow down the participants. The researcher assured attendees and solicited students of anonymity and confidentiality.

Each participant identified for the purposes of the study was contacted by email with an invitation to participate, along with information about the nature of the study. The decision to include participants within the age bracket of this study is crucial to appreciate policies and practices that exist and relate to them. The participants' identities remained confidential throughout the entire research process. For a sample of the participant invitation email, please see Appendix A: Participant Invitation Email.

Instrumentation

Data Collection

A researcher's instruments for data collection are numerous and vary from interviews, questionnaires, observation, checklists, surveys, audio recordings, etc. Saldana (2016) noted that data sources include interview transcripts, participant observation, field notes, journals, documents, etc. In addition, Ravitch and Carl (2021) noted that data collection methods include questionnaires, observational fieldnotes, focus groups, a review of documents, and archival data (including online data).

The data collection methods I adopted for this research was an in-depth face-to-face interviews, documents, and field notes as the primary methods for data collection. Field notes helped me, as the researcher, ensure additional reflections during the entire research process. The three identified data collection methods are essential for a practical case study of the participants and enable triangulation (Lindheim, 2022). Participants were asked 10 questions during the interview sessions. Interview questions were premised on the existing literature on young adults and explore the perspectives of the young adults (Morsa, 2018). The interview questions are related to understanding the participants' perspectives on their HCD needs while students undergoing studies at universities in Lagos State. Further questions were used to elucidate the participant's level of understanding, efforts at personal development, perspective, and appreciation of HCD and improving HCD. For a list of interview questions, please see Appendix B, Interview Guide.

The study asked questions about the participant's perspectives on the areas of his or her life affected by the presence or lack of HCD. Finally, the study presented questions to obtain data on the participants' perspectives on human capital. As a researcher, I ensured that the interview guide elicits the same areas of information from each interviewee. The researcher aimed to ensure that the interview were at most one hour or a maximum of ninety minutes. The interview setting, the interview process, and the participants' behavior and body language are critical considerations for this study. The research ensured adequate logistics by ensuring that the conduct of interviews is in a location that is acceptable to the participant. Open-ended questions extract detailed information from the participants (Ratvich & Carl, 2021; Yob & Brewer, n.d.).

Debriefing of participants as to the research finding is essential as it enables the participant to better understand the context of the research, confirm or withdraw the consent (McNelli, 2017). Upon initial data collection, I ensured participants understand the context of the research and confirm if they satisfied with the data collated as it pertains to them to ensure data accuracy.

Interview Protocols

The participants in the research were enlightened about the interview procedure before the interview by providing them with an introduction to the study. An interview agenda was given to the participants to clarify the process and obtain their participants' informed consent through the use of consent forms. I ensured the communication of the time and location of the interview to all participants. The interview protocols included enlightening the participants about the need and essence of recording the interview

through audiotape recorders during the in-person sessions in addition to any follow telephone interviews. The interview sessions were held in conducive meeting rooms and did not last more than one hour or a maximum of ninety minutes.

As the researcher, I ensured that the participants understand that the interview process is voluntary by obtaining informed consent and ensuring confidentiality while not losing sight of the essence of the study, the participants' potential role, the publication of the study, or its ultimate use (Ravich & Carl, 2021; Sanjari et al., 2014). The interview aimed to collect information on the young adults (age 18–25) perceptions of HCD vis-à-vis their development needs in Lagos State. An open-ended semistructured interview was utilized, and documents were provided. I carried out follow-up interviews as required. Please see Appendix B: Interview Questions.

Documentation

The research included a review of documents obtained from relevant government ministries, departments, and agencies that relate to state policies on young adults or young persons in this case study to learn and understand more about the efforts of the Lagos State government.

Data Analysis Plan

Data analysis is fundamental as it ensures that the research is carried out in a precise, consistent, and thorough manner through the use of recordings, systematizing, and detailed disclosure of the methods of analysis to enable the reader to determine the credibility of the process (Nowell, 2017). The aim of this study's data analysis is to depict the organization of the study and data analysis. The critical elements of data analysis are

to create the data, carry out initial coding, expand the coding, rationalize the codes, analyze the codes, and make a final proposition (Braune & Cooke, 2019). In order to retain data, it is essential to ensure that data analysis is conducted simultaneously with data collection (Huebner et al., 2018; Nowell, 2017). The qualitative data analysis approach to be adopted is thematic analysis. Thematic analysis is flexible and easily adaptable to different studies (Braun & Clarke, 2006). An analysis of data themes emanating from the semistructured interviews was carried out. This thematic analysis was helpful in this study to identify patterns, classify, label, analyze, and report the themes of the data (Perdamkar, 2021).

Thematic analysis is critical in qualitative research (Nowell, 2017). Braune and Clarke (2006) argue that thematic analysis should be the foundational method in qualitative research. Nowell (2017) posits the adoption of thematic analysis in an array of epistemologies and research questions. Nowell (2017) cited previous authors (Braun & Clarke, 2006) who posited that a rigorous thematic analysis produces trustworthy and insightful results. The thematic analysis is a veritable tool for studying the participants' perspectives (Nowell, 2017). This research study utilized a thematic analysis to carry out a qualitative case study to understand the perspectives of young adults on their HCD needs within Lagos State, Nigeria.

Thematic analysis has six phases: familiarization with the data obtained, generating codes, searching for themes, reviewing the themes, defining and naming the themes, and finally, producing a report (Braune & Cooke, 2019). Nowell's (2017) study also aligns with Braune and Cooke's (2019) six phases of thematic analysis. The

guidelines espoused by Nowell (2017) and Braune and Cooke (2019) are crucial and reiterated during the research. The researcher's ability determines the research's accuracy and trustworthiness (Nowell, 2017). To achieve this, upon transcription, descriptive coding was utilized during the data analysis to create a common theme (Saldana, 2016).

To aid in coding the data, I adopted the use of NVivo for a thematic analysis. NVivo software is useful to assist in the process of constructing code, themes and categories (Alam, 2021). NVivo is flexible to use, reduces time along with effort in coding, theory building and has the ability to analyzing massive data (Alam, 2021). NVivo is of immense value to appreciating the research problem (Alam, 2021). I was aware that qualitative data analysis software cannot replace the detailed process of immersion of data aimed at explaining the phenomenon of interest from the participants' perspectives; therefore, I carried out initial hand-coding, text coding, or spreadsheet coding before utilizing NVivo for thematic analysis. As a researcher, it is crucial to be attentive to the emergence of themes and new categories during the interviews (Morsa, 2018). Braune and Cooke (2019) note that themes are analytic *outputs* that result from coding efforts. The themes occur at the confluence of the researcher's theoretical assumptions, analytic resources and skills, and the data obtained (Braune & Cooke, 2019). Thematic analysis is reflexive, in which the researcher is subjective, situated, and aware (Braune & Cooke, 2019). *Thematic analysis* is a selective method based on the research objectives.

Issues of Trustworthiness

The issue of trustworthiness is fundamental to research as it guarantees the acceptability of the research. Lincoln and Guba (1985) argued that the essence of trustworthiness is that it makes research relevant. Achieving acceptability requires that the researcher ensures trustworthiness, dependability, and credibility throughout the research process, namely, data collection through filed notes, audio recordings, transcription of the interview, and the prevention of loss of vital data. Korstjens (2018), reiterating Guba (1981), explained that trustworthiness in research relates to ensuring credibility (the truth of the research findings and interpretation within the perspectives of the participant's view), transferability (external validity), dependability (reliability) and confirmability (objectivity). Boundaries may need to be clearly defined (Nowell, 2017). Lindheim (2022), citing Denzin and Lincoln (2018), recommended that where the boundaries between the researcher and the researched are unclear in qualitative research, credibility, dependability, and transferability will serve as equivalent terms.

Trustworthiness, an essential element in qualitative research, is vital and must not be compromised (Lindheim, 2022). For this study, I strove to ensure that all protocols are in place and all concerns are addressed. The ultimate aim of the research is to ensure the study's trustworthiness from the perspective of the researcher, the informant, and the reader (Lindheim, 2022).

Credibility

Research must have internal validity to be credible. Co-researchers or readers must recognize the research experience when confronted with it (Guba &

Lincoln,1989). *Credibility* is the internal validity and processes which seeks to address the research design, instrument, and data collection (Ravitch & Carl, 2021). Lincoln and Guba (1985), Shenton (2004) (Amin et al., 2020), and Lindheim (2022) advocated that credibility is achieved through the adoption of well-established methods of research, random sampling, triangulation, tactical means for participant honesty, prolonged engagement with the phenomena, iterative questions, negative case analysis, frequent debriefing sessions, triangulation, peer scrutiny of the research project and member checking to enhance the credibility of the case study. In this study, I ensured that the right instrument is utilized along with sufficient field research and an adequate number of participants to attain saturation during the research. Credibility was adopted to establish truthful responses from the participants (Lincoln & Guba, 1985).

Credibility ensures the sanctity of the research to elucidate the required honesty from the informants (Korstjens, 2018). Iterative questions helped this research study (Shenton, 2004). Through Member checking, participants were asked to verify their scripts for the credibility and validity of the qualitative study. Birt et al. (2016) explained that "Member checking, also known as a participant or respondent validation, is a technique for exploring the credibility of results. Data or results are returned to participants to check for accuracy and resonance with their experiences"(p.1802). Lindheim (2022) stated that "'with participant validation, you are transparent about how your informants are represented, and it allows you to correct misunderstandings and document the research process" (p.225).

Transferability

To ensure the trustworthiness of the research, it must be susceptible to external validity (Tümen-Akyıldız, 2021). External validity is essential to a research study as it is the ability of a study to be replicated elsewhere by other researchers with other participants (Tümen-Akyıldız, 2021). In this study, I provided specific research details to ensure content validity so that the instruments utilized are the same for all participants. To validate the transferability, a researcher must provide details of the participants, which include their number, location, any limitation they might possess, the data collection methods utilized in addition to the number, length of the data collection, and entire period for the data. (Korstjens, 2018). Conversely, Lincoln and Guba (1985) advocated the comprehension of the results of a qualitative study within the context of the geography of the fieldwork. Ravitch and Carl (2021) advocate that a means of preventing and minimizing a lack of credibility or transferability or any ethical issue is to comply with the Institutional Review Boards, Ethics Committees, and Codes of Ethics.

Dependability

Dependability means that the study is reliable. Dependability affirms that findings will be the same, notwithstanding any changes within the research setting or participants during data collection. Lincoln and Guba (1985) note that similar results would occur once the research is repeated, in the same context, utilizing the same methods and participants. Lincoln and Guba (1985) indicate the close ties between credibility and dependability, arguing that, in practice, a demonstration of the former goes some distance

in ensuring the latter, which is achievable through overlapping methods, such as individual interviews and the focus group.

Confirmability

Confirmability aims to boost confidence in the research. This research ensured the confirmability of the qualitative data through detailed checking and reiterative review of data throughout the data collection and analysis process to ensure that others can replicate the results. I sought and obtained IRB Approval to collect data, and the participants' information are secured so as not to reveal the personal details of the participants.

Ethical Considerations

A researcher must consider ethical issues to ensure the participant's privacy and initiate honest and open interactions to avoid misrepresentations (Sanjari et al., 2014, p.19). The researcher should ensure that the participants voluntarily participate throughout the data collection process by obtaining the participant's consent through the signing of consent forms for informed consent and ensuring that the information received is secure and confidential and the participant's identity is protected, etc. (Ravitch & Carl, 2021). Any bias or abuse of information raises the issue of ethics. Fazli et al., (2020) note that failure to provide practical solutions to ethical challenges is inimical to the interest of the universities and society. The nature of the qualitative case study required interaction with individuals as participants in research. The entire data collection process is vulnerable to the researcher's bias, and this required careful attention to ensure the accuracy of data collection and, ultimately, the data collection results.

