

Linking Human Capital Management with Tourism Development and Management for Economic Survival: The Nigeria Experience

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Abstract

Although tourism has been identified as an important economic sector in Nigeria in the past three decade by previous Governments, it received very little political and leadership commitment. Well articulated policies have been formulated for the sector, which have not been implemented. The development of human capital is one component of the National tourism Policy. The survival of every tourist destination is predicated on the provision of effective human capital management for the tourism organizations and enterprises. The quality of service delivery in a destination is a reflection of the quality of its human capital. This paper investigated the challenges of human resource management in the Nigerian tourism industry, the challenges of tourism and hospitality education in Nigeria. The paper presented a conceptual framework which demonstrates the linked between human capital management and tourism development. It recommends a stakeholders' approach to human capital development which would produce quality human capital that will in turn impact positively on tourism development in Nigeria.

Key words: Human capital, human resource, tourism development, tourism education, tourism curriculum, human capital objective, economic development.

Introduction

The tourism industry is made of interrelated functions; lodging, catering, transportation, attraction, entertainment, etc. These subsectors work together to offer tourists experiences that lead to repeat visits or word of mouth commendation. The tourism industry is regarded as the fastest growing sector of the global economy and the highest employer of skilled labour.

Tourism is not new to Nigeria as a nation. It can be inferred that the realization of the importance of tourism as an economic development strategy came to fore in Nigeria in 1992 with the promulgation of Decree 82 (NTDC Act). Further to this was the formulation of the National Tourism Policy for Nigeria in 2005. The tourism sector in Nigeria was identified by the President of the Federal Republic, Chief Olusegun Obasanjo GCFR, as one of the six priority areas for development. Subsequently, the need for Nigeria Tourism Master Plan was conceived. The Plan positioned tourism as a tool for poverty alleviation and generation of employment, physical environmental enhancement and cultural and social issues, including control of HIV/Aids. The President initiated a Presidential Committee for the Nigeria Tourism Development Master Plan and at the request of the Federal Government, the United Nations World Tourism Organisation (UNWTO) and the United Nations Development Programme (UNDP) took responsibility to part fund for the production of Nigeria Tourism Development Master Plan. Tourism Development International Ltd was contracted by UNWTO as the consultants to produce the plan. The project commenced in Abuja on 7th February 2005. An inception report was delivered in March 2005, a Mid Term Report on 7th August 2005 and a Draft Master Plan Report on December 12th 2005. It is interesting to note that the Tourism Master plan has not been implemented six years after its design. This could be attributed to political leadership ineptitude.

The private sector responded naively by building accommodation establishments across the country in anticipation of the favourable business environment that the implementation of the Nigeria Tourism Development Master Plan will bring. However, this was not followed with a corresponding development in product development; tourist sites/attraction enhancement (with activities), human resource development and continuous capacity building.

Some of the States of the Federation also caught the vision and made tourism one of their main economic strategies. One of such States is Cross River State. The tourism development in Nigeria was summarized by the Nigeria Tourism Master Plan (2005) with these words:

“The current NTO, the Nigerian Tourism Development Corporation, and the lack of professionalism in the sector are however significant weaknesses. These and the lack of targets, budgets or implementable plans have stymied the growth of tourism. Furthermore, the Industry is disorganized and lacks a single voice to articulate its needs and influence government policy. The current visa procedures are a significant deterrent to visiting Nigeria” (P. 130).

What is obvious here is the lack of professionalism in the public and private sector management of tourism. It is believed that with the right attitude and knowledge in both the public and private sector tourism managers, the industry can achieve the expected socio-economic benefits. Effective and efficient human capital management is necessary to achieve this. The survival of the Nigeria tourism market is a function of her human capital management. The delivery of quality products and services in the tourism industry is a reflection of the quality of its human capital base (Inyang and Esu, 2008). The importance of the ‘people’ element is an imperative in service delivery. Tourism institutions are not supposed to be looking for employees to provide basic services to customers, but to engage employees who would manage the service encounters. The proper management of service encounters and atmosphere will lead to producing satisfied customers, repeat visitors and ultimately loyal customers. Since the tourism industry operates in the global markets, tourists are attracted to destinations where their touristic needs are met. The aim of this paper is to establish the conceptual relationship between the human capital management and tourism development and its role in sustainable economic development in Nigeria.

