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**AN EMPIRICAL INVESTIGATION OF HUMAN RESOURCES  
DEVELOPMENT IN NIGERIAN PUBLIC  
SECTOR.**

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**ABSTRACT**

The development of people at work beyond level at which they assumed duty when appointed has been a source of concern to all stakeholders including Psychologist. The public sector is made up of civil service and parastatals with which the government executes its programmes. Getting the best out of any employee in the public sector in Nigeria requires adequate training. However, the possibility of this training has been an herculean task due to lack of adequate training policy and provision of fund for the required training. This research investigates the human resources development situation in the public sector of Nigeria by conducting a survey of one thousand and two hundred human resource officers to ascertain their perception of human resource development. Data were collected with a structured questionnaire and analyzed with descriptive statistics while hypothesis formulated was tested with t-test. The study revealed that human resources development is not just for individual, but also for the organization as it improves performance.

**Key words:** - Human resources, Development, Public Sector, Nigeria, Civil Servants.

**INTRODUCTION**

Human resource is the term used by many organizations to describe the combination of traditionally administrative personnel functions with performance. The field draws upon concepts developed in Industrial/Organizational Psychology. Human resource is interpreted in many ways depending on the context. The original usage derives from political economies, where it was traditionally called labour, one of the factors of production. The more common usage within corporations and businesses refers to the individual's within the firm. The main objective of human resource is to maximize return on investment from organization's human capital and minimize

financial risk. Obikoya (1996) opines that for any training and Human Resources Development programme to succeed, top line management should among others authorize basic training policies, review and approve the training budget, adopt a formal method of selection for executive development courses and be prepared to release persons from their job for a long duration course when it is in interest of the company. He observes that training and Human Resources Development problem arose from the continued entrance of inexperienced manpower into the graduate labour force. Sotunde and Salami (2012) considers Human Resources Development as the combination of training and education which has potential to im-

prove productivity and alter attitude. Also, the high level of the manpower ability in the group and the resulting labour can create many training and development problem. New line are thus brought into the organization and training as a management training. Thus, management training is a manifestation of training after hiring decision of some organizations, which has conventional duty for adoption training and development as a selection strategy. Organization may adapt this policy due to economic forces of labour market, situation or even government social policy.

### ***Establishing Human Resources Development***

If employees are worth investing in, some consideration is required of why this may be the case, including some understanding of the potential that may lie within all employees and a consideration of the work that they do. Discussion of an employee's potential, and his or her prospects for development, was usually confined to an organization's managerial cadre. The various models that have been produced in the literature focus almost solely on the development of managers, with the implicit assumption that non-managers potential is limited. For example, Hall (1986) provides a progressive model of career growth and effectiveness through an integration of task and personal learning shown. Managers, as well as mastering the knowledge and skills required improving their work performance in the short term and their adaptability in the long term should also have the chance to assess themselves through an exploration of attitudes towards career and personal life. Such an assessment will determine suitability for higher positions within organizations. Progression continues toward being truly one's own person to being a self-directed, self-

aware organizational leader (Hall, 1986).

If models of development and fulfillment of potential are reserved for the elite ranks of managers, the rest of the workforce faced a more limited and restricted framework. Nowhere in the industrialized West is the restriction on development more in evidence than in the UK, where Taylorist-Fordist approaches to control, through job design and the deskilling of jobs in order to reduce training costs, continue to hold sway in many organizations. It referred to the role of metaphor in understanding organizations and how the machine may come to be seen as the ideal way of organizing. Marsick (1987) has written of a paradigm of workplace training and development represented by an organizational ideal of a machine. A paradigm can be thought of as a framework of thinking that provides an explicit or implicit view of reality based on fundamental assumptions about the nature of reality (Morgan, 1980). Marsick argues that the machine ideal cause jobs to be seen as parts coordinated by a rational control system, where performance can be measured as observable behaviour, and which is quantifiable and criterion referenced. Attitudes are important only insofar as they can be manipulated to reinforce desired performance.