Ethics is a component of research, and maintaining privacy in the interaction between the researcher and the participant can be extremely difficult and ethically challenging (Czechowski et al., 2019, citing Saunders, Kitzinger, & Kitzinger, 2015; Shanks & Paulson, 2022). Leonard (2022), in the publication in Politico, found that nearly 50 million people in the United States had their health data breached in 2021. Patton (2015) notes that interviewing is akin to opening old wounds. A researcher must therefore exercise great care in addressing issues and have an ethical framework for dealing with such issues (Patton, 2015). Tanker (2022) suggested that a researcher can address the ethical challenges through the adoption of best practices relating to data management before (data management and collection plan, obtaining Informed Consent), during, and after the study (maintaining participants' confidentiality, anonymity, security of data and ultimate data destruction). Walden University researchers must seek the Institutional Review Board (IRB) approval before conducting a research study. This research study followed the ethical standards mandated by the Institutional Review Board (IRB), which stresses the importance of the welfare of the participants involved in the study.

It is essential to ensure data security and safe storage of the data collected. Strict safeguards were adopted to protect the confidentiality of the information provided. Pseudonyms were given to participants mentioned in the study. Personal details such as names, phone numbers, and addresses were protected in a safe. Audio recordings of interviews were also stored in the researchers' safe. Transcribed data files of all interviews were password protected, stored on my personal computer, and retained for record purposes for 5 years based on the IRB guidelines. It is important to reiterate that

participants were required to sign an informed consent form and be enlightened as to the fact that the interviews are terminable at any time. Information provided by participants would always remain confidential, their participatory role were explained in clear terms, and all research transcripts relevant to their participation would be made available for their review. All information relating to the dataset collected would be kept in a safe and destroyed 5 years after the Chief Academic Officer's approval unless otherwise directed.

Summary

This qualitative study aimed to explore the perspectives of young persons (age 18–25) in Lagos State vis-à-vis their specific human capital development needs. The study aimed to understand young persons' (18–25) perceptions of HCD and their specific needs and how these perceptions will impact policy design in Lagos State. Twenty young adults were selected for the interviews to explore their perceptions about assisting young HCDs. Coding was adopted for the data analysis process to categorize the data into correlated themes. Necessary safeguards were adopted to protect the participants, ensure credibility, trustworthiness, credibility transferability, and maintain the reliability of the study. This research addresses aspects of researcher reflexivity to prevent any bias. In Chapter 4, I presented the data from all interviews and the themes that emerged from the interviews. In contrast, in the final chapter, I presented the recommendations emerging from the findings from the interviews with young adults (aged 18–25). The research provided more insight into how future policy formulation by Lagos State may result in the sustainable development of Lagos State.

Chapter 4: Results

Introduction

The purpose of this qualitative study was to explore the perspectives of young adults (ages 18-25) on their human capital development needs and how their human capital can be harnessed for sustainable development of Lagos State, Nigeria. Chapter 4 includes a summary of the findings of the 20 semistructured interviews that I conducted with research participants. I used three research questions to guide this study. I created an interview guide to interview the participants. Follow-up questions were administered as deemed necessary.

This chapter also includes descriptions of the recruitment process, participants' demography, the setting, data collection methods, data analysis and results along with the emerging themes. In addition, I provide evidence of trustworthiness. This chapter concludes with a summary of the study.

Setting

The study population consisted of young adults (ages 18-25) in universities in Lagos State. I emailed the consent form to the participants who signified interest to participate in the study. My initial plan for the research was to conduct all 20 interviews through face-to-face interviews; however, due to the schedule and location of some of the participants, the method of conducting the interviews was varied in line with Walden University's IRB approval. Out of the 27 participants that signified interest to partake in the research, two declined to participate, two were eliminated due to multiple

rescheduling, and I did not use one individual's data which were outside the criteria for participation.

Consequently, I conducted only five face-to-face interviews, while 15 participants opted for the Zoom platform as the most convenient means of conducting the interviews given their schedule, location, and safety concerns at the time of the interview. The participants' interviews were conducted on dates and times chosen by participants. The participants were duly assured that the process was confidential, and their identity would not be disclosed. Participants were duly informed that participation was voluntary and could withdraw from the interview at any time. Adequate data were provided within the time for each interview, which varied between 12 minutes to 48 minutes, totaling 452 minutes and 2 seconds with saturation being attained upon P15's interview. Walden University's IRB approval confirmation number for this study is 09-18-23-0672044.

Demographics

The study participants were young adults within the age range of 18 to 25. The participants included 11 women and nine men who were University Students in two universities located in Lagos State. The study included 12 participants from one university and eight from another university. I ensured the removal of every identifier information and appellation that could reveal the identity of the participants. Table 1 displays the details of all participants.

Table 1

Study Participants' Code and Demographics

Participants' Code	Gender	Educational Status
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P1	Male	Undergraduate
P2	Female	Undergraduate
P3	Male	Undergraduate
P4	Female	Undergraduate
P5	Female	Undergraduate
P6	Male	Undergraduate
P7	Female	Undergraduate
P8	Female	Undergraduate
P9	Male	Undergraduate
P10	Male	Undergraduate
P11	Male	Undergraduate
P12	Male	Undergraduate
P13	Male	Undergraduate
P14	Female	Undergraduate
P15	Female	Undergraduate
P16	Female	Undergraduate
P17	Female	Undergraduate
P18	Male	Undergraduate
P19	Male	Undergraduate
P20	Female	Undergraduate

Data Collection

Upon receipt of the Walden University IRB approval, the purposive and non-probability sampling method was used to recruit participants to obtain data for this qualitative case study. The data collection process as approved by the Walden IRB was strictly adhered to in line with Chapter 3. The student association online platform was used to access the participants. Upon engagement of the student associations of two universities in Lagos, there was a low response until interviewed participants decentralized broadcasting to smaller online group platforms. The participants were furnished with my email contact and emails were sent to the potential participants to enable them to understand their roles.

All 20 eligible semistructured interview participants consented to be audio-recorded and contacted if necessary. Each participant was asked 10 open-ended questions which were in line with the research questions. The interview guide served as the primary guide for this process. Data collection procedures were in line with the description in Chapter 3, as approved during the proposal stage by the Walden University. There was adequate documentation of all 20 responses from semistructured interviews with participants. I also asked probing questions to further appreciate the participants' responses. Interviews were conducted between October 14, 2023-November 4, 2023.

I discussed and ensured strict adherence to the interview protocol and ethical procedures not limited to identity protection, privacy, right to withdraw, and confidentiality of the participants' responses before and after each interview. Data are secured in password-protected files as mandated by Walden University and will be kept for 5 years before destruction. Participants were informed that the research did not preclude the possibility of the government accessing and utilizing results.

The face-to-face interviews were recorded with my Samsung Note 20 Ultra 5G, which was passworded to avoid access to it and then uploaded to the Cockatoo Audio Transcriber for transcription, while 15 interviews conducted using the Zoom platform were audio recorded and automatically transcribed into text using the Zoom platform cloud option, which was very useful in the transcription process as the direct transcription ensured that data were not lost. Field notes of important comments by participants were made during each interview to gain insight into the nuances of each interview. At the end

of the interviews, I uploaded the information onto my computer and identified each participant with an alphanumeric number of P1-P20 for proper identification. I also forwarded the transcripts to the participants to enable them review and confirm their responses as transcribed, all participants that respond affirmed their interview responses.

An unusual circumstance was that some participants desired remuneration before participation in this study, so I drew their attention to the study flier and consent forms. I reiterated that the study was voluntary and purely for academic purposes, the results of which may benefit participants.

Data Analysis

Upon completion of the interviews, I assigned alpha-numerical symbols, P1-P20 to ensure confidentiality of the participants' identity and information obtained from participants all through the data collection process. The alpha-numerical symbols were used to ensure that there was no data mix-up. The data obtained from each participant were cleaned by uploading into Microsoft Word and several reviews of the transcripts were conducted in line with the field notes and audio recordings of each interview to achieve quality transcription.. Descriptive coding was adopted upon transcription to identify and develop the data into themes (Saldana, 2016). Descriptive coding was used in summarizing the primary topic of the interview response, create codes and categories for the analysis. I carried out an initial coding to rationalize the codes and analyze the codes to make a final proposition. I used the Microsoft Word and Excel spreadsheets to manually code the transcribed data for data intimacy to generate codes and categories to address the research questions. The data collected were labelled into appropriate NVivo

headings and uploaded into the QSR International's computer-assisted qualitative data analysis software NVivo 14 software along with the Delvetool Qualitative Data Analysis Software to disassemble the data to generate further codes from the participants' dataset and referenced the detailed quotes with participants' perspectives. Data was re-arranged to assist in this coding process. I thereafter conducted data exploration with NVivo commands. .

The transcripts from the 20 interviews conducted generated 260 codes and identifiers were used to distinguish each interview. This process was reiterative to ensure that all required codes were generated. I generated and referenced quotes for each participants' responses. The manual coding provided a deep appreciation of the data related to the research questions and the study's theoretical foundation. All three methods were user-friendly, cost-effective, and reduced the time and effort spent on coding and thematic analysis, in addition to serving as a check on the other.

I created a codebook using the Microsoft Excel Workbook for each of the research questions and the codes were grouped based on the importance, repetitions, and similarities in content of each to identify focal areas of the participants' perspectives and categorized to generate themes. Words and phrases with similar meaning were useful for pattern coding (Saldana, 2016). Thereafter, the generated patterns were categorized. I used the categorization of the codes to identify the emerging themes that represent the research questions from the perspectives of the participants. Each step in the analysis process made the next step more accessible, that is, analyzing data and identifying emergent themes. The coding process resulted in nine categories. This process was

repeated to ensure the appropriate categorization of themes for thematic analysis of data themes emanating from the semistructured interviews and this helped to identify patterns, classify, label, analyze, and report the data's themes and this produced trustworthy and insightful results.

The process generated eight themes that emerged based on their connection to the research questions. The themes were reassembled upon satisfaction that they were representative of the codes. Subsequently, the themes that emerged were grouped according to their thematic interpretations to ensure that the data were adequately analyzed to address the research objective.

The themes that emerged adequately represented the participants' perspectives. Some of the themes that emerged, included:

- Human capital is skills, knowledge and abilities
- Human capital development is a process
- Improve Policy Communication Strategy
- Policy redirection for youth human capital development in Lagos State
- Implementation of empowerment initiatives
- Harness the diverse innate ability of young adults
- Inadequate Education
- Health and Mental well-being deficit

The themes are discussed based on how they emerged under each research question.

Evidence of Trustworthiness

In Chapter 3, I detailed the evidence of trustworthiness adhered to in this study, applying principles of credibility, confirmability, transferability, and dependability. The issue of trustworthiness is fundamental to research as it guarantees the acceptability of the research. Trustworthiness is vital and must not be compromised (Lindheim, 2022). Lincoln and Guba (1985) argued that the essence of trustworthiness is that it makes research relevant. Achieving acceptability requires that the researcher ensures trustworthiness, dependability, and credibility throughout the research process, namely, data collection through filed notes, audio recordings, transcription of the interview, and the prevention of loss of vital data. Lindheim (2022), citing Denzin and Lincoln (2018), recommended that where the boundaries between the researcher and the researched are unclear in qualitative research, credibility, dependability, and transferability will serve as equivalent terms. The ultimate goal of the researcher must be to ensure a study's trustworthiness from the perspective of the researcher, the informant, and the reader (Lindheim, 2022). For this study, I ensured that all protocols were in place and all concerns were addressed.