Review of Literature on Human Capital Development and Management

There is plethora of literature on the concept of human capital. For clarity by depth and width, the discourse on human capital by selected researchers is presented in this section.

Aurthier & Sheffrin (2003) defines human capital as a stock of competences, knowledge and personality attributes embodied in the ability to perform labour. It is the attributes gained by a worker through education and experiences, so as to produce economic value.

Smith, Adam (1776) in his book, “An Inquiry into the Nature and Causes of the Wealth of Nations, describes human capital as the acquired and useful abilities of all inhabitants or members of a society. It always costs a real expense, which is a capital fixed in the person.

Mincer and Becker (1964) in their book entitled “Human Capital” observed that human capital is similar to “physical means of production”, e.g., factories and machines: one can invest in human capital. It is not transferable like land, labor, or fixed capital. It is gained via education, training, medical treatment. One’s outputs depend partly on the rate of return on the human capital one owns; additional investment yields additional output.

Barro (1991) asserts that educational level of employee is one factor that is commonly associated with human capital. It contributes to the development of human resources for national, economic and social improvement.

Gemmel(1996), Benhabib and Spiegel (1994) submitted that human capital is developed through education and technology development of people. Delery and Doty (1996) found that human capital practices (training) increased profitability of bank. Watson and Drummond (2002) asserted that training was also critical in human capital development. That it Impacts positively on the bottom line, change in attitude, increase enthusiasm, lower absenteeism and staff turn-over.

Plummer and Taylor (2004) also found that education and training of persons were the major human capital strategies. Education (illuminates the understanding of the requirement of the environment and the society at large. Training equips people to meet the labour needs of existing local employers as a means of promoting local growth.

McDonald and Hopkin (2003) linked human capital with solid comprehensive education programme. It keeps human resources development in connection with future planned growth of the tourism industry. Okorji and Okoye (2003) agree that productive investment is embodied in human beings, including skills, abilities, ideas, health, etc. They identified education, on the job training programme, medical care as the major strategies.

It leads to enhancement of employees' value to achieve public goods and to become functional citizens of the global community in terms of skills. The costs of human capital development include expenditure on education training and medical care.

According to Inyang and Esu (2008) human capital refers to the costs individuals or organizations incur on activities and processes that lead to the acquisition of competences, abilities, talents, possession of positive attitude and skills. They identified employment of educationally qualified persons, employee training, payment of competitive salary to staff and employment of experienced persons as important factors. Human capital creates added value to the productivity of a firm or organization or nation. It is the costs individuals or organizations incur on human capital activities and processes.

Tourism and Economic Development

There are many development options available to the Government: Agriculture, technology, automobile, mining, marine, services, tourism, etc. Where tourism is the option, it is expected to have the propensity to impact on the people's standard of living and quality of life.

The use of tourism to reduce poverty is relatively new addition to the use of tourism as a tool for development. The issue of nation builder and poverty is extremely critical. This was well captured in the Brundtland Report (WCED, 1987):

Environmental stress has often been seen as the result of the growing demand on scarce resources and pollution generated by the rising living standards of relatively affluent. But poverty itself pollutes the environment, creating environmental stress in different ways. Those who are poor and hungry will often destroy their immediate environment in order to survive. They will cut down forest; their livestock will overgraze grasslands; they will over use marginal lands; and in growing number they will crowd into congested cities; The cumulative effect of these changes is so far reaching as to make poverty itself a major global scourge.

The World Bank defines poverty as people living on an income of less than US\$1 per day person. The kind of condition that characterized poor people include: chronic hunger, unable to access health care, lack of safe drinking water and sanitation, cannot afford education for their children and perhaps no rudimentary shelter.