### ***Modern Concepts of Human Resources Development.***

Human resources development is a framework for expansion of human capital within an organization. It is a combination of training and education that ensures the continual improvement and growth of both the individual and the organization. According to Adam Smith, 'The capacities of individuals depend on their access to education' (Jhinga 2005). In the words of Kelly (2001) "Human Resources are the medium that

drives the process between training and learning". Human Resources Development is not a defined object, but a series of organized processes, with a specific learning objective. The Human Resources framework views employees, as an asset to the enterprise whose value will be enhanced by development.

### ***Conceptual Framework For Human Resources Development.***

Human resources development is becoming very significant because of new challenges in the environment. However, the global economy is a dynamic entity, which changes in response to the introduction of new technologies, new products, etc. According to Adamu (2002) in Awopegba, (2002) human capital formation transcends mere acquisition of intellectual ability through formal education system. It has to do with the transformation of the total man to enhance his productivity. Therefore, human capital investment is an indispensable component of the development process. It is a force that can help in tackling inequalities and poverty in any nation. Buffie (1994) in a cross-country study investigated the repercussions of reducing human capital expenditure in his model, he distinguishes between skilled and unskilled labour in manufacturing sector. His major concentration was on the public sector contribution to skill formation with the assumption that skilled labour growth is governed entirely by human capital investment of the government., lower supplies of skilled labour (or social infrastructure) reduce the productivity of both capital and unskilled labour. Myers (1964) maintains that the most obvious way of developing human capital is formal education. Economists like Alfred Marshall (1930) and Adam Smith (1937) had already stressed the significance of educa-

tion in human capital formation. Therefore, it follows that from the above evidence a reduction in the investment on education (particularly on the job training) would necessarily affect the stock of the overall human capital base, and of the physical capital and productivity. Investment in human resources development are considered critical element of effort to alleviate poverty. that is, persons with higher education on the average earn higher incomes. Adrian (1990) posits that despite the developing countries' commitment to education, many of them do not spend as much for education as developed countries, even though the proportion of their school – age population is 75 percent higher. Adrian's illustration shows that low – income countries allocated less than 3 percent of their gross national product (GNP) to education in 1984, compared with almost 6 percent for higher income countries. .Umo (1985) noted that in Nigeria, educational investment has grown at a phenomenal rate at the time that the economy is experiencing dynamic structural shifts due mainly to the emergence of oil sector as the main propeller of growth. However, Umo added that at present, severe financial and economic constraints have affected all levels of education and their capacity to provide services and also the capacity of students and their families to finance formal educational studies. The implications of government assuming total financing of education system are far reaching. He went further to say that it means that the amount of education to be provided in a given year would solely be determined by the amount of money government is willing and able to give to education vis-à-vis the prevailing economic circumstances. This means that the volume of education has to be drastically pruned down any time government declares its inability to meet the financial requirements of the edu-

cation system. It follows that in the alternative, education system in the face of serious financial crises and hardship would have to spend as thinly as possible given the available funds. This situation started manifesting itself in both the primary and tertiary levels of education in Nigeria since the structural adjustment of the 1986. A major finding of the World Bank (1994) was that compared with the many other countries (Ghana, Cameroon, Kenya, Zimbabwe, Philippines, Thailand and Mexico). Nigeria spends less of its total government budget in education, and education expenditure, as a percentage of GNP was higher in Ghana, Kenya and Zimbabwe than in Nigeria.

The federal and state governments have found it increasingly difficult to meet recurrent and capital costs required to support the rapid expansion in education (Okojie, 1995 and Okojie, 2003). Furthermore, that it is apparent that government has been spending a smaller proportion on capital expenditure than recurrent expenditure hence our educational institutions have been in a deplorable state of neglect. The quest for proper funding of education in Nigeria has been the root cause of the unending crises between governments and teachers unions which have continued to affect the three tiers of education system especially the universities to date. Human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. The political and economic forces in the modern world are such that practically, all countries will have to raise their expenditure on human resource development both absolutely and also as a proportion of national income.

It is glaring that the financing of educational programmes and activities therefore is a significant issue that merits consideration in both budgetary and overall developmental planning of any nation, especially, Nigeria as a developing country among others.