Credibility

Credibility ensures the sanctity of the research and elucidates the required honesty from the informants (Korstjens, 2018). I maintained an unbiased approach to the participants' understanding of the interview questions to ensure credibility. The internal validity and processes that researchers use to address the research design, instrument, and data collection are crucial for the research to be credible. (Ravitch & Carl, 2021). The

interview questions asked in the semistructured interviews were premised on past literature and thus strengthened the credibility of the interview questions. Walden University's IRB assessed and approved the research methodology and tools.

To ensure more credibility, I used purposive non-probability sampling to recruit eligible participants to respond to the questions. I used iterative questions in this research study. I used journaling, reflexivity, and transcript review by the participants to eliminate any potential bias on my part a researcher while I prioritized the participants views on the phenomenon of study. Through member-checking, participants were able to review the accuracy of their responses for credibility. It is important to state the credibility was further established by the continuing the interview of participants after saturation had been attained.

Transferability

External validity is vital to this study (Tümen-Akyıldız, 2021). The study is transferable as I have provided specific research details to ensure content validity so that all participants' instruments are the same (Korstjens, 2018). Details of the participants, which include their number, location, any limitation they might possess, the data collection methods utilized in addition to the number, length of the data collection, and entire period for the data, have been provided. Based on the details of the data collection method provided in this study, would be generalizable for future researchers. Ravitch and Carl (2021) advocate that complying with the Institutional Review Boards, Ethics Committees, and Codes of Ethics prevents and minimizes a lack of credibility or transferability or any ethical issue.

Dependability

Dependability means the study is reliable and documented (Nowel, 2017).

Dependability affirms that findings will be the same, notwithstanding any changes within the research setting or participants during data collection. To attain reliability and accuracy in this study process and findings, I ensured that the interviews were documented adequately with the consent of the participants to enable future researchers review it. Lincoln and Guba (1985) noted that similar results would occur once the research is repeated in the same context, utilizing the same methods and participants, such as individual interviews and focus groups.

Confirmability

Confirmability strives to boost confidence in the research (Nowel, 2017). This ensures that the data obtained is within the participants' perspective and not the researcher's view. This research ensured the confirmability of the qualitative data by a detailed check and reiterative review of data throughout the data collection and analysis process to ensure that other researchers could replicate the results. I obtained Walden University's IRB Approval to collect data, and the participants' information was secured so as not to reveal the personal details of the participants. Through member checking, participants were informed about the access to the interview transcript to confirm their words for members checking and consent. Upon completing the analysis, coding, and interpretation, the participants were given access to the research outcomes before the conclusion to seek their perspectives on the result and necessary input. To ensure the originality of the transcript and the participants' words, I listened to the audio recording

several times; I transcribed the contents for accuracy using the field notes to confirm ambiguous statements or words prior to forwarding the same to the participants for confirmation of their statements and words to confirm results.

Results

The study aimed to explore the perspectives of young adults (age 18-25) on their human capital development needs and how youth human capital can be harnessed for sustainable development of Lagos State, Nigeria, through policy formulated from the young adult's perspective. Participants provided their perspective and shared their experiences on the interview questions. I explored these responses from the Participants to identify way in which the youth human capital can be harnessed from policies formulated from their perspective to achieve sustainable development in Lagos State. The interview questions posed to the participants were based on the study's 3 research questions . It is anticipated that the result of this study will inform effective and productive youth policy formulation in Lagos State. The responses from the interview resulted in the themes indicated in the Table 4 below:

Table 2*Research Questions and Corresponding Themes*

Research Questions	Themes
1. What are the young adults' perspectives on their human capital development in Lagos, Nigeria?	Human capital is skills, knowledge and abilities Human capital development is a process
2. How can Lagos State's policy(s) contribute to the human capital development of young adults for sustainable development, according to the perceptions and experiences of this population?	Improve Policy Communication Strategy Policy redirection for youth human capital development in Lagos State Implementation of empowerment initiatives Harness the diverse innate ability of young adults
3. What areas of young adults' lives are affected by the lack of human capital in Lagos, Nigeria?	Inadequate Education Health and Mental well-being deficit

RQ1: What are the young adults' perspectives on their human capital development in Lagos, Nigeria?

RQ1 focused on understanding the participants' conceptual appreciation of the terms human capital and human capital development. Participants were asked questions

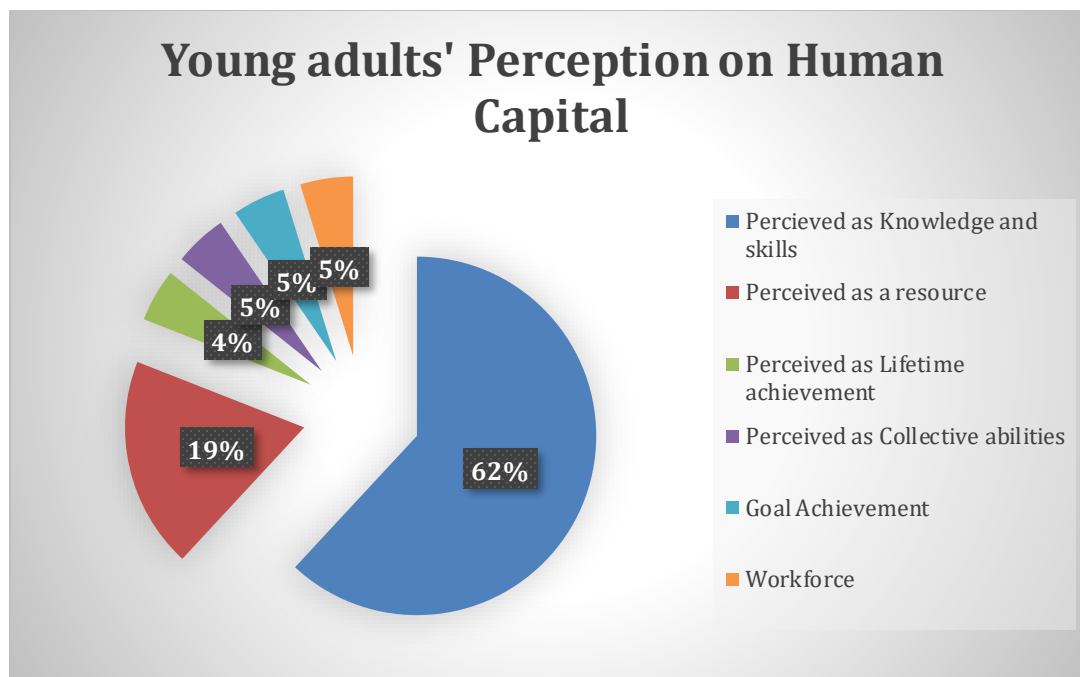
about their eligibility, understanding of the concept of the human capital and human capital development in Lagos State. In this study, the 2 themes below emerged from the RQ1 which sought to explore the young adults' perspectives on their human capital and its development in Lagos, Nigeria; Human Capital is skills, knowledge and ability and Human Capital Development is a process.

Theme 1: Human Capital is Skills, Knowledge, and Ability

A theme that emerged from the participants' responses was that human capital is skills, knowledge and ability. All 20 participants (100 %) had an appreciable understanding of the concept of human capital. The participants' perspectives demonstrated their understanding of the concept of human capital. Human capital was perceived as the knowledge, skills and abilities individuals possess in a society by 13 participants (62 %), while 4 participants (19%), considered it as a form of resource. In addition, participants considered human capital as collective abilities, lifetime achievement, goal achievement, and workforce. The figure below depicts the young adults' perception on human capital.

Figure 7

Young Adults' Perception of Human Capital



Participants also acknowledged that human capital is essential to the development of society. However, it requires investment in education and knowledge, which will aid in sustainable development. Participant 2 indicated, *“Human capital is the sum total of your knowledge, experience, and the skills you have that you can present in order to improve or enable productivity, in order to grow and allow or give room for economic development.”*

The opinions of Participant P5 and P18 were not different as the participants indicated, *“basically, human capital, what it means to me is the skills, the abilities, the knowledge that a person acquires as they grow in life.”* Similarly, participants P7 and P15, respectively, indicated human capital as *“the skills, the expertise that people*

have...contribute to the overall economic growth of a country” and “ the process of impacting knowledge, skills, and ability to maximize human potential and contribute to the economics of human development.”

Other perceptions to support this theme were that some participants considered human capital as those skills that make the young adult “*useful to the society*” (Participant P6), a “*productive member of the society*” (Participant 9) , “*skills that that makes an individual productive*” (Participant 16), as “*active members of the society for the development of the society* (Participant 19). Productivity was observed as the end product of the skills, knowledge, and ability of the young adults. The responses from participants P12 and P20 also provided unique and distinct insights into the concept of human capital when they indicated that it is “*.. the collective abilities or expertise or collective of ability of individual.*”(Participant 12) and “*human capital deals with providing knowledge and skills to empower people*” (Participant 20).

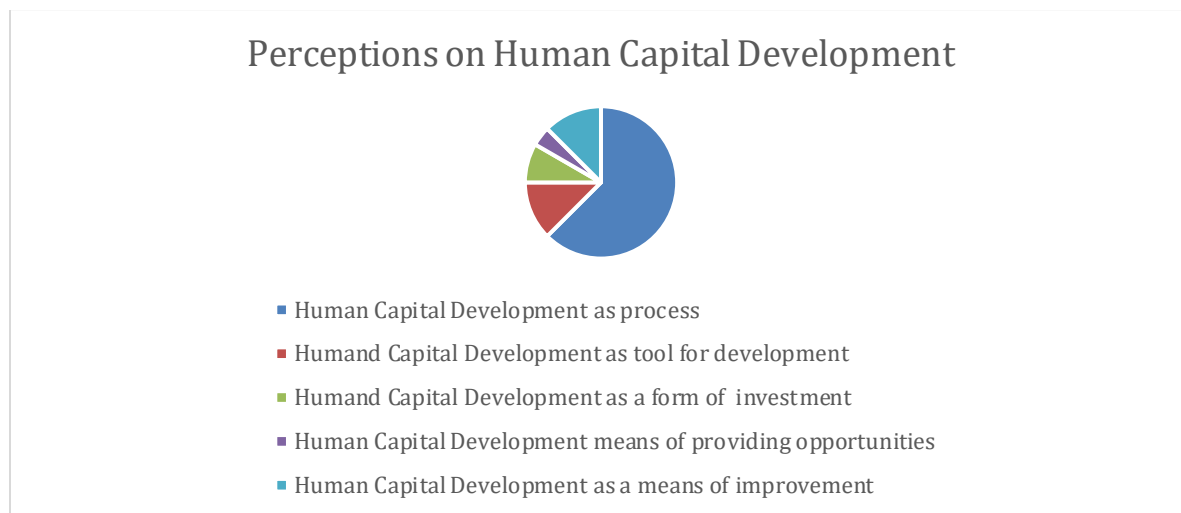
Theme 2: Human Capital Development is a Process

The second theme that emerged for RQ1 is that human capital development is a process. The responses from 15 (75%) participants indicated that “*human capital development is a process*”, while other participants considered it as tool for development and means of empowerment. Participant P20 provided an insight on the human capital development and perceived that it “*deals with providing opportunities to people, just like empowering people, creating jobs, knowledge, and skills to empower people.*” Other participants perceived human capital development as a form of

investment, while others perceived human capital development as a means of providing opportunities. Figure 8 below provides an insight into participants' perspectives.

