

Examining the Role of Human Resource Development in Enhancing Public Service Delivery: A Study of Anambra State Civil Service (2007-2011)

Anwar Ali Khan¹, Fatima Zahra², Imran Haider³

¹Department of Computer Science, University of Karachi, Karachi, Pakistan

²Department of Electrical Engineering, Lahore University of Management Sciences, Lahore, Pakistan

³Department of Information Technology, COMSATS Institute of Information Technology, Islamabad, Pakistan

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Abstract

This study is on human resource development and service delivery in Anambra State civil service within the period of 2007-2011. The study seeks to determine the impact of human resources development on services delivery. The Anambra State civil service remains the greatest asset of the state in its quest for socio economic and political transformation. However there is no gain saying the fact that over the years, infrastructural development and service delivery have slackened. Inferred opinions have traced this to an inefficient civil service. The missing factor in many cases is lack of adequate skills and knowledge which are acquired through training and development. Three hypotheses were formulated to guide the study and the multi-stage and simple random sampling techniques were used to select the study sample. The data collected were presented in frequency tables and analysed using percentages and mean scores and the hypotheses were tested using one sample t-test. The findings from the study showed that human resource development programmes helped to a large extent to increase productivity and organisation efficiency in the Anambra State civil service. It was also revealed that the existing methods/programmes of human resource development in the state civil service are appropriate for the actualisation of effective service delivery and that human resource development programmes are significantly related to employee motivation/productivity. The researcher concludes that human resource development programmes in the state civil service have led to positive changes in productivity, service delivery, work attitude and morale of workers. The researcher recommends that the state government should set up regular training and human development programmes that are capable of raising the skills, morale and productivity of civil servants. Also consultants from outside the civil service should be engaged on routine basis to assist in the planning of the content of human resource development programme.

Introduction

Background to the Study

Human resources are the manpower of an organization that utilize material resources to achieve stated goals. According to Barney (1995), human resources include all the experience, skills, judgment, abilities, knowledge, contacts, risk-taking and wisdom of individuals and associates within an organization. Easily recognized as the most important of the resources required for the production of goods and services, human resources are the key to rapid socio economic development and efficient service delivery. They combine all other factors of production to produce goods and or services which are of benefits to mankind. Thus, the role of human resources is fundamental to any productive organization or service organization. Without an adequate, skilled and well motivated workforce operating within a sound human resource management programme, production is not possible. An administrator or manager, whether in the public or private sector who, underrates the crucial role and under plays the importance of people in goal achievement, can neither be effective nor efficient. This is purely because, the efficiency with which an organization operates depends on how effective its human resources are managed and utilized.

The civil service is a typical organization or body in the public sector and a very distinctive part of the economy. In most cases the normal process of producing goods and services do not apply. Public services are not generally run to make profits and there is no competition in the sense of firms trying to entice customers away from their competitors as in the case of the civil service. Since these basic features of a market are absent, many of the principles of management which apply in the private sector are absent. Other principles such as equitable treatment and allocation of resources according to need, pervade the process of decision making and management.

As a public sector organization which is an indispensable machinery of government. It is the platform on which the formation and implementation of government policies and programmes rests. Statutorily, it is the organ

mandated with maintaining the machinery of governance effectively at all times. The civil service is a force vitale that drives service delivery and development in its entire ramification in a polity. It is expected to work towards the abridging of the ever underlying gap in national development through effective and efficient execution of policies and programmes. To enable it consolidate the gains of the above mandates, the system has undergone a number of overhauls aimed at repositioning it, thus giving it a greater capacity to perform its statutory functions within the framework of the constitution.

However, there have continued to be the unlikelihood of the attainment of the purposes for which the civil service was established. Part of the problems of the Nigerian Civil Service and Anambra State Civil Service in particular was captured by Anazodo (2008), civil servants lack professional depth and often fail to provide any chain of continuity in government over the longer term. As a result the delivery of public service tends to be inefficient and often beset by corruption. It is recognized that institutional factors in economic and social development and the reformation of the civil service of developing countries more or less would be central to making governments more effective (World Bank, 1999). Granted this, the civil service in Nigeria should be reinvigorated with the dynamic elements that will make them both efficient and effective.