The broader concept of national and more strategic attention to the development of human resources is beginning to emerge as newly independent countries face strong competition for their skilled professionals and the accompanying brain-drain they experience. In the specific case of Nigeria where diversity exerts tremendous influence on politics and administration, the capacity to increase the benefits and reduce the costs of this diversity constitutes a human resource management challenge of epic proportion. Nigeria, which was one of the richest 50 countries in the early 1970s has retrogressed to become one of the 25 poorest counties at threshold of the twenty-first century. During the colonial period, Nigeria's economy was based on primary production – more specifically, on the production of primary commodities and raw materials for the export market. Although the population was relatively small, the country's contribution to world trade in specific commodities was impressive. For example, in 1938, Nigeria's population was less than 30 million, and even up to 1955 the figure could not have been higher than 35 million. Yet, within this period, 1938-55, when there were no more than 35 million Nigerians, the country recorded constant increases in the production of palm kernel, palm-oil and groundnuts, and was a major force to reckon with in the international exchange of the commodities..Nigeria, as a country, is endowed with physical and human resources, yet the economic growth rate has been low, 0.1% from 1965 – 1996, with per capita income of \$790,

which is far below \$1,060 for West Africa (World Bank, 2003). This stems from the fact that physical and human endowment, without administrative skill, may make a country not to realize its economic potentials. For instance, the Nigeria's economic development seeks to expand industrial sector in order to create more jobs at the expense of agricultural production. There is also a continuous reliance on oil production, which contributes more than 90% to the nation's export earnings, 70% of nation's budget resources, and 30% of its Gross Domestic Product (GDP) (Microsoft, 2008). The belief in human capital as a necessity for growth started in Nigeria during the implementation of the 1955-60 development plan and today, with the importance of knowledge in the economy, human capital has increasingly attracted both academic and public interests (Lawson 2009). The economic rationale for investing in human capital derives from the belief that human capital plays a key role in economic growth. According to Todaro and Smith (2003), human capital must be given direct attention in its own right, even in economies that are growing rapidly. This points to the fact that importance of this key concept centres not on just developing countries who wish to break free of their vicious cycle, but also developed countries that aspire to achieve sustainable growth and development. Schultz (1961), one of the early contributors to the study of the importance of human capital, identifies five ways by which human capital can be developed. They are as follows:

- Health facilities and services, broadly conceived to include all expenditures that affect the life expectancy, stamina, strength, vigour and vitality of people.

- On-the-job- training, including old type apprenticeships organized by firms.
- Formally organized education at the elementary, secondary, and higher levels.
- Study programmes for adults that are not organized by firms, including extension programs notably in agriculture.
- Migration of individuals and families to adjust to changing job opportunities.

### ***The Nigerian Public Service***

According to Wikipedia, the Nigerian Public or Civil Service consists of employees in Nigerian government agencies other than the military. Most employees are career civil servants in the Nigerian ministries, progressing based on qualifications and seniority. Recently the head of the service has been introducing measures to make the ministries more efficient and responsive to the public. The Nigerian Public Service has its origins in organizations established by the British in colonial times. Nigeria gained full independence in October 1960 under a constitution that provided for a parliamentary government and a substantial measure of self-government for the country's three regions. Since then, various panels have studied and made recommendations for reforming of the Civil Service. These panels includes the following: the Morgan Commission of 1963, the Adebo Commission of 1971 and the Udoji Commission of 1972-74. A major change occurred with the adoption of a constitution modeled on that of the United States in 1997. The Dotun Philips Panel of 1985 attempted to reform the Civil Service. The 1988 Civil Service Reorganization Decree promulgated by General Ibrahim Babangida had a major impact on the structure and efficiency of the Civil Service. The later report of the Ayida

Panel made recommendations to reverse some of the past innovations and to return to the more efficient Civil Service of earlier years. The Civil Service has been undergoing gradual and systematic reforms and restructuring since May 29, 1999 after decades of military rule. However, the civil service is still considered stagnant and inefficient, and the attempts made in the past by panels have had little effect.