Figure 8

Perception on Human Capital Development



The Participants provided further insight that human capital is a process of enhancing skills, knowledge, attributes for the development of the individual and economic growth. Participants perceived that human capital development is a process of acquiring any skills knowledge and abilities or enhancing, honing, developing and improving these skills knowledge and abilities to enable sustainable Lagos State. Participant P10 explained that human capital development *“is a process which one uses to acquire those skills that help one to be able to be self-sufficient,”* while, Participant 7 opined that *“it's a process of, you know, honing the skills, honing the expertise, you know, increasing it, doing things that will, you know, make them stand out to actually be useful”*. Participant P16 stated that *“Human capital development is the process of*

empowering humans in attaining skills in education, training so that they can be productive in a country or organization”.

Participant P15 further provided a detailed insight into the concept and diversity of the term “process” in development of human capital:

..... this is a development that encompasses various training and social support and is also based on our wellbeing. It is also a skill development, for instance, hair making and tailoring to make individuals independent in society. This is crucial to acquire knowledge, and develop critical thinking ability and practical skills. It also includes education at schools and universities which is a lifelong life training. Based on the healthy well-being of humans, good health and reaches out to their full potentials.

All participants provided an in-depth understanding of the concept of the human capital development.

RQ2: How can Lagos State’s policy(s) contribute to the human capital development of young adults for sustainable development, according to the perceptions and experiences of this population?

The focal point for this research question was to understand the perceptions and experiences of the young adults on how Lagos State policies can contribute to human capital development of the young adults. The Participants were asked questions to elucidate responses aimed at understanding their perceptions and experiences on ways Lagos State policies, can contribute to their human capital development for sustainable development.

The following 4 themes emerged from the participants' responses to questions asked in line with RQ2 on the young adults' perspectives and experiences on the possible policy initiatives which can be undertaken by the Lagos State Government to contribute to their human capital development in Lagos: Improve Policy Communication Strategy, Policy redirection for youth human capital development in Lagos State, Implementation of empowerment initiatives and Harness the diverse innate ability of young adults

Theme 3: Improve Policy Communication Strategy

The theme, improve policy communication strategy, emerged from RQ2. A total of 15 participants categorically stated that they were not aware of any Lagos State policies related to young adults. Participant P1 categorically stated that:

I don't know anything, you're talking about policies. I don't think an average youth will actually understand policies in particular because I don't really think anybody is actually following the government, anything the government says... I've never heard of any policy driving youth.

Participant 20 urged the government to create more awareness of its policies, while Participant P15 suggested the following as means of communicating with young adults:

I think they can get switched to young adults through the schools.

You can get switched to us through broadcasting. No, they should try to make every information accessible for young adults, not only on social media, but also individuals. accessible media around each environment or each local government, also through newspaper, magazine, social media schools also.

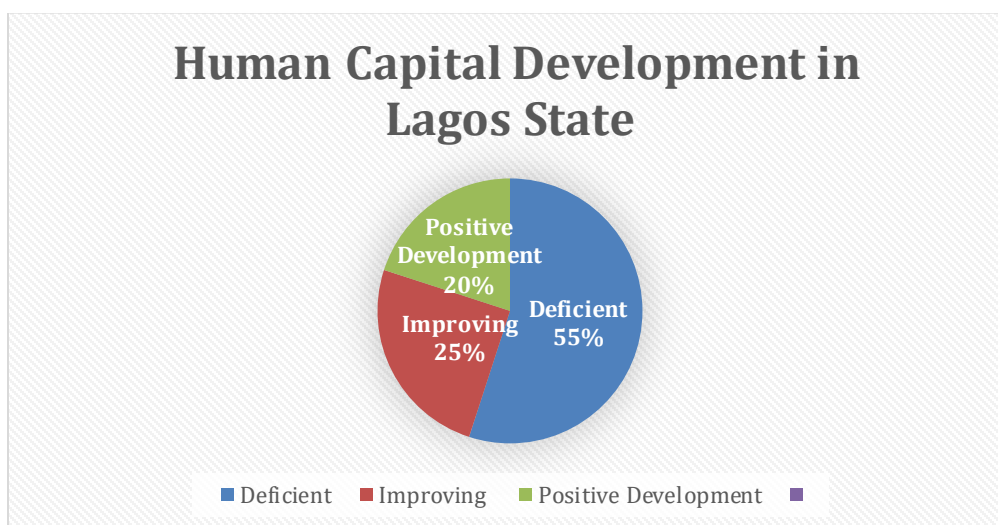
Participant's P15 phrase "switched" is used to describe the term "connect".

Theme 4: Policy Redirection for Youth Human Capital Development in Lagos State

Another theme that emerged from RQ2 was the need for policy redirection for youth human capital development. More than half of the participants considered human capital development in Lagos State as deficient, while a few other participants perceived it as improving, whilst others described it as positive.

Figure 9

Perception on Human Capital Development in Lagos State



Most participants identified the need to encourage young people to be independent and self-sustaining. Policy redirection was advocated to enable empowerment initiatives which was considered by most participants as a means of achieving sustainability and economic growth of Lagos State. Participant P7 expressed that "*Africa as a whole, Nigeria, Lagos State, is a vast sea of untapped resources*" and explained further that "*I*

think the Africans, Nigerians, are capable of unimaginable things, unthinkable things in a positive light” (p7). Participant P7 noted that:

So, any opportunity, any advantage, any policy that can be formulated, any law that can be passed to make sure that young people are encouraged, to make sure that their skills are honed, to make sure that these inner citizens are tapped, should be advised and encouraged. So that's because like I keep saying, at the end of the day, it's the society that benefits from it.

Participant P1 advocated policies that aim to ensure that the beneficiaries are engaged to obtain their responses by conducting surveys and research, to understand the peculiar needs of each young adults. Participants' P2 and P5 responses below urged the review of the regulatory framework of the work sector for the benefit of the young adult:

Participant 2 opined that:

I think that the first thing that should be done is that you should put like a form of check and balance or checks on companies, checks on companies most especially, in order to regulate.

Participant P5 also stated that on the need to regulate the working hours of the young adult worker:

So, I feel like workers, if there's a policy to shape workers, it's going to help. A lot of areas have not gone well for, being underpaid is like the major thing, like that has not gone well for most youths in Lagos. I mean working hours are not even regulated, you just have to keep working, working on weekends when you are supposed to be resting,

Other Participants' responses indicated that policies relating to education curriculum review and education infrastructure development were necessary for the human capital development of young adults and sustainable development of Lagos State. Participant P3 urged the need *“to implement policies that increase the education and intellectual development of their minds towards helping government towards improving our revenue. So, implementing policies like that can go a long way in helping our human capital grow”*.

In addition, Participant P5 advised that:

I think the Lagos State government could include policies that would help with human development into the curriculum of schools around both public schools and private schools. They could make a policy to ensure that every school, right from secondary school, students learn human capital, they go through human capital development..

Participant P7 mooted government policies that would enable equal opportunity amongst young adults in terms of education finance to provide a healthy competition without being so underprivileged in comparison to their peers.

Theme 5: Implementation of Empowerment Initiatives

Another theme that emanated from RQ2 was the need for implementation of empowerment initiatives. Participants' responses indicated a lot of self-effort on their part on the young adult but desired to be empowered in diverse ways to be self-sustaining and ultimately for individual and societal benefit. Some Participants contended that the human capital development in Lagos State was self-attained. Participant P7 noted, *“I*

think that it is a DIY thing, do it yourself. So, a lot of young adults I think are doing it themselves” and Participant P8 asserted that *“A lot of development in my career has been personal development essentially. I just go to YouTube, sign up for classes, Coursera, Udemy, take certification classes, just do a lot of personal development, and that's the only way”*.

Participants in this study perceived that the young adults 18-25 needed empowerment initiatives from the Lagos State government. Participant P5 believed that it was the responsibility of government to implement empowerment initiatives to enhance human capital development of young adults. Some Participants responded that the government ought to first engage the young adults at the grassroots level to understand their needs. Participant P1 specifically stated that *“make sure that the indigenous people due to indigenous youth in that area have to like get um what they are certified if they have to pick the indigenous people to start from the grassroots”*.

Other Participants suggested the provision of reasonable loans for youths to carry out their ideas and business start-up training can improve young adults' human capital development. Below are excerpts from participants' responses on more avenues for skills development irrespective of whether the young adult is a graduate or not. Participant 14 advocated more skill enhancement opportunities by stating:

I feel government should try to create more avenue for people to have access to skills. Because even university graduates, you see, a lot of people after graduating school, they don't actually see work.... So if they

have this skill , this is also an avenue, to make money, to make, to add a good skill to add a positive thing to the economy.

Participant 18 corroborated that

Opportunities can equip young people with knowledge and abilities they need for future success. For example, providing vocational training is one of them.

Programs and inter-professional support can empower youth to explore different career paths and contribute to economic growth.

Participant 20 expressed that *“I think Lagos State should focus more on empowering more people and publicizing it because some people are not aware”*.

In addition, P11 and P13 advocated gender equality for both men women as an area in which government can invest to improve the human capital development of the young adults for economic growth. Participant P11 stated *“I feel they should promote let's say, gender equality and giving like chance through education and economic opportunities”*.

Theme 6: Harness the Diverse Innate Ability of Young Adults

The theme, harness the diverse ability of the young adults also emerged from participants' response to RQ2. Young adults in Lagos State have great potential, and a participant described the young adults in Lagos, Nigeria, and Africa as *“a vast sea of untapped resources”* (P7). Participants appreciated the fact that they each had innate abilities that, if honed, enhanced, or improved upon, would ultimately lead to their self-sustenance.

The Participants appreciated the importance of their role in the society and as such understood the need for government to take advantage of this. Some participants

had existing knowledge and believed that such knowledge could be shared with other young adults to enhance their abilities too. Participants were willing to collaborate with the State government and freely share their existing knowledge or engage in community service to help other young adults' human capital development by of teaching, mentoring, guidance abilities. In furtherance of the aforementioned, Participant 11 indicated,

I can assist, like the younger ones coming after us and I can share, like the little knowledge I have with me. I can share it with young growing up after me. and I can engage in like, let's see community services and join hands with like people around so build like let's say human capital development.

Participant P15 also contributed that:

As an entrepreneur by giving a free knowledge on my skill, which is fashion designing, so I can help my co- young adults; reach out to them and tell them that I have a free program for people that are interested to learn what I have, so also gain in knowledge for me.

Most of participants in this study noted that young adults could play a variety of roles towards effective implementation of State policies. Participant P1 responded that volunteering to assist with the implementation of the policies was a way of assisting Lagos State.

Participants provided insights into other unique ways young adults can help the policy formulation in Lagos State. Participants acknowledge the need to be responsible

and lobby the government on behalf of other young adults. Active participation in political activities was considered a way in which young adults could assist the government. Participant 5 indicated,

I feel as a youth, it is my responsibility first and foremost to make sure that those that get access to political seats that formulate policies, they should be people that are interested in things that affect the youth personally.

In addition, Participant P6 opined that

“I think if I find ways to lobby the State government.... to expand more of its programs to be able to reach more people. I feel I can contribute if I learn skills. I can play a role. If I help 100, 300 people, the Lagos government should be able to do more times 100 of what I'm doing. So, I feel like I can find a way to get in communication with Lagos government.

Many participants considered advocacy as an important tool to assist Lagos State to contribute effectively to the development of human capital. Participants indicated that they would be willing to assist in creating and spreading awareness to enlighten people about the Lagos State policies Participant P10 added, “we can also engage the stakeholders in discussions on how they intend to help improve the human capital development”.

Participant P3 pointed out the importance of the “voice” of the youth, that is the social media platforms and suggested that technology platforms can be utilized to create awareness. Participant P3, hence, indicated:

The voice, we all have the social media and twitter and all that. ... So the voices of people in through petitions, letters, in flyers, blogs and other stuff to try and reach out to the government to help our people is enough.

Participants also expressed the willingness to utilize their connection with the institution or community to create programs to educate others. Participant P9 stated that “I will assist the Government and also assist my institution base, maybe in establishing some programs to just educate and some vocational trainings” (p9).