The elaborate body of writing and research on organizations and their management developed over the last century, has valuable applications to the management of public organizations. One of the most important variables identified by such scholars is the strategic role human resources management can play in the realization of the goals of public organizations. In line with this thinking, Abba, Anazodo and Okoye (2004) defined human resource management as:

obtaining, organizing and motivating the human resource by the enterprise with development which will promote effective effort, cooperation and with helping the enterprise to meet its legal obligations and its social responsibilities of work and quality of life provided for them.

The implication of this definition is that people are the main instrument, a crucial factor for the accomplishment of the objectives and goals of the organization. They are critical for the effective functioning of an organization (Terpstra and Rozell 1972). It must however, be noted that in as much as human resources is the base resources, the realization of organizational goals can only be possible if human resources are empowered through training and development. Employee productivity is a function of ability, will and situational factors. An organization may have employees, equipment and managerial support yet productivity falls below expected standards. The missing factor in many cases, according to Nwachukwu (1988), is the lack of adequate skills and knowledge which are acquired through training and development.

Human resource development simply put is conceived as organized learning activities, arranged within an organization in order to improve performance and /or personal growth for the purpose of improving the job, the individual and or the organization. It thus becomes glaringly clear that the realization of the objectives of any given organization is possible when and only if human resources are empowered through training and development so that they can be more strategic, creative and innovative in service delivery. Accordingly, employee training and development helps employees to acquire basic skills and knowledge required for the efficient execution of the functions for which they were hired. Snowden and Gorton (2002), posits that:

beginning a new job can be a challenging experience. whether you are a neophyte starting your first year as an administrator who has obtained different position in another setting, there are certain adjustments to be made and problems to be faced, that may be caused or complicated by your unfamiliarity with the new circumstances.

The above stated fact re-affirms the crucial need for human resource development. Human resource development knows no bounds, whether one is already experienced in one's job or not. This is because of knowledge explosion as new horizon of knowledge opens almost every day. It is therefore expected that every worker should be abreast of the latest development. Maximum production cannot be achieved unless the essential human resources are available in the right quality and quantity.

The Nigerian Civil Service remains the greatest asset of the state in its quest for socio economic and political transformation. For a successful implementation of government projects, policies and programmes, there is the need for a meaningful, well articulated and responsive civil service. There is no gain saying the fact that over the years infrastructural development and service delivery have slackened. Informed opinions have traced this slack to an inefficient Civil Service. Many are nostalgic about the halcyon and glorious days of the colonial and immediate post colonial eras. Mooning over a glorious past would hardly suffice presently. It is time the Civil

Service is reinvented and regenerated. These imperatives do not have alternative options as there are no credible substitutes. It is in realization of this absolute necessity that this study tries to examine human resource development and service delivery in Anambra State Civil Service.

Statement of the Problem.

There is a strong relationship between good administration and high quality personnel. This is because organizations (private and public) grow out of the human characters. The quality of human element therefore is of decisive importance. This is why its management takes a priority in organization. Flippo (1980) believes that the effectiveness of organizations, whether manufacturing, service oriented, public or private is measured by certain objective criteria - the quality of its services or products.

The quality of products is to a large extent a function of the caliber of manpower component. It is only when the manpower is adequately equipped for the job that the material resource inputs can be effectively deployed and utilized in the most optimal manner. Thus, no organization has a choice of whether to develop employees or not. The only choice is that of method (Flippo, 1980).

The ability of the Nigerian Civil Service to effectively manage public affairs had always been called into questioning over the years. In view of the numerous weaknesses associated with the civil service, successive governments had embarked on a number of administrative reforms to address these problems. The various reform efforts have focused on the search for a more responsive, reoriented, restructured and effective civil service.

In spite of these numerous reforms, it is sad to note that in reality the efforts of these reforms have not yielded the desired result. For instance, the civil service was not properly directed towards improving the general welfare of the people as the public can hardly get any service without being frustrated. These problems have made the civil service basically a non service driven system. These among others are challenges that work against efficient service delivery in Anambra State Civil Service. Since human resources are critical to effective functioning of an organization and in consideration of the fact that the effectiveness of human resources has a substantial impact on the bottom line performance of organizations, the study seeks to find answers to the following questions:

Research Questions

1. To what extent has the human resource development programmes in Anambra State Civil Service helped to increase productivity and organizational efficiency?
2. Are the existing methods of human resource development appropriate for the actualization of effective service delivery?
3. Is there any relationship between human resource development and employee motivation/productivity?