In contemporary development discussion, poverty has assumed centre stage. Dating back to 1970s, the international community identified poverty as one of the most important aspect of third world development. Consequently, when world leaders gathered on the eve of the millennium to debate the plight of the world poor, they made a moral declaration that resulted into the MDGs (Britton, 1982; Carter, 1987, Joppe, 1996).

The MDGs are eight in number, but made up of many indicators and targets: (!)Eradicate extreme poverty and hunger, (2) Achieve universal primary education, (3) Promote gender equality and empower women, (4) Reduce child mortality, (5) Improve maternal health, (6) Combat HIV/AIDS, malaria and other disease, (7) Ensure environmental sustainability (8) Develop a global partnership for development (Holden 2008: 131). Success in achieving the goals is hinged on the fact that many sectors are incorporated and interrelated.

In order to underscore the importance of poverty in the process of third world development, it is listed as number one in the priority order of the MDGs. When carefully studied and analyzed, there is enormous potential for the application of leisure and the tourism industry into the campaigns and processes in achieving the MDGs. This was made clear at the review summit of the MDGs in 2005 at the UN. At that meeting, tourism was called upon to take its place in national development plans to help achieve the targets set (World Bank, 2002). In overall national economic development, tourism cannot be ignored as it already constitutes over 5% of GDP and over 10% of exports in about 41 of the 50 poorest countries according to the UNWTO (WTO, 2004).

Since tourism is seen as partly a panacea for poverty alleviation and eradication, the question is: how can tourism help the rural and the poor people? How can policies for tourism development benefit the poor? Given that tourism is already a part of life for many of the world's poor, the challenge is to enhance the many positive impacts and reduce costs to the poor and their environment (Marafa, 2007). This will help achieve the MDG 1 and set the stage for the realization of the other millennium goals. It is in this regard that we consider the role of human capital development.

The use of tourism for combating poverty has been encapsulated in the Pro-poor Tourism (PPT)(Ashley & Goodwin, 2000) and in community based tourism initiatives. Holden (2006) asserts that there is network of relationship between tourism and poverty reduction. The following benefits were linked with tourism development: employment opportunities in tourism enterprises; increase income through employment and direct sales of goods and services to the tourists; psychological benefits, tax on income or profits with proceeds benefiting poverty reduction programmes; enhance esteem, respect and self development; gives a voice to marginalized groups, involves women's participation; attracts investment in infrastructure; offers resources for education and health; and provides opportunity for the poor to supply goods and services to tourism enterprises.

Background on Tourism and Hospitality Industry in Nigeria

The current human resource challenges in the industry

The tourism industry is traditionally made up of the following components; Accommodation, Food and Beverage, Adventure, Transport, Travel trade, Event and conferences, Attractions, Tourism services, Tourism education/training, etc. Inyang and Esu (2008) found the following employment distribution by qualification in Cross River State: Ph.D (0.33%), Masters Degree (2.26%), B.Sc. /B.A (20.844), Ordinary Diploma (25.27%), Secondary School Certificate (43%) and Primary School Certificate (1.34). The study further revealed that, employees with degrees or diplomas in tourism and hospitality or related disciplines were 5.86% , employees with degrees or diplomas in non tourism and hospitality disciplines were 40%, employees without higher education were 47.07% and interns were 6.98%.The drop –out rate was estimated as 68%. The Nigeria Tourism Master Plan(2005) gives the employment distribution by positions; Senior Management (3.6%), Heads of Operational Departments (13.5%), Administrative and Support staff (36.5%), Accommodation Operations (20.8%), and Food and Beverage Operations (25.6%). The drop-out rate was estimated as 30%.

The SWOT analysis carried out by the Nigeria Tourism Master Plan Project Team gives more insight into the human resource challenges in the industry (table 2).

Table 1: Human resource situation in the tourism industry in Nigeria.