### ***Some problems of civil service***

Compared with the 1960s and 1970s, the civil service by 1990 had changed dramatically. It had been politicized to the extent that most top officials openly supported the government of the day. The introduction of the quota system of recruitment and promotion, adherence to the federal-character principle, and the constant interference of the government in the day-to-day operation of the civil service--especially through frequent changes in top officials and massive purges--meant that political factors rather than merit alone played a major role in the civil service. The 1988 reforms formally recognized the politicization of the upper echelons of the civil service and brought about major changes in other areas. The main stated objective of the reforms was "to ensure a virile, dynamic and result-oriented civil service." As a result, ministers or commissioners vested with full executive powers were fully accountable for their ministries or commissions. The director general had become a political appointee whose tenure in office is dependent on that of the government of the day; in practice, this meant that directors general need not be career civil servants, thereby reducing the latter's career prospects. Each ministry had been professionalized so that every official, whether specialist or generalist, made his career entirely in one ministry, whereas

previously an official could move among ministries. A new department, the Presidency, comprising top government officials was created at the federal level to coordinate the formulation of policies and monitor their execution, thus making it a clearinghouse between the president and all federal ministries and departments.

The reforms created a new style of civil service, but the structure might change under later governments with different priorities. In the past, the attempt by every government to effect changes in the civil service produced many discontinuities. Ministries have been constantly restructured, new ones created, and existing ones abolished. Nevertheless, the 1988 reforms might solve some of the problems of the civil service, because most civil servants tended to remain in their jobs despite reorganizations. Also, the move of the capital from Lagos to Abuja the early 1990s will provide new opportunities to apply the federal character principle in replacing Lagosian civil servants unwilling to move. Despite the reforms and innovations, little was done to train and retrain worker in order to facilitate efficiency. There is therefore the need for continuous trainings and development of workers (Wikipedia, 2013).

### **Study Objectives**

The major aim of this research is to ascertain the human resources development situation in the public sector of Nigeria. Specifically the study will:

- (1) Determine whether or not employees in public sector are developed.
- (2) Ascertain the form of development available in the public sector of Nigeria.

## METHODOLOGY

### *Study Area*

The study was carried out in Southwestern part of Nigeria. The zone comprises of six states namely Ogun, Oyo, Ondo, Osun, Ekiti and Lagos which is the commercial nerve centre of Nigeria. It is dominated by the Yoruba who are one of the major ethnic groups in Nigeria. The zone is characterized by two climatic seasons which are dry season between November and March and the rainy season between April and October.

*Source of Data:* The primary data used for this research were collected from a cross section of personnel / human resources development officers and in government ministries and parastatals in all the three tiers of government in Nigeria (Federal, State, and Local governments) after questionnaires were administered to them.

*Sampling Technique:* Random sampling technique was used to determine the eligible human resources officers and managers to be interviewed.

*Analytical Technique:* The data collected with the aid of questionnaires administered was presented in tabular form with descriptive statistics while the hypothesis formulated was tested with correlation and t-test to determine the respondents' perception of hu-

man resources development situation in the public sector of Nigeria.

### *Research approach*

The research approach adopted for this study is multi-methodology approach in which both quantitative and qualitative approaches were used.

### *Research Participants*

The participants chosen for this research were the one thousand personnel / human resources officers and managers in selected government ministries and parastatals across the state that constitute the south west geopolitical zone of Nigeria.

### *Measuring instrument*

The instrument used was questionnaire. It was designed to contain two parts, section A and B. Section A contains questions on demographic profiles of respondents, while part b contains questions which deal directly with the research work.

### *Research procedure*

The permission of the permanent secretaries and other administrative heads of the ministries/ parastatals were sought. The researchers equally interacted with personnel manager of the company whose human resource officers were interviewed.

## RESULTS AND DISCUSSION

TABLE 1. : PERSONAL DATA ON RESPONDENTS' SEX

	FREQUENCY	PERCENTAGE	VALID %	CUMMULATIVE %
Valid		55	55	55
Male	550	45	45	100
Female	450	100	100	
Total	1000			

Source: Field Survey, 2008

Table 1 shows that 550 (55%) of the respondents for the study are males, while the remaining 450 (45%) are females.