Objectives of the study.

The broad objective of this study is to examine the impact of human resource development on service delivery of Anambra State civil service. The specific objectives include;

1. To find out if human resource development programmes have helped to increase productivity and organizational efficiency in Anambra State civil service.
2. To find out if the existing methods of human resource development are appropriate for the actualization of effective service delivery.
3. To find out if there is a relationship between human resource development and employee motivation/productivity.

Hypotheses

Ho. Human resource development programmes in Anambra State civil service have not helped to increase productivity and organizational efficiency.

Hi Human resource development programmes in Anambra State civil service have helped to increase productivity and organizational efficiency.

Ho Existing methods of human resource development are not appropriate for the actualization of effective service delivery.

Hi Existing methods of human resource development are appropriate for the actualization of effective service delivery.

Ho There is no relationship between human resource development and employee motivation /productivity.

Hi There is a relationship between human resource development and employee motivation/productivity.

Literature review

A. The concept; human resources

Ndiomu (1992), defined the human resources or human capital of any organization as composing men and women, young and old engaged in the production of goods and services and who equally are the greatest assets of that organization

Sharma (2007) sees human resources as a general term used to represent the 'people' element within organizations. To him, it is simply human potential - potential with infinite capabilities and capacity with the possibility of beneficial engagement. Potential however, it must be noted does not have to be productive and that an opportunity has to be seized to translate potential into real value.

Ihunda (2005) sees human resources as the manpower of an organization that utilizes material resources to deliver stated goals. They combine all other factors of production to produce goods and or services which are of benefit to mankind. The concept refers to a set of individuals who make up the workforce of an organization, business sector or an economy.

It is the same as workforce or employees, but human resource is more descriptive of the role of employees since they are indeed, resources with all their skills, competencies and potentials. Thus, it entails the total knowledge, skills, creative abilities, talents and aptitudes of an organization's workforce, as well as the values, attitudes, approaches and beliefs of the individuals involved in the affairs of the organization. It is the sum total or aggregate of inherent abilities, acquired knowledge and skills represented by the talents and aptitude of the persons employed in the organization.

Human resources include all the experience, skills, judgment, and attitudes, knowledge, contacts, risk taking and wisdom of individuals and associates with an organization (Barney, 1995). In this vein, human resources is seen as all the physical and mental skills and abilities of an individual of which he introduces in his day to day work in his organization.

According to Onah (2003), human resources, easily recognized as the most important of the resources required for the production of goods and services, are the key to rapid socio-economic development and efficient service delivery.

Thus, all the activities of any enterprise are initiated and determined by the persons who make up that institution. Plants, offices, computers, automated equipments, and all other resources that a modern organization uses are unproductive except for human effort and direction.

Recognizing the fact that people are the greatest asset, administrators and managers across the globe are relying more and more on an effective management policy that applies specifically to the area of human resources. As the most important asset for any organization, human resources need to be properly managed for optimal efficacy to be achieved. People, not machines, not systems, not other assets, are in the special position of helping the organization attain its objectives.

These other things however, are also important but people are needed to make use of them in a productive ways. Thus, human resource activities are linked to the achievement of the organization's overall objectives. Human resources with all the competencies and potentials are therefore required to attain the human resource objectives. These objectives are aligned to the organizational objectives by way of a strategic plan. By so doing, human resources can become the prime divers of corporate success. It must be noted that the primary goal of strategic human resources plan is to improve employee productivity, thus helping to enhance service delivery.

Human resource is sometimes used synonymously with human capital, although human capital typically refers to a more narrow view, that is, the knowledge the individual embody and can contribute to an organization. Likewise, other terms sometimes used include: manpower, talent, labour and simply people.

B. Human resource development

Enhancing the quality of an organization's human resources involves many activities. After the employee has been recruited, selected and inducted, he/she must next be developed to better fit the job and the organization. This is because no one is a perfect fit at the time of hiring; they must be trained to perform their jobs. Current employees must regularly have their skills updated and must learn new skills. Developing employee skills is thus, a key managerial responsibility as no organization has a choice of whether to develop employees or not. The only choice is that of method.