RQ3: What areas of young adults’ lives are affected by the lack of human capital in Lagos, Nigeria?

In an effort to understand the areas of the young adults’ lives affected by the lack of human capital, participants provided their responses and shared great insight into the areas of their lives that had been affected by the lack of human capital in Lagos. More than half of the Participants (55% of the study), identified education and health and mental well-being as the areas most impacted their human capital development and RQ3 produced 2 themes:

- Inadequate Education
- Health and Mental well-being deficit

Theme 7: Inadequate Education

An inadequate Education emerged as theme from RQ3 as participants identified the university education sector as being impacted by the lack of human capital.

Participants shared their experiences on how their lives were affected by the lack of human capital development in the education sector.

Participant P2 shared the experience that a distorted career path had occurred due to inadequate education:

So one of the areas that has been affected is like, they have not allowed me to maximize the career, like the career I am on or the path, career path I am on to its full potential, and which has caused a lot of brain drain and underemployment.

Participant P6 identified non- professionalism amongst some university lecturers

So, I feel that I have been affected in that way, because I have had to deal with a lot of, shall I say sadist lecturers, who are more interested in just putting someone down. The university system, you try your best, but apparently your best is not enough. It all depends on the lecturers.

Participant P7 affirmed the need for better investment in education:

I think I would say education. Because I think that the quality of education we have can be better if there has been investment made in the lives of people within the academic institution, especially for the non-teaching staff. It's not all about books.

Participant P10 substantiated that:

If there is no proper investment in human capital by the government or by the educational institutions, I don't think the states will be able to function well or progress in the nearest future because without human capital in the youth, who eventually become the leaders and adults that are supposed

to lead the society, without the human capital they needs, the society will be sham.

Participant P13 expressed that education was affected by funding:

Let me see, educationally like there was a time I was unable to raise fund to attend a scholarship program which I would have gained more for me, due to lack of a vocational skill.

Participant P18 expanded that

To me, educational opportunities and job opportunities, I guess. It also affects me in the overall productive and growth of business and economic and due to a lack of educational activities.

Participant P19 shared information about the lack of educational tools:

I will, you know, be kind of emotional a bit, I speaking with you,a visually impaired student to be precise. ...In terms of mobile gadgets in terms of technology that will suit me... The university has not even giving you know what's good. I was not even giving enough was it called skill to me.

Participants provided different perspectives on areas in which the government can help to improve young adults' human capital development to empower them. Participants perceived that the government should address the education sector as it was an important aspect of the human capital development of young adults.

Theme 8: Health and Mental Well-Being Deficit

A final theme that emerged from RQ3 for this study was the fact that the health and mental well-being of the participants was affected by the lack of human capital development. Participants responded that the health care sector was affected by the lack of human capital. Participant shared their lived experiences on how the lack of human capital in Health sector has affected their health and mental well-being.

Participant P4 shared a personal experience:

Most important one is health care. It has been affected by the lack of human capital. For example, when I'm ill and I go to the hospital, and most times you hear that there are shortage of staff and then doctors are not available, and I think that's because of the human capital, they don't have much chance to do the work, bounces back on the patient, you have to wait for a longer period of time. Most times you don't even get someone to attend to you. So that has affected me.

Participant P8 shared an experience as to how the deficit of human capital can affect health and mental well-being:

I would say being a part of a workforce, the one place that is lacking essentially would be health and well-being. I interned at an hospital and then I was not feeling too well for a particular period of time. Even after noticing and like after making sure they understand that I'm not feeling too good. It was like, I have to like work and I don't think I'll be able to perform at maximum capacity or nearly capacity. I thought it was

really bad because I wasn't feeling too well. And it's not as if there was any insurance anything.....

Participant P10 shared an experience as to how the lack of human capital in the healthcare sector has impacted and resulted in the death of a person

Health care. It was not me but someone close to meI feel the person would have survived for at least a longer. Lack of human capital in health care services. .

Participant P12 pointed out that the dearth of good facilities in the health sector has also impacted on the participants health and well-being had been affected

I think there's no good hospitals; in terms of facilities. The youths physical well being and mental well beingYeah, concerning that there was a day I was sick, and I was forced to. I was delayed outside, due to. Then there's no more provision for ward. There's no space in the ward anymore. So I was delayed outside. .

Participant's P16 also identifies the lack of specialist medical personnel to address the participant's medical challenges

It has been really affected ever since I was in primary school cause. I was sick at the time, and I think because there's really no medical personnel around to cater for my health challenges.

Summary

This study's purpose was to understand the perspectives of young adults (age 18-25) on their human capital development needs, and harnessing youth human capital for

the sustainable development of Lagos State, Nigeria, through policy formulated from the young adult's perspective. The study was premised on three research questions: What are the young adults' perspectives on their human capital development in Lagos, Nigeria?; How can Lagos State's policy(s) contribute to the human capital development of young adults for sustainable development, according to the perceptions and experiences of this population?; What areas of young adults' lives are affected by the lack of human capital in Lagos, Nigeria?

To address these research questions, Chapter 4 explained the details of the data collection methods and the management of the data along with the analysis of the data collected. A total of 20 participants were interviewed for this qualitative study. The interview questions were open-ended and enabled participants to express their perceptions with respect to their human capital development in Lagos State. The purposive and non-probability sampling technique was used to recruit all participants. All participants were young adults (age 18-25), residents in Lagos State and students of two universities in Lagos State. During the interview, all participants demonstrated some knowledge of the importance of human capital and its development and expressed their perception about it.

RQ1 sought to determine the participants' perspectives and understanding of the concepts of human capital and human development. All 20 Participants had an appreciable understanding of the concept of human capital as skill, knowledge and ability an individual possess. Majority of the participants perceived human capital development as process to improve on the skill, knowledge and abilities of a young adult. RQ2 sought

to understand how the Lagos State's policy(s) contribute to the human capital development of young adults for sustainable development. The results revealed that most Participants lacked awareness on Lagos State policies related to the young adults. Nevertheless, participants advocated the need for improved communication strategies, and policy redirection for youth empowerment initiatives to harness the diverse innate abilities of young adults. Research question 3 inquired into what areas of young adult (age 18-25) lives has been affected by the lack of human capital. Participants identified an inadequate education system along with the deficit in the health and mental well-being as areas most impacted by the lack of human capital. Participants advocated the need for increased funding to improve the education system and retraining of staff to address the peculiar nature of the human capital development needs of the young adults in Lagos.

In Chapter 5, I interpret the research findings in line with the research results and provide recommendations for other studies or future practice along with the implications for social change. Chapter 5 also explains the effect of this study on young adults and policies related to young adults (18-25), along with a conclusion on the studies to demonstrate the importance of this study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative study was to explore young adults' (age 18-25) perceptions and experiences of their human capital development in Lagos State, Nigeria. I used a qualitative case study approach to conduct the study. The results of the interviews presented in Chapter 4 are discussed along with the recommendations for future studies and social change implications. In Chapter 2, I indicated a gap in the literature related to research on the young adults (age 18-25) in Lagos State, Nigeria's perspective with respect to their human capital development and policy formulation. Previous research has revealed that human capital is necessary for economic development (Adejumo & Adejumo, 2017), sustainable development (Chambers et al., 2019; Dinzhanova, 2021) along with youth engagement (Gallarani, 2017), and youth policies (Morciano et al., 2016).

Researchers also espoused the need for the perspective of the young adults in formulation of policies that relate to their human capital development needs. The young adults' perspective on required policies will provide greater insight into similar or divergent needs (Osborne 2017). Crismaru (2020) in his study of the Moldova youth found that in order to encourage youth participation, re-strategization of policy efforts should be used to address the core needs of young adults. The need for experiential learning interventions across broader geographies and other generational and community segments is essential (Chamber et al.'s, 2019). In addition, Heinrich and Million (2016) urged a need for serious consideration of youth complaints. David and Buchanan (2020)

in their study of youth participation in local government planning efforts in the United States, found the need multi-faceted trans-generational descriptions of communities. There was a dearth of research on how the young adult's human capital development needs can be aligned with Lagos State policies based on their perspectives to improve the young adult's human capital. The gap in literature underscored the need for and made the research on young adults' perspectives of their human capital development more critical.

The research questions aimed to understand the perspectives of the young adults (age 18 -25) on their human development, their awareness of policies along with how the lack of human capital has affected the participants. The findings support literature that human capital comprises of skills, knowledge and attribute of the individual. The participants to this study understood the meaning of the concepts of human capital, its development vis-a- vis their needs. This study's findings also support the current literature on the need to harness the diverse innate abilities and, skills of young adults for better opportunities and the sustainable development of Lagos State (Frumin, 2018).

I discovered that majority of the participants were not aware of the government policies related to them and could not benefit therefrom. The study affirmed the previous findings that indicated gaps in the youth policy making process which excluded the perspectives of the young adults. The data also affirms the need for an effective means of communication with young adults by the Lagos State Government. All study participants indicated that there was minimal government effort and impact on their human capital development which made a number of participants resort to self-help on

their human capital development. The findings of the study also indicated that policies of government should be redirected toward more empowerment initiatives of the young adults (ages 18-25). I found that a few participants had benefited from government initiatives but still desired more empowerment initiatives from the government. The result of the data from the interviews supported with previous literature that young adults desired policy redirection for programs that would improve their human capital development as young adults in Lagos State.

In this chapter, I discuss the findings in relation to the literature in Chapter 2. This chapter includes the key findings of the study along with interpretations of the findings, the study's limitation, recommendation, implications of the result for positive social change and a conclusion.

Interpretation of the Findings

Using by Becker's (1964) HCT, I explored the young adults understanding of human capital, its development and policy formulation from its perspectives. The study's sample population consisted of young adults within the age range of 18 to 25 who were University Students in two Universities located in Lagos State comprising of 11 (55%) women and nine (45%) men. Based on the adoption of the purposive and non-probability sampling method to recruit participants to obtain data, my goal was to address young adults' perceptions (age 18–25) about their human capital needs, areas in which they have been affected by the lack of human capital and how Lagos State's policy(s) can contribute to the human capital development of young adults for sustainable development, according to the perceptions and experiences of this population.

I used six thematic analysis steps to review and interpret the data in this study (see Braune and Clarke, 2006). Based upon a thorough analysis of the data, eight prominent themes emerged from the participants' responses, namely (a) human capital is skills, knowledge and abilities, (b) human capital development is a process, (c) improve policy communication strategies, (d) policy redirection for youth human capital development in Lagos State, (e) implementation of empowerment initiatives, (f) harness the diverse innate ability of the young adults, (g) inadequate education and (h) health and mental well-being deficit.

The result of this study will fill a gap in understanding policy development as it relates to young adults in Lagos State through government's intentional focus on young adults perspectives. These interpretation of the findings are detailed below:

Theme 1: Human Capital is Skills, Knowledge, and Ability

Human capital as skills, knowledge and ability was one of the ways the participants defined human capital. I found that 13 (65%) of the participant were aware that human capital comprised of their skills, knowledge and abilities. Participants indicated that human capital was the totality of the skills, knowledge and abilities. These skills, knowledge and abilities are crucial to improve or enable productivity, in order to grow and allow or give room for economic development. Participant P12 broadened the concept of human capital as "...the collective abilities or expertise or collective of ability of individual." Further, four (19%) of the participants perceived human capital as a veritable resource for economic development. Similarly, Ifejika, (2017) and Marginson, (2021) noted the importance of human capital in economic development in

contrast to financial, social, and cultural capital. In addition, Ajide and Ridwan (2018) posited that human resources were an active factor of production.