**TABLE 2: AGE BRACKET OF THE RESPONDENTS**

		Frequency	%	Valid %	Cumulative %
Valid	20-30	700	70	70	70
	31-40	200	20	20	90
	41-50	100	10	10	100
	Total	1000	100	100	

Source: Field Survey, 2008

From the table above, it is evident that 700 (70%) of the respondents are within the age range of 20-30 years, 200(20%) are within the age range of 31-40years while 100(10%) are within the age range of 41-50years.

**TABLE 3: QUALIFICATION ON APPOINTMENT**

		Frequency	%	Valid %	Cumulative %
Valid	Diploma/ND	220	22	22	22
	HND	310	31	31	53
	BSc	440	44	44	97
	MSc/MBA	30	3	3	100
	TOTAL	1000	100	100	

Source: Field Survey, 2008

The table revealed that 220(22%) of the respondent have Ordinary National Diploma (ND) on their appointment, 310(31%) have Higher National Diploma (HND), 440(44%) have First Degree, while 30 (3%) have Masters Degree.

**TABLE 4: PRESENT QUALIFICATIONS OF THE RESPONDENTS**

		Frequency	%	Valid %	Cumulative %
Valid	Diploma/ND	190	19	19	19
	HND	330	33	33	52
	BSc	440	44	44	96
	MSc/MBA	400	4	4	100
	TOTAL	1000	100	100	

Source: Field Survey, 2008



From the table above, 190(19%) of respondents now have Diploma/ND which implies that 3 have improved on their qualification, 330(33%) now have Higher National Diploma, 440(44%) have Bachelors Degree while 40(4%) have Masters Degree.

**TABLE 5: WORK EXPERIENCE**

		Frequency	%	Valid %	Cumulative %
Valid	1 – 5 years	480	48	48	48
	6 – 10 years	120	12	12	60
	11 – 15 years	230	23	23	83
	16 and above	170	17	17	100
	TOTAL	1000	100	100	

**Source: Field Survey, 2008**

This table shows that 480(48%) of the respondents have worked in the public sector for between 1 – 5 years, 120(12%) have between 6 and 10 years experience, 230 (23%) have between 11 and 15 years experience while 170 (17%) have at least 16 years’ experience.

**SECTION B**

*ANALYSIS OF RESPONSE GIVEN BY RESPONDENTS*

**TABLE 6: HUMAN RESOURCE IS THE MOST IMPORTANT IN AN ORGANISATION**

		Frequency	%	Valid %	Cumulative %
Valid	Not at all	20	2	2	2
	to a very slight extent	140	14	14	16
	to a small extent	70	7	7	23
	to a moderate extent	150	15	15	38
	to a considerate extent	210	21	21	59
	to a great extent	150	15	15	74
	to an extreme extent	260	26	26	100
	TOTAL	1000	100	100	

**Source: Field Survey, 2008**

From the table above, 200 (2%) of the respondents opined that human resource is the most important factor of production, 140(14%) believes it has to a very slight extent, 70 (7%) to a small extent, 150(15%) to a moderate extent, 210(21%) to a considerate extent, 150 (15%) to a great extent, while 260 (26%) opined it has to an extreme extent.

**TABLE 7: HUMAN RESOURCE IS PERCEIVED TO BE THE MOST IMPORTANT BY THE GOVERNMENT**

		Frequency	%	Valid %	Cumulative %
Valid	Not at all	60	6	6	6
	to a very slight extent	120	12	12	18
	to a small extent	40	4	5	22
	to a moderate extent	50	5	5	27
	to a considerate extent	200	20	20	47
	to a great extent	230	23	23	70
	to an extreme extent	300	30	30	100
	TOTAL	1000	100	100	

**Source: Field Survey, 2008**

The table shows that 60 (6%) of respondents do not believe human resource is perceived by government as the most important resource in an organisation, 120 (12%) believe it is to a very slight extent, 40 (4%) believe it is to a small extent, 50 (5%) believe it is to a moderate extent, 200 (20%) to a considerate extent, 230 (23%) to a great extent, while 300 (30%) believe to an extreme extent.