According to Nwachukwu (1988) human resource development deals with the activities undertaken to expose an employee to perform additional duties and assume position of importance in the organizational hierarchy. It involves the long term systematic educational or organizational process and procedure by which employees gain more conception and practical knowledge about his work place.

Accordingly, human resource development can be conceptualized as organized learning activities arranged within an organization in order to improve performance and or personal growth for the purpose of improving the job, the individual and or the organization (Nwachukwu, 2007). This is hinged on the realization that the achievement of the objectives of any organization is possible when and only if human resources are empowered through training and development so that they can be more strategic, creative and innovative. In line with this, Loken (1969) asserts that human resource development in any sector of the economy has one purpose or goal which is that of improving the effectiveness of those manning the machinery of.

The implication of this is that of actual concern to any organization is that of optimizing personnel use to the extent that inefficiencies can be removed, skills improved and applied judiciously so that, the performance of the organization is guaranteed and sustained.

To Onah (2003), human resource development implies growth and the acquisition of wide experience for future strategic advantage of the organization. It should however, he noted that human resource development should not be seen only as a strategy to achieve organizational goal, but as a responsibility to employees.

Adamolekun (2011) believes that human resource development refers to both the training and the education of an organization's staff as well as the overall career development of each staff member.

According to Flippo (1984), human resource development would include both training to increase skills in performing a specific job and education to increase general knowledge and understanding of the total environment. Human resource development (Manpower development) explicitly involves staff training and development.

Training may be defined as an organized and coordinated development of knowledge, skills and attitudes needed by an individual to master a given situation or perform a certain test within an organizational setting (Onah, 2003). Craig (1967), defines training as the development process made possible through the device of words and signs. MC Gehee and Thayer (1961), asserts that training is the formal procedure which an organization uses to facilitate employees learning so that their resultant behavior contributes to the attainment of the organization's well being as well as the individual's goals and objectives. Training programme is thus a process designed to maintain or improve current job performance. That is, teaching organizational members how to perform current jobs and helping them acquire the knowledge and skills they need to be effective performers.

Staff development on the other hand, is the process whereby an employee is enabled to grow in the job through the acquisition of wide experience, breadth and increasing confidence resulting from the exercise of varied and tested responsibilities, the aim being to enable him reach the top or achieve his best in his profession of employment. It is the process of building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges.

According to Onah (2003), there have been differences in opinion on whether staff training and development differ at all. Some Scholars see training as dealing primarily with operative personnel and development as relating to managers and executives. Others like Anstey (1961), Harbison and Meyer (1964 and Novit (1979) see a considerable overlap between the two concepts in operational terms. Strayton (1977), Akpan (1982) and Nwachukwu (1988), believe that staff training and development can occur simultaneously or complementarily, but the two do not necessarily have direct relationships to each other.

In this study, the two concepts will be studied together because of their relatedness and because their effects on the staff are mutually inclusive. They result in the efficiency and effectiveness of human resources.

Empirical reviews

Human resource development is one of the major operative functions of the personnel department. This is because the success of an organization partly depends on the people who work to achieve organizational objectives – growth and profitability or efficiency and effectiveness in the case of Civil service (Nwankwo,

2009). Thus, the emphasis placed by any organization on human resource development is implicit emphasis placed on productivity.

Effective human resource development, therefore, can result in increased productivity, reduced labour turn over and greater employee satisfaction (Blum and Naylor, 1976).

The purpose of any employee training according to Nwachukwu (2009) should include: 'skill development, attitude modification, education and development.' Regarding Management development, Ubeku (1985) observes that the plan of Management development should aim at:

1. systematically transferring general management knowledge, policies and procedures for managing the organization / company to all managers / administrators.
2. appraising and maintaining all inventory of all candidates moved as qualified for replacements for managerial positions.
3. improving the present performance of all managers on-the-job development methods directed at individual needs.
4. broadening managers / administrators for higher responsibilities through outside and on-the-job programmes, activities and courses.

Negro and Negro (1977) felt that the objective of an executive development programme is to improve the executive in an understanding of such issues as planning, coordination, communication, decision-making, delegation, headquarters field relations, legislative relations and public relations.