WEAKNESSES	WEAKNESSES
Lack of professionalism and accountability	Shortage of qualified teachers
Negative perceptions of hospitality jobs.	Inappropriate tourism training legislation
Weak product and service standards	Overstaffed ineffective training Institute
Weak educational infrastructure	Minimal post employment training
Skill training	Lack of flexibility in course designs
poor universities offering	Dirty, poorly maintained institutions
Courses not matched to available jobs	Lack of investment in education
Entry barriers to training:	facilities
Inappropriate course entry requirements	Lack of incentives for private sector to invest
No direct access to HND courses	Lack of international perspectives
Lack of course benchmarks	Poor industry performances undermine
No teacher performance monitoring	No e-learning facilities
Weak administrative capacities	MCT personnel do not understand
Limitations on student progression	tourism
High dropout rate of trained students	Private sector does not understand
Imbalance between academic and skills training	tourism
Inadequate on-site practical training	
No appreciation of value of industry internship	

Source: Adapted from Nigeria Tourism Development Master Plan (2006)

The summary of all this is that, the industry is experiencing shortage of trained manpower, inadequate supply of trainers and teaching staff, low priority accorded to tourism education and training by public and private sector alike, negative attitude of employers to tourism education and training because of the commercial dimensions of the industry. This is where the human capital management function becomes relevant.

Background on Higher Education Provision in Tourism and Hospitality in Nigeria

A survey of institutions offering tourism and hospitality in Nigeria

The Nigeria Tourism Mater Plan Project Team classified tourism education and training in Nigeria into a framework made-up of seven (7) levels of progression on education and training for hospitality and tourism sector. The structure begins with the entry level where basic craft skills courses are provided to level seven for Masters Degree in relevant discipline.

National Institute for Hospitality and tourism (NIHOTOUR)

National Institute for Hospitality and tourism (NIHOTOUR) Provides short term and longer term managerial and supervisory training as well as post graduate courses in hotel, catering, travel and tourism studies. It has two departments: Travel and Tourism Department and Hospitality Management Department. The lecturers are poorly qualified in terms of industry experience and achievement of certified status as education providers.

Hotel and Catering School

The students are taught by teachers who have only qualification in catering courses, without educational qualification and limited industry experience.

Polytechnics in Nigeria

In 2005, there were seventeen Polytechnics and one NGO sponsored Monotechnics offering programmes in Catering and Hotel Management. Nine of the Polytechnics are owned by the state Governments, while eight are owned by the Federal Government. Only three schools offered programmes in Tourism Management (Kaduna , Yaba and Plateau Polytechnics). In 2011, there are about twenty one Polytechnics (see table 3).

Table 2: Framework of levels of education

Course Level	Education Targets	Qualification Level	Evaluation
Seven	Senior industry leaders, educationalists and Masters	University Post Graduate or Masters	There is no credible courses available at level seven to serve the needs of private sector, public sector or the other stakeholder interest in Nigeria
Six	B.Sc or B.A in industry Senior industry management Academics	University Degree	Existing educational programmes in tourism and hospitality in Nigeria are particularly weak in content and delivery
Five	Senior and General Management	Higher National Diplomas in Catering and Hotel Management and Tourism Management	Some polytechnics are offering better quality and credible training.
Four	Junior Management	National Diplomas in Catering and Hotel Management and Tourism Management	Few institutions offering tourism management, Lack of investment, outdated curricular and failure of the system to update lecturer industry awareness and educational qualification .
Three	Advanced Craft Skills	Certificates	There is no provision of level three advanced hospitality and tourism occupational skills programmes in Nigeria. Necessary to the delivery of tourism, hospitality and service excellence
Two	Intermediate Craft Skills	Certificates	There is no provision of level two, intermediate level of hospitality and tourism skills in Nigeria. This level is an imperative if Nigeria is to develop the required reputation for tourism excellence
One	Basic Craft Skills	NTC Basic Craft Catering Certificate	There is lack of investment in this level of training because of poor maintenance and upgrading of facilities at the National Hotel and Catering Schools of Nigeria