**TABLE 8: THE GOVERNMENT ATTACHES MUCH IMPORTANCE TO HUMAN RESOURCES DEVELOPMENT.**

		Frequency	%	Valid %	Cumulative %
Valid	Not at all	30	3	3	3
	to a very slight extent	60	6	6	9
	to a small extent	80	8	8	17
	to a moderate extent	160	16	16	33
	to a considerate extent	140	14	14	47
	to a great extent	200	20	20	67
	to an extreme extent	330	33	33	100
	TOTAL	1000	100	100	

**Source: Field Survey, 2008**

The table above reveals that 300(3%) of the respondents do not believe government attach much importance to human resources development, 60(6%) believe it did to a very slight extent, 8(8%) to moderate extent, 140(14%) to a considerate extent, 200(20%) to a great extent, while 330 (33%) believed to an extreme extent.

**TABLE 9: ALL FRESH APPOINTEES INTO PUBLIC SERVICE ARE TRAINED.**

		Frequency	%	Valid %	Cumulative %
Valid	Not at all	50	5	5	5
	to a very slight extent	130	13	13	18
	to a small extent	170	17	17	35
	to a moderate extent	100	10	10	45
	to a considerate extent	120	12	12	57
	to a great extent	230	23	23	80
	to an extreme extent	200	20	20	80
	TOTAL	1000	100	100	

**Source: Field Survey, 2008**

This table shows that 50(5%) of respondents do not believe that all fresh appointees in public service are trained, 130(13%) believe they are trained to a very slight extent, 170(17%) to a small extent, 100(10%) to a moderate extent, 120(12%) to a considerate extent, 230(23%) to a great extent, while 200(20%) they are trained to an extreme extent.

**TABLE 10: STAFF ARE TRAINED AT RESEARCHABLE INTERVALS IN MY MINISTRY/ DEPARTMENT**

		Frequency	%	Valid %	Cumulative %
Valid	Not at all	310	31	31	31
	to a very slight extent	260	26	26	57
	to a small extent	170	17	17	74
	to a moderate extent	60	6	6	80
	to a great extent	80	8	8	100
	to an extreme extent	260	26	26	100
	TOTAL	1000	100	100	

**Source: Field Survey, 2008**

Table 10 reveals that 310 (31%) of the respondents do not believe staff are trained at reasonable intervals in their ministry/ department, 260 (26%) believe they are to a very slight extent, 170 (17%) to a small extent, 60 (6%) to a moderate extent, 120 (12%) to a great extent, while 80 (8%) believe to an extreme extent.

**TABLE 11: EMPLOYEES IN PUBLIC SERVICE ALLOWED ENGAGING IN ANY PERSONAL DEVELOPMENTAL PROGRAMME.**

		Frequency	%	Valid %	Cumulative %
Valid	Not at all	20	2	2	2
	to a very slight extent	60	6	6	8
	to a small extent	80	8	8	16
	to a moderate extent	160	16	16	32
	to a considerate extent	100	10	10	42
	to a great extent	200	20	20	62
	to an extreme extent	380	38	38	100
	TOTAL	1000	100	100	

**Source: Field Survey, 2008**

20(2%) believe employees in public service are not allowed to engage in personal developmental programme, 60(6%) said they are to a very slight extent, 80(8%) to a small extent, 160 (16%) to a moderate extent, 100 (10%) to a considerate extent, 200 (20%) to a great extent, while 38 (38%) said to an extreme extent. (Table 11)

**TABLE 12: SHOWING RELATIONSHIP BETWEEN HUMAN DEVELOPMENT AND ADEQUATE PROVISIONS ARE MADE FOR HUMAN RESOURCES DEVELOPMENT.**

	Mean	STD	Correlation	t – val	P-val
Human resource development	3.06				
HRD is the most important	4.12	1.525	0.021	12.010	0.000

**Source: Field Survey, 2008**

The table shows the mean and standard deviation of the relationship between human resources development and human resource development is the most important of all resources. While the correlation is 0.021 and t-value is 12.010, with probability of 0.000.

The table above shows the mean and standard deviation of the relationship between human resources development and human resource is the most important in all re-

sources. While the correlation is 0.042 and t-value is 21.168, with probability of 0.000.

Table 13: above shows the relationship between the two variables in it. While the correlation is 0.032 and t-value is 13.60 with probability of 0.000.

The table shows the relationship between human resources development and Government attaches much importance to human resources development. While the correlation is 0.084 and t-value is 13.04 with probability of 0.000.