Closely related to this is the training need of the staff in organizations. MCCornick and Triffin (1977) believe that training needs differ from group to group. To them, the training needs of people in organizations tend to fall into two groups which more to fewer blends into each other. First, there is the need to provide specific job training, especially for new employees and sometimes for present employees who are deficient in job performance. Second, there is the need in most organizations to provide training of a personal development nature that will contribute to the longer-range effectiveness of the individual(s) in question.

Although personnel development training programmes have generally been limited to executives and the management class, the changing times emphasize the desirability of such training for other groups in order to combat the occupational obsolescence of professional and scientific personnel.

Writing on human resource development, Mutahba (1986) noted that there is the recognition that training and development in developed countries include all categories of public service from the most senior to the most junior but in developed countries, it has tended to be an exclusive concern of junior and middle level public service personnel. Senior and top executives have generally been left out especially in Africa (Hoyle, 1975). Apart from this, Civil service training in African countries has a reputation for poor organization and management (Armicheal 1986). Thus Tyagi's (1975) observation that the poor performance of Public Administration in third world countries is, in great measure, a function of the neglect of human resource development.

Writing on this Ubeku (1975) notes that employees who have not received adequate training before being assigned responsibilities lack the necessary confidence with which to carry out their jobs. Thus, they cling to methods they were shown the first time they took up the job and are frightened at doing the job in a different way because something might go wrong.

Ubeku (1975) regrets that human resource development in the public sector focuses essentially on the officer cadre to the neglect of any systematic development and training programmes for clerks and other grades of workers. In the case of skilled staff, the civil service seems to rely entirely on the trade certificate presented by the applicant with little or no effort made thereafter to ensure further development on the job of the skills which the new employee brought to the job.

In his own observation on the Nigerian situation, Akpan (1982) stresses the need for specialized training and professional specialization but also on pre-and post-entry training methods and techniques of administration for newly recruited permanent members of staff and those already serving. He goes further to say that Public Administration cannot be a matter for everybody and anybody, this emphasizing the need for human resource development.

In this direction Hilgert and Towle (1978) views human resource development as not only capable of reducing organizational or employee conflict but also of motivating staff in their work place. This is because “a well conceived training and development programme can contribute to a lessening or reconciliation of conflict. Thus a challenge and an opportunity is presented to every administrator / manager to make each employee better able to serve the organization, while at the same time realizing greater satisfaction of individual needs and aspirations”. Thus, human resource development is also related to employee motivation as employees who know and understand their jobs and who feel that management values them enough to prepare them for future assignment are more likely to demonstrate higher morale and greater interest in the job.

Methods of Human Resource Development Programmes

Human resource development is a process of heavy investment in people, not equipment or white elephant (turnkey) projects. It is a deliberate and planned process that should set attainable targets, which must be seen to being achieved. Thus, organizations employ different types of programmes, policies and methods in enhancing the competencies of staff exposed to training and development. This is specifically based on staff need assessment which determines which employees need for training or development and what type of skills or knowledge they need to acquire. Nwachukwu (1988) outlined certain conditions which serve as a pointer for the need for training and which determines an organization’s training and development policy or programme. These are:

- a. *Lack of interest in one’s job*
- b. *Negative attitude to work*
- c. *Low productivity*
- d. *Tardiness*
- e. *Excessive absenteeism rate*
- f. *Excessive complaint*
- g. *High rejects or low quality output*
- h. *High incidence of accidents*
- i. *Insubordination*

Several methods can be used to satisfy the organization’s training needs. Some of the more commonly used according to Dessler (2005) are:

On-the Job Training and Job Rotation: This is normally given by a senior employee or supervisor. The trainee is shown how to perform the job and allowed to do it under the trainer’s supervision. One form of the On-the-job training is job rotation (sometimes called cross training)

In job rotation, an employee learns several different jobs within a work unit or department and performs each job for a specified period. This method allows flexibility in the department and requires no special facilities. However, pressure of the work place can cause training to be haphazard or neglected.

Vestibule Training: In vestibule training, procedures and equipment similar to those used in the actual job are set up in a special working area called a vestibule. The trainee is then taught how to perform the job by a skilled person and is able to learn the job at a comfortable pace without the pressure of production schedules. This method helps the trainer to stress theory and use of proper techniques rather than output and the trainee can learn by actually doing the job. However, this method is expensive.