Table 3: Statistics of Polytechnics in Nigeria offering Tourism and Hospitality courses

Polytechnics	Ownership	Location	Catering and Hotel Management		Tourism Management	
			ND Courses	HND Courses	ND Courses	HND Courses
Akanu Ibiam	Federal	Afikpo, Ebonyi	X			
Auchi	Federal	Auchi, Edo State	X			
Bauchi	Federal	Bauchi State	X	X		
Bida	Federal	Bida, Niger	X	X		
Kogi	Federal	Idah, Kogi	X	X		
Adamawa	Federal	Mubi, Adamawa	X			
Kaduna	Federal	Kaduna	X	X	X	X
Benue	State	Ugbokolo, Benue State	X	X		
Kano	State	Kano	X			
Hassan Usman	State	Katsina	X			
Ramat	State	Maiduguri, Borno State	X			
Rufus Giwa	State	Owo, Ondo	X	X		
Ogun	State	Ilaro, Ogun State	X			
Kwara	State	Ilorin, Kwara	X	X		
Yaba	Federal	Yaba, Lagos	X	X	X	X
Lagos	State	Ikorodu, Lagos State	X			
Plateau	State	Jos	X		X	
Nassarawa	State	Nassarawa State	Course accreditation withdrawn			
Wavecrest	NGO	Surulere, Lagos	X			
Dorben	Private	-	X			

Source: Adapted from Nigeria Tourism Master plan, 2005 and updated

Universities offering tourism and hospitality in Nigeria

The numbers of universities offering tourism programmes have increased in the past three years. In 2004, according to the Tourism Master Plan Project Team, there were three universities offering B.Sc Programmes in Hospitality and Tourism: Imo State University, Owerri; University of Agriculture, Umudike; and Olabisi Obanjo University, Ogun State. The new entrants in 2011 are Kwara State University (B.sc, Tourism and Hospitality Management), Redeemer's University (B.Sc. Transport and Tourism) and Western Delta University (B.Sc, Hotel and Tourism). The total number of students graduated from tourism and hospitality institutions in Nigeria (1999-2005) by academic programme are Hotel and Catering ND Graduates, 1458; Hotel and Catering HND Graduates 213; Tourism Management ND Graduates, 252; Tourism Management HND Graduates, 117; University, zero. Not available because of lack of programme accreditation (Nigeria Tourism Master plan, 2005 and updated).

In summary, there are a number of weaknesses in the human resource development of the sector; the training institutions and trainers lack industry experience and are therefore under qualified. Many of the institutes have negative rather than positive impacts on the students as they are dirty, ill-equipped and badly maintained. There is a general lack of international perspective both in the industry and institutions. The fact that only three Polytechnics offer Programmes in Tourism Management and very few universities offer tourism and hospitality programmes have negative implication on the ability of the destination to compete globally. There is inadequate skilled manpower in the supervisory and managerial levels in the industry. There is no standard accreditation programme for our tourism and hospitality courses in Nigerian Universities.

Conceptual Framework Linking Human Capital Management and Tourism Development

Palmer (2007) asserts that, one of the challenges related to human resource development in the hospitality and tourism industry remain how to forecast future skills demand to meet the changing needs of these growing economic sector" in the Great Mekong Region (Cambodia, Loa PDR, Myanmar, People Republic of China (Yunnan Province and Guangxi Autonomous Region), Thailand and Vietnam.

This is the challenge facing many countries including Nigeria. This statement is also true of Nigeria. The schematic model in figure I best describes the link between human capital management and tourism development.