The study's finding further supports current literature that human capital is the source of a nation's social, economic, and technological development (Ifejika, 2017). I found in the study that participants perceived that human capital is necessary for economic development, sustainable development, youth engagement, and youth policies which supports literature by Adejumo and Adejumo, (2017), Chambers et al. (2019), Dinzhanova, (2021) and Morciano et al. (2016).

Some participants viewed human capital as the skills, knowledge and ability that make an individual or economy productive. Productivity as an end product of these skills, knowledge and ability was an outcome of this theme. Participants P14 and P16 perceived human capital as skills that can make an individual a "productive member of the society" or "productive" respectively. Participants P7 and P13 both noted that human capital "contribute to the overall economic growth of a country" and "economic productivity" respectively. This awareness by participants is a bedrock for development in Lagos State.

Theme 2: Human Capital Development is a Process

Human capital development is an integral part of societal development. Okunade et al. (2022) posited that the African Region had demonstrated the weakest economic performance in the areas of human capital development. The study findings indicated that 15 (75%) of the participants perceived that human capital development is a process of acquiring any skills abilities, or knowledge which is supported by literature as espoused by Davenport (1999), Murray and Palladina (2018) and Wuttaphan, (2017).

The Participants described the term *process*, in diverse but uniform ways. Participants P1, 6, 7, 10 and 13, used vocabularies such as enhancing, honing, developing and improving. The meaning of the vocabularies particularly were the same, that it is, to improve upon the skills, knowledge and ability of the participants

The study's findings indicated that investment in the development of skills, knowledge and abilities by way of training and education were essential for human capital development (David et al., 2021; Mikhailov et al., 2020). Participant P15 indicated that human capital development is "an investment in the knowledge and skills of humans." Participants were of the opinion that improvements in the education sector was critical to their human capital development in Lagos State.

The study extended the assertion on the means of investment in human capital development. Participants identified the contemporary skills, knowledge and abilities they perceived as being important for them to acquire, to enable them to be independent in society.

Dinzhanova (2021), Khan et al. (2020) and Rahim et al. (2021), all noted that human capital development and its interaction with technological innovations, trade openness was important for financial development. Participant P16 urged the exploitation of technology as a process to develop human capital, which affirms the existing literature. Brady et al. (2020) suggested that structured engagement may lack meaning for marginalized youth. Data confirmed that the process of acquiring these abilities, knowledge and skills were diverse. Participants suggested training, education, mentorship and learning from adults as ways of human capital development. I found

training an essential process for the young adults' human capital development. This finding supports literature by Webb et al. (2018) and David et al. (2021) on the need and importance of training in human capital development. Tvaronavicien et al. (2021) advocated that the social environment plays a significant role in human capital development. The study findings support the positive role of the social environment in the young adults' perception of quality of life. The participants identified social support and healthy well-being as means of developing human capital. Participant P15 responded "I feel this is a development that encompasses various training, social support and is also based on our healthy wellbeing."

Participant also indicated that youth empowerment in Lagos State is a process of human capital development. Participant P20 noted that it "deals with providing opportunities to people, just like empowering people, creating jobs, knowledge, and skills to empower people."

Theme 3: Improve Policy Communication Strategy

In this study, I found the need for improved communication of youth related policy. Eunsun Cho (2014) recommended that the government ensure more awareness of the role of youth. I discovered that majority of participants were not aware of existing policies related to young adults, nor benefited from youth policies. The study's findings indicate the absence of awareness of Lagos State policies related to youth development, with 15 (75%) of the participants expressing the lack of awareness of government policies. Nyberg et al. (2014) and Ployhart et al. (2014) further posited that human capital

had a flaw and identified the problem with human capital as laying in communication within the organization.

Policy implications derived from the findings require more incredible policy support to increase opportunities for the involvement of young people from lower socio-economic backgrounds in youth organizations. I also found that participants were not a part of policymaking process in Lagos State. I found a disconnect between government activities and young adults. P1 indicated that “I don’t think an average youth will actually understand policies in particular because I don’t think anybody is actually following the government.” The study participants expressed the need for bridging the gap between Lagos State’s development actions and young adults for inclusiveness to achieve the development of their next level of human capital (Chevalier, (2019). Data confirmed the need to bridge the gap between the terms of engagement and discussion with the young adults, which include, but, are not limited to clarity about aims, purposes, methods, and pay attention to youth-friendly processes, mentor youth within the sector, and ensure collaboration across sectors (Tenny, 2021).

The study revealed that government’s policy in Lagos were not formulated from the perspective of the young adults. Guiding today's young people to be healthy citizens who properly exercise their rights and take responsibility is an investment in the future. I found that youth participation was crucial and young people's perspectives on how they would like to participate were critical and that it was essential to make such participation meaningful. (David and Buchanan, 2020). I further found the need for coordinated youth policies derived from engagement with the young adults (Zaharia, 2016). The young

adults urged the need for government's total commitment toward citizens' engagement (Ianniello et al., 2019) and policy formulation control (Dunlop et al. 2021). Government must be intentional in achieving this. David and Buchanan (2020)

Greater emphasis is required to enlighten young people about the benefits of sustained involvement with youth organizations (Souto-Otero, 2016). The studying findings revealed the need for improved intervention strategies by civil society organizations (Chamisa and Shava, 2016). Participant P16 response "We need some push, just a little push from maybe, the government or NGOS and everything is good to go right now" which supports current literature.

Theme 4: Policy Redirection for Youth Human Capital Development in Lagos State

Participants indicated the need for policy redirection to help in their human capital development. Policies are essential for human capital development, however, dealing with young adults required dynamism (Schroth, 2019). I found that the participants were desirous of improving their skills, knowledge and abilities with more interface and government involvement. I also found at the core of the study that the need for youth engagement. Participant P1 stated "you have to actually involve the people by getting their own responses". The study further suggested the need for policies that enhance youth programs effectively and help youth develop their civic engagement skills, mainly when they include skill-building opportunities. Policies that enhance the training of youth leaders is an investment in their positive development and the community's civic engagement infrastructure (Ballard et al., 2021). The study's findings support Dinzhanova, (2021), that human capital is a more critical investment objective than fixed

assets and technologies. Participants identified the need for the government to be dynamic by formulating policies that were relevant to their needs. Jaynes (2020) in a study in United Kingdom, identified a chronic under-investment in youth workers and provision. The literature is supported by the findings for this study wherein Participants also expressed the need for a variety of youth related policies that “improve the nation as a whole” (P2), “increase the education and intellectual development towards improving our revenue”(P3), regulating company working hours and job descriptions for young adults (P2 and P8), and “improve equal access to development skills” (P7).

Chevalier (2019) posited that the youth transition regime enabled young people to access financial resources which be utilized for maintenance and participation in society through structured state interventions and public policies. The findings in this study support Chevalier (2019) on the need for policies that relate to their human capital development to be appropriately structured and redesigned for productivity. Participants expressed the need for government to tighten its supervisory role of the education sector by regular visits to the schools, change of curriculum to access quality education.

Theme 5: Implementation of Empowerment Initiatives

In this study, I found that implementing empowerment initiatives for the young adults in society was crucial. Heckman & Mosso (2014) identified different perceptions on the young adult’s human capital. Schroth (2019) also indicated that young adults have their peculiar idiosyncrasies. The study found that the young adults' peculiar traits were not shortsightedness as posited by Becker(1964). On the contrary, the young adults in Lagos State were ambitious and had great foresight of their future human capital

developmental needs. I found that most participants assessed their human capital development in Lagos State as “poor” (P3) or “hindered” (P6) and the need to address this deficit was crucial. This supports Mukhametov’s (2020) findings that there was a need to overcome the challenges central to stakeholder coordination; training and education of youth's human capital. Result from the study confirmed that the young adults were aware of productive strategies to engage them to develop their human capital and advocated a wide array of strategies or diverse avenues for networking and the provision of digital skills for the young adult. Brady et al., (2020) advocated “youth work, deliberative forums, volunteerism, arts, sports, and media, non-formal education, technology, and social media” as means to engage the youth.

I found from the participants’ responses that Lagos State implements empowerment initiatives; an example is the Lagos State Employment Trust Fund which Participant P18 stated “provides financial support and entrepreneurship training to help young adults pursuing higher education.” Both Participant’s P18 and P19 also noted that the Lagos State Ministry of Youth and Social Development also implements various youth development programs, including skills, training and mentorship opportunities. These participants represent only 10% of the study participants which suggests that more avenues must be created to engage young adults in Lagos State. Waselewski et al. (2020) confirmed the need for additional youth outreach to meet basic needs, including socialization. The study’s finding also revealed that engagement of the young adults at the grassroot and/or indigenous levels to appreciate their empowerment needs and provide vocational skills training, improvement of amenities and finance.

The results from the study aligned with Nneato, (2020) that corruption, leadership gaps, high cost of training and poor funding of human capital development, poor training systems for human capital development, a lack of willingness to utilize trained human capital, and poor budgetary allocation were needed for human capital development in Nigeria. I found that motivation was important for human capital development Wuttaphan (2017). Data indicated that Parental motivation was important for human capital development.

Theme 6: Harness the Diverse Innate Ability of Young Adults

Kings (2020) in his study of the Youths in Kenya indicated that the “cliché' Leaders of Tomorrow is serious” and as such the Kenyan youth should be considered a politically powerful and influential group. I found intriguing Participant P7's description of the young adult in Lagos, Nigeria and Africa “a vast sea of untapped resources”. Dinzhanova, (2021) found that the human capital of young person was under-tapped and underrepresented in human capital development policy formulation. This study's findings support the importance of youth development to achieve sustainable development in Lagos State and revealed that the young adults in Lagos State possessed an enterprising spirit and were self-motivated. Schroth (2019) had posited that Gen Z is "the most achievement-oriented of the generations" (p. 5). The results of this study revealed that as an influential group, the young adults are aware that they can operate in so many ways.

The results from this study also demonstrated that young adults were aware of the fact that there was need for them to develop, however, shortcomings existed in the

Stakeholder's preparation for their development. The Participants urged the need for the government to think beyond the present to address the needs of future generations.

Ivagba (2019) noted that it was important to harness the youth population. The findings from this study confirmed the need to harness and utilize the potentials of having a large population within the age bracket of 18–25 in Lagos State. The study's findings revealed that it was essential that Participants take responsibility and endeavour to access political seats (P5) or lobby government (P6).

The results of this study confirmed that participants were willing to engage in knowledge transfer to help each other. Skilled and experienced participants were willing to help others "bona fide". Participant P7 expressed that "*and currently, I'm actively training one person. It's just one person for an hour, who knows what if I train 10 more or she trains 10 more, 20 more.....*". The benefits of this knowledge transfer is limitless for human capital development and productivity of the young adults in Lagos State. I also found that a lot of participants were willing to advocate government policies related to them. Participant P10 stated that "*I can be an advocate and be able to create awareness about the importance of human capital development to society*". This is a veritable and cost-effective means of engaging a high number of young adults in the State to advocate and create awareness on behalf of government.

Theme 7: Inadequate Education

Ifejika (2017) identified education and health as arch-pillars of human capital development in Nigeria. Other factors were also identified as affecting human capital; good governance, and lack of productivity (Adejumo & Adejumo, 2017), financial

development (Alam et al., 2021), in addition to short-sighted behavior, ignorance, and delayed investment in education (Becker, 1964). The study revealed that the young adults human capital development was affected by inadequate education. The study findings indicated that there are problems with the University set-up which affects human capital development. In order to achieve good youth policy, "ivory tower," theories must be dynamic for implementation (Bogenschneider and Gross, 2004). I found that the Universities need to appraise and retrain its staff. Participants P6 noted the need to manage the University lecturers and described some as "I say sadist lecturers, who are more interested in just putting someone down". Participant P7 suggested the need to train the University lectures on how to manage the young adults.