Apprenticeship Training: This is a system in which an employee is given instruction and experience, both on and off the job in all of the practical and theoretical aspects of the work required in a skilled occupation, craft, or trade. Most apprenticeship programs range from one to five years.

Classroom Training and Computer Assisted Instruction: This is conducted off-the-job and is probably the most familiar method of training. Classroom training is an effective means of quickly getting information to large groups with limited or no knowledge of the subject being presented. It is useful for teaching actual materials, concepts, principles and theories. Portions of orientation programs, some aspects of apprenticeship training and safety programs are usually presented with some form of classroom instruction. It is however, used more frequently for technical, professional and managerial employees. The most common methods used for the general workforce are lecture, discussion, audio-visual methods, experimental methods and computer based training.

Computer-based training allows the trainees to absorb knowledge from a preset computer programme and advance his or her knowledge in a self paced format. One growing method of training is internet based training.

Management Development Programmes and Policies

Management development programmes and policies are designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted. Management development programmes have become more prevalent in recent years because of the increasing complex demands on managers and because training managers and administrators through experience alone is a time consuming and unreliable process. As with operative training, management development can be achieved both on and off the job.

Fig. 2.1: Methods used in Management Development

| On – the- Job | Off - the- Job |
|--------------------------|-----------------------|
| • Understudy assignments | Classroom training |
| • Coaching | Lectures |
| • Job rotation | Case Studies |
| • Special projects and, | Role playing |
| • Committee assignments | In basket technique |
| | Business games |
| | Assessment Centres |

Source: (Rue and Byars, 2003)

Human resource development strategies, principles and policies in anambra state civil service.

In order to increase productivity and improve organizational effectiveness of the Anambra State Civil Service, the government of the State has taken up measures to invest in its human capital with a view to making personnel more knowledgeable, more creative, and more resourceful, more result oriented and more self confident.

The capacity building tools involve the following:

i. Study leave without pay

Officers who wish to upgrade their academic qualifications or enhance skill may be granted approval for study leave without pay provided their course of study is relevant to the service and will improve their job performance. This will be determined by the office of the Head of Service upon application, which must be submitted in time. Officers who proceed on such courses without prior approval will be deemed to be away without leave and dealt with as prescribed by the rules. Such action may include summary dismissal for abandonment of duty.

ii. Study leave with pay

Study leave with pay will be approval for courses in specialized areas, which will enhance project execution, and service delivery in the State Civil Service. This will include special areas in Medicine/ Nursing and other professional courses such as Engineering, Law, Technical Teachers Training programme, or such other programme adjudged to be of crucial relevance to the service.

To maximally achieve this, arrangement has been made with NnamdiAzikiwe University, Awka to package programmes in various areas for the staff of the State Civil Service. Thus, provision is made for programme of study at the following levels.

- Ph.D
- Masters
- First Degree
- Diploma Courses
- Certificate Courses

The disciplines covered are determined by the Government.

iii. In - Service Training

In - Service training will be treated with great reserve and will apply to very special disciplines where government is in dire need for staff and such need satisfactory demonstrated by the beneficiary establishments, beforehand. It is strictly Government driven.

iv Seminars and Workshop

This is another important way of developing the civil servants. In this approach, civil servants of the various grade levels are exposed to ideas of speakers who are experts in their fields on issues related to new principles, strategies and other things that would make them more

resourceful, result-oriented and more self confident. Thus, staff is sent to seminars and workshops and even conferences where subjects related to the job are being discussed

- a. **Study leave without pay:** Applications together with evidence of admission should be submitted to enable the office of the Head of Service consider and give its reply. It is to be emphasized that an admission to a University will not automatically elicit approval for study leave without pay. Officers, who leave their duty posts before the approval, will be deemed to be away without leave. However, schedule officers who delay the processing of applications at any stage will be contributing negligent and dealt with as provided by the rules.
- b. **Study leave with pay:** This will be granted after the office of the Head of Service has ascertained the duration of the course from the relevant institution in order to determine the number of years to be approved for the study.
- c. **In-Service Training:** Government pays the in-service trainees entire training costs, viz, course fees, books, boarding, lodging and monthly salaries throughout the period of training. Recipient will be bonded and will satisfy other stringencies to qualify of this dispensation. Officers for in-service training must have a balance of eight years in the service to qualify for this benefit.