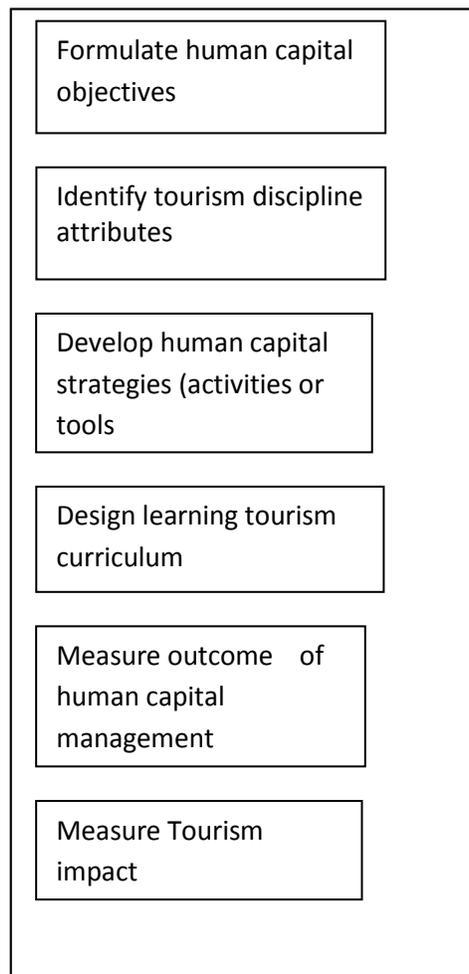


Figure 1: Human capital function in tourism development

Formulate human capital objectives

Human capital objectives are the specific, measurable goals a firm sets in order to achieve its short term human resource needs. In a broader sense, it is the consideration of the competencies, abilities, attitudes, skills a society wants embedded in the citizens to enable it achieve her national objectives, the costs of acquisition of such talents and behavior and the tools and processes involved. Inyang and Esu (2008) found that tourism and hospitality firms in Calabar, Cross River State pursued two types of human capital objectives using the Principle Component Analysis; those that are firm and societal focused and those that are employee focused. They asserted that the firm and societal oriented objectives increased industry efficiency and a prosperous economy, while the second set of objectives (employee focused) produced confidence and self esteem in the employees which translates to healthy citizenry and workforce. The firm and societal objectives include positive attitude of tourism employees, quality manpower in the industry, improve negotiated skills, improve technical skills and increase work effectiveness. The employee focused human capital objectives include reduce level of ignorance, increase productivity, create employment, reduce youth restiveness, reduce poverty and globalize best practice.

Identify tourism discipline attributes

Tourism discipline attributes refer to does endearing qualities, attitudes, knowledge and skills that a tourism and hospitality worker must possess in order to match the industry requirement and the philosophy of the profession.

Wang, Ayes and Huyton (2006) indicated 27 tourism discipline attributes employers in the industry would want employees to possess based on occupation. Tourism Discipline Attributes include academic grade, Adaptability at work, Attention to detail, Computer skills, Confidence, Creativity, Critical thinking, customer service skills, Decision making, Event management skills, Industry knowledge, Leadership ability, Legal, understanding, Management skills. Tourism Discipline Attributes includes Networking, Negotiation skills, Marketing and sales skills, Oral communication, Organizational ability, Practice skills, Problem solving skills, Relationship management skills, Relevant work experience, Research skills, Team working skills, Work ethics, Written communication (Wang, J., Ayres, H. & Huyton, J. C. (p. 62, 2009).

Develop Human Capital Strategies, Activities or Tools

There is a link between the human capital objectives, tourism discipline attributes and human capital strategies. Strategies are the means, activities or tools an organization or society intends to use to achieve its or her human capital objectives. From the extant research above, the following tools were found to relate to organizational performance or national growth: education, training, apprenticeship programme, payment of competitive salary, employment of persons with relevant job experience and subsidizing medical treatment. It is reported that the US companies as a result of the high demand for skilled workers have repositioned operations overseas to lure up to 65,000 skilled workers annually to the United States on temporary H-1B Visa. US share the same human capital strategy (import the workers) with the EU. There is a so called skill war, where nations are bidding up salaries just to attract these workers from diminishing world supply (Gordon, 2006).