Li (2020), noted that the maintenance of an institutional framework and a centralized youth policy is key to harnessing the potential of the young adults. Arbolino, Yigitcanlar, L'Abbate, and Ioppolo (2019) pointed out that innovation is important in policy development. I found support from the majority of the participants responses on the need to finance education for improved curriculum, physical infrastructure and facilities, to serve as a catalyst for young adults' human capital development. Literature from International Labour Organization advocates the need to "build and finance an effective lifelong learning "ecosystem" (2019, cited in International Labour Organization Global Employment Trends for Youth 2020, p. 78). Financing the education sector will serve as a motivation for the young adults.

Orji et al. (2020) indicated that human capital is a tool of local innovation and technological education. The results of this study revealed that the for to hone the

technology based skills and other skills were lacking within the University environment. The findings for this study indicated that technology and digital infrastructure were essential for every young adult irrespective of physical abilities. Participants noted a fundamental deficit in the technical and infrastructural tool as it exists. Literature confirmed that there was need for technological catch-up by the young adult thorough pro-education policies to expand technology as a catalyst for new technologies and economic growth (Azmuk 2021, Dinzhanova, 2021, Fatile & Hassan, 2020).

Theme 8: Health and Mental Well-Being Deficit

Ifejika (2017) and Oshiomah (2021) argued that the government's obligation is to provide the core pillars of human capital development, namely education and health, however the results of this study showed that the Lagos State efforts falls below average. Other literature do not address a nexus between human capital development and health and mental well-being, however, many of the participants expressed their concern in this regard. The findings revealed a deficit in the health and mental well-being of young adults which would affect the human capital development. A number of participants expressed the importance of their health and mental well-being for productivity. Participants expressed concern about their health and perceived that the government was not prioritizing same. Participants urged the need for improvement of the health care system in Lagos State as they considered that it is lacking in the essential human capital and infrastructure to address their healthcare needs which effect their human capital development in the State. Participant P8 urged government to “invest in people's health

because I mean health is wealth” and the participants’ experiences suggest a vulnerability in this area which requires further research by the government and other researchers. Policy redirection to ensure more investment in health was advocated. Participant P13 noted that *“the government should invest in our health care infrastructure to improve our health care facilities and promoting right measures”*

Theoretical and Conceptual Framework Application

Becker's (1964), HCT rooted in Smith's (1776) was adopted for this study because it postulated that human capital is the acquisition of functional abilities of society members. Becker (1964) explained that human capital is generated from different forms or processes of education, training, migration, and health, with its attendant gains in knowledge, skills, and abilities. More recent literature on HCT by Davenport (1999) Ikuteyijo (2020), Murray & Palladina (2018), Wuttapan (2017) also support Becker (1964). The PET was considered necessary to further ensure rapid policy development based on the young' adults perspectives on their human capital development..

The finding of the study showed that 13 Participants (62%) perceived that human capital is the knowledge, skills and abilities possessed by an individual in a society which substantiates Becker's (1964) HCT. Participant 2 stated that *“Human capital is the sum total of your knowledge, experience, and the skills you have that you can present in order to improve or enable productivity, in order to grow and allow or give room for economic development”*. In addition, Participant P6 perceived human capital as *“I see human capital as like human beings who have skills, skilled human beings who can then like achieve goals, like such as for themselves or for the community*

or for the government. around skills, skills a human being possesses that is useful to the society”.

The findings from the study further conform with Becker’s (1964) HCT and contemporary research on the importance of development of the human capital. Young adults are aware of the need to possess skills, knowledge and abilities to forge ahead in life. Participants were however specific by expatiating on the type of skills knowledge, abilities e.t.c., required by them. Participant 6 perceived these type of skills as “*skills that makes an individual productive*”, “*make them active members of the society*”(p19), entrepreneurial programs like digital marketing skills like, all these anything digital or petty business, or life skills”(p16), “providing vocational stuff “(p18)

The study’s findings on the need for investment in education, empowerment initiatives also conform with Shultz (1961) and Becker (1964) theory that human capital was motivated based on the profitability of the investments in education, HCD, and technological advancement for developing human capital was a personal desire of the individual involved. A critical assertion by Becker (1964) was that younger people's early investment in human capital enabled disinvestment later in life. The results aligned with Becker (1964) that investment in education was perceived by the Participants as crucial to their human capital development.

A critical focus of Becker's 1964 HCT was the young person as an integral part of the development of any society. This study findings aligned with this aspect of Becker’s (1964) theory. The study results revealed that the young adults appreciated the fact that they could contribute to societal development. Participant P7 noted that young

adults “are a vast sea of untapped resources” and “capable of unimaginable things, unthinkable things in a positive light”.

The study results also conform with Becker (1964), position that young adults in Lagos State, are motivated by many factors to improve their human capital. Participant P1 indicated that parental motivation was key to the young adult. The findings indicated that parental motivation a salient contribution to the young adults perspectives on human capital. Home support is important, and Participant’s 1 views provides an opportunity for further research.

The study results highlighted the importance of funding to the development of the young adults human capital which aligned with Becker’s (1964) position that funding and its attendant future benefits were critical consideration for human capital development. The study’s Participants also highlighted the importance of funding in the development of their human capital. Participant P7 urged policy support for “*education finance to provide a healthy competition without being so underprivileged in comparison to their peers*”.

Nagy (2016) and David and Buchanan (2020) as proponents of the HCT advocated the need for the government to think beyond the present to address the needs of future generations. Training is essential and significantly impacts human capital development (Webb et al., 2018; David et al., 2021). The results of the study substantiated the literature. Participant 10 stated that “ If there is no proper investment in human capital by the government or by the educational institutions, I don't think the states will be able to function well or progress in the nearest future because without

human capital in the youth, who eventually become the leaders and adults that are supposed to lead the society, without the human capital they need, the society will be sham". Conversely, other Participants opined that investment in education or personal development can be independent of the government. Participant P7 expressed that "I think that it is a DIY thing, do it yourself. So, a lot of young adults I think are doing it themselves" and Participant P8 asserted that "A lot of development in my career has been personal development essentially".

Ifejika (2017) in his study of the human theory found that education and health, which he considered arch-pillars of human capital development were in moribund conditions. The study results correlated with Ifejika's (2017) study as majority of the Participants identified the health care and the education sectors as areas affected by the lack of human capital. Participant 4 responded that the "*Most important one is health care*" and Participant 12 noted "*Education has been affected*" while Participant 16 considered entrepreneurial programs like digital marketing skills as important for human capital development.

The related PET (Speth, 2014) indicated that policy yields rapid, positive change upon presenting evidence. The PET is supported also by Chamisa and Shava (2016) who found that youth do not actively participate in policymaking due to poor education, training, poor intervention strategies by civil society organizations, lack of information, communication, and technology, and recommended that local municipalities improve their recreational facilities (community parks, art centers, and halls) to promote social

cohesion and networking, which are the backbone of enlightening the youth concerning public policies that affect them.

The study results confirm Chamisa and Shava's (2016) position that youth were at a disadvantage as they lacked the necessary awareness of policies related to them. Majority of the Participants categorically stated the lack of awareness of any Lagos State policies related to young adults. Participant 1 noted "I don't think an average youth will actually understand policies in particular because I don't really think anybody is actually following the government". This conforms with the data collected which gave an insight into the fact that no participant could mention any youth related policy. Participants advocated that the government should engage the young adults more to resolve this issue.

Limitations of the Study

The purpose of the study was to explore the perspectives of young adults on their human capital development in Lagos State. Limitation are issues that are not within the researcher's control and may affect the study (Dimitrios and Antigoni, 2018). The research experienced several constraints. I found limited literature on the perspective of young adults on their human capital development .Access to the secondary data was limited as the data on youth policies available online was insufficient. Notwithstanding, the available policy documents and literature review were used to triangulate the data.

Data collection was designed to be face -to face or via alternative options suggested by the participants, however, access to the participants for the face-to-face interview was found to be a limitation as the research was not an on-site University

research and participants were in different localities in Lagos State with great distance. This resulted in a high budget from the utilization of different meeting venues. Based on Walden IRB's approval, interviews were conducted via the Zoom Online Platform. This enabled the participants to be in their own place of comfort and be free to discuss. The Zoom Online Platform posed its own limitation of appreciating the body language and other expressions which could have been documented along with accurate recording and transcription data by the Zoom Online Platform automatic transcription.

The spread of the participants' eligibility criteria of age 18–25 years was not readily available in equal proportions in divisions selected and with the data gathered indicated more participants from a particular University process. The sample size was small and did not represent the entire population of young adults in Lagos State which form 65% of the population in Lagos State. The participants' data was also limited because the participants were interviewed based on their availability. Some participants' could not participate due to safety and security considerations as they wanted the interview conducted within the University premises. The demographics of the sample limited the research as this population were not initially responsive and I had to rely narrow mediums to reach out to the participants who were not in the working force to appreciate the impact policy on their lives.

My critical role as an instrument of data collection, analysis and reporting was also limited in the study as I had to address biases. To address any biases, uniform interview questions were administered to all participants and member's checks was adopted, however, it could not be carried out with all participants as not all responded to

the request for a confirmation of data obtained during their interview. The aforementioned limitation made the research limited and not absolutely generalizable as the aim of the study was to capture the lived experiences of the respective participants, however, this did not extinguish the purpose of the study. Ravitch and Carl (2019) posited that accuracy during data collection is important, particularly when considering validity, accuracy, and ethics issues. In order to address any credibility issues, a detailed description of how alignment was maintained throughout the study was provided.

Recommendations

This qualitative case study was to explore the young adults (age 18-25) perspectives on their human capital development in Lagos State, Nigeria. The abundant and unutilized youth human capital results in high crime rate, loss of foreign direct investment. Previous Literature related to human capital development urged further research on the use of the youth human capital for economic development. Prior studies explored the perspectives of the young adults on other areas but human capital development. This study explored the perspective of the young adult on their human capital development and needs. Based on this study eight distinct themes emerged; Human capital is skills, knowledge and abilities, Human capital development is a process, Improve Policy Communication Strategy, Policy redirection for youth human capital development in Lagos State, Implementation of empowerment initiatives, Harness the diverse roles of the young adults, Inadequate Education, and Health and Mental well-being deficit.

The findings for this research were limited to young adults (age 18-25) from only two Universities in different parts of Lagos State, Nigeria and I recommend that the study be expanded to other Universities in Lagos State. I also recommend future research where the age range is broadened for more holistic data on the study. This study may facilitate the programs that will engender youth human capital development from young adults perspectives and experience for socio-economic wealth and overall sustainable development of Lagos State. I also recommend that the ministries responsible for youth engagement in Lagos State have more vested interest and should ensure a closer collaboration with the young adults for better understanding of their needs for effective policy formulation. The data supports the existence of some form of youth engagement, which is inadequate, however, it is imperative that public resources and policy be directed towards developmental workshops for the young adults. I recommend improved policy interface with the young adults through transparency and inclusiveness in Lagos State.

It is also recommended that more fora be created for enlightenment of young adults on existing policies related to them in Lagos State and how their voice is required for better policy formulation. Data collected support the importance of skills, vocational and technological training of the young adult for better self-actualization.

The data result indicated that other areas such as the health and mental well-being of the young person's lives are also affected by the lack of human capital and the health infrastructure is essential to be developed. A total overhaul of the education infrastructure is also required to ensure that contemporary skills are taught in the Universities.

Unfortunately, the second University is not within the control of the Lagos State Government by virtue of the 1999 Constitution of the Federal Republic of Nigeria however, with an all-inclusive approach all young adults in the state can benefit from the efforts of the Lagos State Government. I recommend that future qualitative research to appreciate the lecturer and young adults interface in the University sector. Future research is recommended on the impact of the lack of health infrastructure on young adults' human capital development.