**TABLE 13: SHOWING RELATIONSHIP BETWEEN HUMAN RESOURCES DEVELOPMENT AND HUMAN RESOURCE DEVELOPMENT IS THE MOST IMPORTANT**

	Mean	Std.	Correlation	t – val	P-val
Human resources development	3.06				
Human resource development is the most important in all resources	5.22	2.19	0.042	21.168	0.000

Source: Field Survey, 2008

**TABLE14: SHOWING THE RELATIONSHIP BETWEEN HUMAN RE SOURCES DEVELOPMENT AND HRD IS PERCEIVED BY THE GOVERNMENT**

	Mean	STD	Correlation	t – val	P-val
Human resources development	3.06				
HRD is perceived by government	3.50	1.206	0.032	13.60	0.000

Source: Field Survey, 2008

**TABLE 15: SHOWING THE RELATIONSHIP BETWEEN HUMAN RE SOURCES DEVELOPMENT AND GOVERNMENT ATTACHES IMPORTANCE TO DEVELOPMENT**

	Mean	STD	Correlation	t – val	P-val
Human resources development	3.06				
Government attaches much importance to human resources development.	3.17	1.02	0.084	13.04	0.000

Source: Field Survey, 2008

**TABLE 16: SHOWING THE RELATIONSHIP BETWEEN HUMAN RE SOURCES DEVELOPMENT AND ALL FRESH APPOINTEES INTO PUBLIC SERVICE ARE TRAINED.**

	Mean	STD	Correlation	t – val	P-val
Human resources development	3.06				
All fresh appointees into public service are trained.	2.89	2.20	0.093	22.01	0.000

Source: Field Survey, 2008

The table shows the relationship between human resources development and all fresh appointees into public service are trained. The correlation is 0.093 and t-value is 22.01 with probability of 0.000 .

The table shows the relationship between human resources development and Employees are allowed to develop themselves. The correlation is 0.037 and t-value 28.464 with probability of 0.000.

**TABLE 16: SHOWING THE RELATIONSHIP BETWEEN HUMAN RESOURCES DEVELOPMENT AND ALL FRESH APPOINTEES INTO PUBLIC SERVICE ARE TRAINED.**

	Mean	STD	Correlation	t – val	P-val
Human resources development	3.06				
All fresh appointees into public service are trained.	2.89	2.20	0.093	22.01	0.000

**Source: Field Survey, 2008**

**TABLE 17: SHOWING THE RELATIONSHIP BETWEEN HUMAN RESOURCES DEVELOPMENT AND EMPLOYEES IN PUBLIC SERVICE IS ALLOWED TO DEVELOP THEMSELVE.**

	Mean	STD	Correlation	t – val	P-val
Human resources development	3.05				
Employees are allowed to develop themselves.	6.24	0.936	0.037	28.464	0.000

**Source: Field Survey, 2008**

### SUMMARY

This research is focused on human resources development in public sector. The study actually examines the attempts made by the bank employees who serve as respondents to improve on the qualifications with which they were appointed. The research reports on the roles of training and manpower development, particularly in the public sector. It shows that Human Resources Development is a primary tool that has the potential to improve workers' productivity.

### CONCLUSION

This study empirically investigated the human resources position in the public sector in Nigeria. The study attempts to highlight the perception of personnel/human resource managers about resources development in the sector. It also highlights the necessity and centrality of human resources development of the public sector to the overall development of Nigeria. There is no doubt about the fact that human resource is the bed-rock of the nation as it is the driver of development in every facet of the economy. The human resources explore all the potential of any nation, performs government functions. This

study revealed the attitude and perception of government toward human resources development which is reflected in the perceptions of human resource manager and officers who are responsible for governments actions and inactions towards employees training and development .

## RECOMMENDATIONS

Sequel to the findings of this research, it is recommended that: -

- (i) Appropriate policy (ies) should be made to institutionalize in training and re training of employees in the public sector so as to ensure sustainable development of other resources in Nigeria.
- (ii) Such training should be at reasonable interval.
- (iii) Civil Servant should be encouraged and allowed to pursue personal developmental initiatives.

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