The most popular tools for human capital acquisition are education and training. A content analysis of the extant research shows that out of the thirteen literatures reviewed, majority mentioned education and training. To create real value, businesses are advised to leverage their human capital by helping develop large numbers of their employees into better-educated workers, who will be able to create more high-value-added products and services at extremely low cost. Many world leading industrial powers are beating the United States simply by understanding that knowledge equals profit (Return on Investment). These nations invested extensively in student career programmes. These have short and long term profits. High quality re-education programmes motivate employees to their own learning by applying innovative thinking on the job (Gordon, 2006).

Designing of learning tourism curriculum

Since the paramount tool for the acquisition of human capital are education and training, it is imperative that curricular content be developed to guide the process and ensure that relevant knowledge is transferred or acquired by employees or citizens.

Taylor and Richard (1985) assert that a curriculum is what is taught. Tribe (2005: 48) define curriculum as “a whole programme of educational experience that is packaged as a degree programme. Its constitute parts are a number of modules or courses, which in turn may be specified as a series of syllabi or course content”. Toombs and Tieiny (1993: 183) define curriculum as “an intentional design for learning negotiated by faculty in light of these specialized knowledge and in the content of social expectations and students needs”.

Tribe (2002) provides a useful framework with which the aims of the tourism curricula can be classified and analysed. Tribe advocated the concept of curriculum space. The curriculum space refers to the vast expanse of knowledge from which tourism educators /academics can define what constitutes a tourism degree (certificate, diploma and degrees). A curriculum can be populated with different knowledge, skills and attitudes. This means that tourism and hospitality curriculum can be framed in different ways based on the cultural, economical and political context. Different framings means that students will exit tourism programmes with variety of perspectives, attitudes and competencies. Tribe (2002) divides the curriculum space into two components (vocational tourism education and liberal tourism education), this is further divided into four quadrants: vocational action, reflective vocational, liberal action, and reflective liberal.

Vocational education: The content of this space focuses on enabling the graduates to acquire practical tourism and hospitality specific knowledge and skills that will make the business profitable and give satisfaction to the tourists. Vocational tourism education is divided into two categories: vocational action and reflective vocation.

Liberal tourism education: The content is focus on knowledge that will provide the graduates with a holistic understanding of tourism as a phenomenon. It also helps the graduates to adopt critical perspective on the tourism knowledge gained.

Lastly, this position inculcates in the students new theoretical and philosophical underpinning which support the professionalism of tourism.

Knowledge and skill matrix: The matrix is what Bernstein (1971) described as curriculum framing. It is the degree of control teacher and pupil possess over the selection, organization and pacing of knowledge transmitted and received in pedagogical relationship. The curriculum frame determines the content of tourism and hospitality educational programme. Tourism curriculum framed to the left of curriculum space shows that the emphasis on vocational education. A tourism curriculum that is framed to the right of the curriculum space is one that emphasizes liberal education. It is necessary that a wider group of stakeholders, not just the industry be involved in deciding the tourism curriculum frame. Another dimension of the matrix is the identification of the various stakeholders who are likely to influence the tourism curriculum. They include: accommodation sector, attraction sector, academic in the area of business subjects, professional bodies, students, transport sector, interest groups, government, local community, environmentalists and academics specializing in critical subjects.

Stakeholders have different interest. The influence exerted by individual or group of stakeholders determine the framing of the curriculum. If the framing of the curriculum is the outcome of the influence of the tourism industry employees (ers), professional bodies, students and business academics, it will be vocationally based. If the curriculum frame is the outcome of government, interest group, local community, environmentalist and academic in areas such as political science, culture and heritage, etc, it will liberal based. This is depicted in the figure below (Tribe 1999).

A good tourism and hospitality higher education curriculum is a major platform for human capital development for the industry (Ladkin, 2005). It assures the quality of graduates and equips them with the particular skills and attributes to enable them to function as sophisticated professionals.