Implications

Positive Social Change

The study focused on the perspectives of young adults on perceptions on their human capital development in Lagos State and the effect of the lack of it on their lives. The study's findings have implications for the individual, government, policymakers, educators, family, organizational, and society. Youth human capital has always been considered important for economic development. This study identifies that the perspectives of the youth have not been sought and that there is a poor communication strategy of government policies related to young adults. The study informs of the need for government to re-strategize its communication efforts and adopt policy redirection method to ensure empowerment initiatives for the young adults' benefit. Human capital development of young adults has been a fundamental aspect of a nation's development.

The attention of the government of Lagos State is necessary to formulate policy aimed at developing the human capital of the young adults and improve the educational, health and mental well-being of the young adult for sustainable development. The social

change implication for government will refocus its manner of governance, policy formulation, inadequate policy implementation and development of the young adults' human capital to engage the young adults and to improve their standard of living.

Engagement of the young adult to understand their perception and development of young adults in specific developmental area will be exponential for the development of all stakeholders. Concerted efforts in this regard may result in a stronger collaboration between the young adults in Lagos State and the government with the attendant benefits. This study may guide Lagos State toward policies aimed at influencing change or preventing a change on specific societal issues. This study may encourage policymakers to formulate policies that re-engineer the mindset of young adults which will lead to productivity. Policymakers will also have the opportunity to ensure an understanding of the strategic policy direction. A policy redirection to focus on plans/activities that impact humanity and livelihood of the young adults may serve as a precursor. Based on this study, more resource diversification towards human capital development will ensure that this study's findings, if implemented, will not be impacted in anyway.

The young adults will benefit from this research as it provides an insight into the perspectives and experience of the young adults on their human capital development and needs in Lagos State. This study's findings on an individual level may guide the young adults (age 18-25) experiences and determine the best means of utilizing their skills, knowledge and abilities to improve the individuals capabilities for both individual and collective benefits for the sustainable development of Lagos State.

The results of this study indicate the potential for positive social change in the current relationship between the Lagos State government and the young adults. The United Nations Sustainable Development Goals related to good health and well-being, quality education, industry, innovation and infrastructure, sustainable cities and communities can only be achieved through the inclusion of the young person in policy development. The knowledge gathered from this study may influence policy makers at all levels of governance in Nigeria to be intentional at achieving United Nations Sustainable Development Goals. Another potential for social change is in the area of healthcare management to ensure the health and mental well-being of young adults in Lagos State.

Implications to Methodological and Theoretical Framework

The finding from this study demonstrated how Becker's (1964) HCT is germane to understand the perspectives of the young adult on their human capital development, their idiosyncrasies with respect to their human capital development. The human capital theory provided detailed insight into the components of human capital and the rationale for the young adult's desire for development. This implication of the use of Becker's (1964) HCT is that it will further enhance human capital development of the youth by understanding their motivational factors and interests before policy formulation. The findings from this study may contribute to positive social change in Lagos State through harnessing the diverse innate abilities of the young adult's human capital for the sustainable development of Lagos State. The PET also provided valuable insight into policy formulation as the evidence provided by this study will engender rapid policy

change for the engagement of young adults and policy changes or policy redirection also for sustainable development of Lagos State.

The methodology for the study was the qualitative case study approach which was relevant to the study population as it enabled the participants to share their perspectives of the based on the interview questions. Thematic analysis is essential to analyse the data obtained from the interview with the participants. The details of the methodology provided herein, will enable the reviewers and future researchers understand and adopt the methodology of this study. In addition, this study may contribute to the body of knowledge on the transferability of the methodology as utilized in this research.

Implications to Practice

The findings of this study demonstrate that there are existing efforts by government to develop the human capital of the young adults but same is inadequate as not all participants have benefited from government initiatives nor were the efforts adequate to accommodate the large population of young adults in Lagos State. I recommend small cell interface in communities adopting the train-the trainer or a single community approach until all young adults in Lagos State localities are empowered. I recommend that localized life-long learning policies be implemented in localities to collaborate and profit from their resources for not only localized development but the State (Rodrigues et al., 2020).

The findings from this study contributes the following as recommendation for further practice:

1. Exploring the perspectives of persons with the age of 25-30 years in Lagos State on their human capital development.
2. Determining the lived experiences of age of 25-30 years in Lagos State.
3. Developing research on the need for development hubs in all Local governments in Lagos State.
4. Examining the state of health infrastructure and its accessibility to the young adult.
5. Developing research specific training on key focus areas of development of Lagos State.
6. Researching on how youth formulated policies impact the State Government.
7. Reviewing the opportunities for youth engagement in Lagos State.
8. A comparative analysis involvement of young persons in Lagos State and other Megacities of the world.
9. Exploring the coping methods of the young adults in Lagos State from the lack of human capital development in Lagos State.
10. An appraisal of the Youth worker and provisions related to them in Lagos State.

It is important that researchers appreciate the need for the perspectives of the young adults on their human capital development. The youths are crucial for economic and sustainable development. It is therefore necessary to understand the young adults

perspectives to enable policymakers formulate policies to harness the diverse abilities of the young adult.

Conclusion

In this qualitative study, I explored the perspectives of the young adults (age 18-25) in Lagos State on their human capital development and how their human development can be harnessed for a sustainable development. Human capital is essential to address the challenges of a society and implement policies formulated by policymakers, however, achieving sustainable development requires the collaboration of young people. This study became essential due to the need to understand the young adults' perspectives, which King et al. (2020) considers critical to a country's future. This research aimed to make an original contribution to the body of knowledge with respect to the phenomenon under study, due to a dearth of literature. This study provided new perspectives into the experiences of young adults which may impact and contribute to the body of knowledge on developing policies from the perspectives of young people for the sustainable development of Lagos State.

The conceptual framework that guided this study was premised on Becker's (1964) HCT and Speth (1914) and the PET along with the Youth Transition Regime (YTR). Youth human capital is an untapped resource in Lagos State, leading to underemployment, unemployment and its attendant negative effects. The State's inability to harness the diverse innate ability of the large youth population is inimical to the growth of the Lagos State. The perception of majority of the participants in this study was that the development of their human capital in Lagos State was essential to

economic growth and sustainable development of the State, which aligned with literature on the impact of human capital development.

Based on this study, there is the existence of a disconnect between the young adults and government in Lagos State in terms of communication of State policies for the benefit of the young adults. The Participants in this study are in consensus on need for improved communication methods to achieve economic development. Grassroot communication is a very important tool to connect with the youth to appreciate their divergent needs.

A recent effort by the Lagos State government is its 2023 effort to reengineer the Themes+ Agenda/Policy of the State, in which the “+ “ signifies the additions of areas of focus, namely Social Inclusion, Gender equality and Youth (The Independent Newspaper, 2024). The aim is to ensure the young persons are not left behind in government efforts to achieve sustainable development. This is a laudable step, however, a critical outcome of this research is that the young adults’ perspective is essential in policy formulation to ensure that the contemporary policies related to them will be useful for their human capital development. A refocus on the perspectives of young adults before policies are formulated will ensure they are of great benefit to the young adult (Crismaru, 2020). All Participants acknowledged the need for implementation of more empowerment initiative such as education, trainings in vocational skills, digital and technology skills, mentoring programs, e.t.c. as this will impact the development of the human capital of the young adults in Lagos State. The empowerment initiatives will provide opportunities and a level playing field for all young adults to develop themselves.

The participants responses are in tandem with the fact that the finance plays a major role in youth education and the need for more resources to be redirected towards closer supervision of the education sector's curriculum, infrastructure development, young adults' health and well-being improvement, trainings in vocational skills, digital and technology skills, mentoring program.

Becker's (1964) HCT and Speth (1914) and the PET along with the Youth Transition Regime (YTR), were relevant to this study. HCT posited that investment in activities such as education, human capital development and technological advancement increase resources in people and their future monetary income. The PET as a corollary theory, advocated that, change rapidly occurs upon evidentiary proof which aligns with the Youth Transition Regime (YTR), that encourages youth access to finance, education and training through structured state interventions and public policies.

The study's result aligned with the components of both theories. The study revealed that skills, knowledge and abilities are essential for improved benefits for the young adults. This study was necessary to enable Lagos State to appraise its current level of youth relations for their human capital development, based on the results of this study and initiate policy that would, not only, enable the development of young adults in the State from their perspectives, but, the State's economic growth and productivity for sustainable development. The themes that emerged from this study are namely, (a) Human capital is skills, knowledge and abilities, (b) Human capital development is a process, (c) Improve Policy Communication Strategy, (d) Policy redirection for youth human capital development in Lagos State, (e) Implementation of empowerment

initiatives, (f) Harness the diverse roles of the young adults, (g) Inadequate Education, (h) Health and Mental well-being deficit.

The research found the need for the alliance among all stakeholders, which are not limited to the young adults in Lagos State, educators in the University sector, policymakers, government and non-government interest groups to contribute to positive social change in Lagos State. It is essential that Lagos State implements long-term plans on how to continuously engage the young adults for Lagos State's sustainable development. Government must revolutionize youth empowerment initiatives. This is necessary to prevent the horrific aftermath of the #End-Sars Protest which occurred on October 20, 2020 which led to a monumental loss of State Infrastructure setting Lagos State back by N700B and to enable a greater and sustainable Lagos State. (The Tribune Newspapers Online, 2023 and Business Day On-line 2024).

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Appendix A: Participants Invitation email

Dear Participant,

I hope this note finds you well.

I am in the Walden University PhD program and as part of the requirement of the program, I am seeking persons that could participate as “interviewees” for my research.

Would you be interested in assisting?

The practice will include completing an Informed Consent statement (I will e-mail this to you); and allowing me to [*e-mail you a list of questions/interview by phone or in person*].

The whole process should take no more than 90 minutes of your time.

Please let me know if you would like to participate. The period of the research has deadlines, so we’ll need to begin the process by [*date*], and finish the interview by [*date*].

You can contact me by phone [*my number*], e-mail [*my Walden e-mail address*] if you have any questions.

Appendix B: Interview Guide

Interview Guide-Semi-Structure interview with Open-Ended Questions. This Interview Guide provided the proposed open-ended questions for this study: Exploring Human Capital Development: Perspectives of Young Adults in Lagos, Nigeria.

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

The interview is intended to explore the perspectives of the young adults (age 18-25) on their human capital developmental needs in Lagos State, Nigeria

Questions:

Research Questions	Interview Questions
<p>Research Question 1</p> <p>What are the young adults perspectives on their human capital development in Lagos, Nigeria?</p>	<ol style="list-style-type: none"> 1. What is your age range, and where do you reside? 2. What do you understand about: <ol style="list-style-type: none"> a.Human capital? b.Human capital development? 3. What are your perceptions about the development of the human capital of young adults in Lagos State?

<p style="text-align: center;">Research Question 2</p> <p>How can Lagos State's Policy(s) contribute to the human capital development of young adults for sustainable development, according to the perceptions and experiences of this population?</p>	<ol style="list-style-type: none"> 1. What are the specific state policies related to young adults? 2. How do you assess Lagos State Government's role in your human capital development as a young adult? 3. Can you explain any role you can play as a young person in policy formulation on human capital development in Lagos? 4. What policy direction can Lagos State employ to engage youth human capital to achieve sustainable development in Lagos State?
<p style="text-align: center;">Research Question 3</p> <p>What areas of young adults' life are affected by the lack of human capital in Lagos, Nigeria?</p>	<ol style="list-style-type: none"> 1. What areas of your life have been affected by the lack of human capital? 2. What is your perception about the areas youth human capital needed to be developed in Lagos State? 3. What other information would you like to share relating to this research before we finish this interview?"