Outcome of human capital management on tourism development

Primarily, the result of effective human capital management will be the possession of the tourism discipline attributes by the employees or citizens of a society. The effect of human capital management can be measured as perceive or actual changes on the employee and organization. A review of hospitality trade journal reveals what seems to be a strong commitment to training because of its attendant effect:

- Quality customer service, consistency in job performance, employee satisfaction, commitment to organization (Swerdlow and Roehl, 1998).
- Training has been linked with improved self esteem, reduce turn-over, better product and service consistency, higher guest satisfaction (Wheelhouse, 1989).
- Reduce business cost and the use of technology (Van Hoof, Collins, Combrink and Verbeeten, 1995).
- Greater ability to meet the needs of a target market (Shaw and Patterson, 1995).
- More qualified employees (Josiam and Clements, 1994).
- Increase awareness, improved attitude, more team work (Conrade, Woods and Ninemeier, 1994).
- Greater job satisfaction and greater organizational commitment (Wilson and Byron, 1996; Saks, 1996; Tracey and Tews, 1995; Weaver, 1994).
- Training plays a critical role in the quality of service offered, particularly in the hospitality and tourism industry where quality of service continue to be the most important characteristics differentiating a company from its competitors (Patterson and Curtis, 2002).
- Training has been recognized as a solution for improving performance, in such a way that the organization spends about \$200billion annually on the workforce training (Awoniyi, Griego and Morgan, 2002).
- Investment in human capital is necessary for any nation to reap the benefits from information technology. Re-education programme will increase personal performance, better their life-time careers, and in turn give business a high return on invest (ROI) (Gordon, 2006).
- It is reported that Accenture Consulting Company estimated that for every dollar invested in training, there is a return of \$3.53 in net training benefits. They found that their better trained employees had a higher number of billable client hours and stay with the company longer.

Impact of human capital management in tourism industry on national economy

The attainment of the tourism and hospitality discipline attributes will affect the quality of service which will in turn affect the number of visits to the destination. The vibrancy of a destination is measured by the numbers of visitors' arrival, the guest nights and the average room occupancy. A vibrant tourism industry will generate the following social economic impacts:

- Opportunity for the poor to supply goods and services to enterprises
- Employment opportunities in tourism enterprises
- Increase income through employment, but also by direct sales of goods and services to the tourists
- Offers resources for education and health
- Psychological benefits and opportunities
- Investment in infrastructure
- Tax on tourism income or profits with proceeds
- Involve women participation
- Give a voice to marginalized groups
- Enhance esteem , respect and self development

Conclusion and Recommendations

Human capital is critical in the development of any tourist destination. The ability of the destination to develop a competitive edge is a function of the level and quality of human capital base. Nigeria is an emerging tourism market. It is richly endowed with cultural and natural resources. About 99% of these are untapped. These resources are waiting for the right human element that will combine expertise and material optimally to produce the expected tourism benefits. The suggestions below has the potential to improve the human capital management situation in Nigeria, thereby impacting positively on tourism and hospitality industry.

Micro level

1. The human resource manager must take responsibility for setting the human capital objective the firm or society wishes to pursue in line with the corporate vision and mission.
2. The principle of performance management is a veritable tool that may help in monitoring and evaluation of the human capital development process. The organization must carry out industry needs and capacity assessment .This will facilitate the determination of the tourism discipline attributes or work characteristics that will enhance the achievement of the targeted human capital objectives.
3. There should be leadership commitment in driving the process through adequate budgetary appropriation and release of funds as when due.

Macro level

4. Since education and training programmes are seen as the most effective human capital strategies, stakeholders generated tourism curriculum should be developed for the certificate, diploma and degree levels.
5. At the moment, there is a dearth of tourism educators in the country. The federal government should undertake sponsor exchange programme for our tourism educators. In addition to this, grant post graduate scholarship to lecturers to undertake tourism and hospitality programmes abroad.
6. Upgrade facilities and structures in the existing departments of tourism and hospitality in our polytechnics and universities.
7. Establish an accreditation body of international repute to regulate standards of tourism and hospitality educational and training programmes in Nigeria.

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