For approved study leave with pay, government financial responsibility will be limited to the payment of salaries and fringe benefits of the officer throughout the duration of the study, as stated in the approval letter. No other allowance connected with the course will be borne by the government.

Bonding remains a pre-condition for the grant of study leave with pay and recipients of such grants must sign and comply with all the condition stated in the bond. A copy of the signed bond is made available to the Civil Service Commission which will require such information when considering applications for transfer, voluntary or statutory retirement of such officers. The word **BONDED** is marked boldly on the cover of personal files of such officers. Defaulters are prosecuted among other penalties.

It must also be noted that any officer who wishes to apply for study leave with or without pay must in addition to having been confirmed, also have served the state government for a minim period of five (5) years prior to the officers application. No consideration is given to any application that fails to meet these requirements.

C. The theoretical framework

This study takes it bearing from the plank of the Scientific Management Theory. Scientific Management which is concerned with the management of work and workers, grew from the pioneering work of five people: Fredrik .W. Taylor (1856-1915) Frank Gilbreth (1868-1924), Henry Gantt (1861-1919), Lilian Gilbreth (1878-1972), and Harrington Emerson (1853-1931). Fredrik Winslow Taylor played the dominate role. The scientific management movement was the first significant attempt to provide guidance for management. Primarily, the concern of this theory is how to increase the productivity of an organization. The basis for improving the productivity as outline by the scientific management theory is to find one best way of performing organizational activities and improving the efficiencies of individual employees and at the same time improving the financial incentives given to them.

The Tenet of the Scientific Management Theory.

Taylor became interested in improving workers productivity early in his career when he observed gross inefficiency during his contact with steel workers. He had observed the phenomenon of workers purposely operating well below their capacity, that is soldiering. To counter soldiering and to improve efficiency, Taylor conducted series of experiments to determine the best level of performance for certain jobs, and what was necessary to achieve this performance. After years of various experiments, he proposed the following four principles that have formed the basis for the scientific management.

1. Replace rule of thumb work methods with methods based on a scientific study of the tasks
2. Scientifically select and then train teach and develop the workman, whereas in the past he close his own work and train himself as best he could
3. Cooperate with workers to ensure that the scientifically developed methods are being followed
4. Divide work and responsibility so that management is responsible for planning work methods using scientific principles and workers are responsible for executing the work accordingly.

Scientific management tries to increase productivity by increasing efficiency and wages of workers. If finds out the best method for performing each job, selects employees by using scientific selection procedures and provides scientific training and development to the employees. It uses division of labour and tries to produce maximum output by fixing performance standards for each job and by having a differential piece rate system for

payment of wages; such performance standards are fixed for time cost and quality of work which lead to uniformity of work. The implication of this is that the inefficient workers will be motivated to improve their production capacity. In this regard the theory stressed job efficiency through the development of technical skills. Workers must not be only scientifically selected. They must be trained, taught and developed with respect to the role they are expected to play in an organization. The needed skills must be developed in order to improve the efficiency of workers since employee productivity and efficiency is largely determined by his/her ability together with other factors. One of the basic planks of the scientific management school thus, is that workers cannot even perform the simplest tasks unless they are trained and developed on such skills.

The relevance of the scientific management theory to the study

The relevance of the scientific management theory to this study is that it offers enough provisions in the study and understanding of the variables at work in organizations especially as they affect the job of individual employees and the realization of organizational goals. Organizations from the national perspective are deliberately created to accomplish certain specified goals/objectives and they must be conscious about this objective and must take rational (reasonable and planned, systematic activities) actions in accomplishing the specified objectives. Thus every formal position within the organization must be deliberately and consciously created with certain role expectation to play in relationship to accomplishing stated organizational objectives. We can thus deduce from the theory that to position the Anambra state Civil Service in such a way that will enhance same delivery calls for optimizing the way tasks are performed and simplifying the jobs so that workers could be trained and developed to perform their specialized sequence of motions in the one best way.

2.4 Gap in Literature

There are many scholarly works on the subject matter. For instance, Onah, (2003) did a work on Staff Training and Development Policies in Nigerian Universities. Ogujiuba & Adeniyi (n.d) wrote on Economic Growth and Human Capital Development: The Case of Nigeria while Joffe (n.d) examined Human Resource Development & Workplace Innovation: and Intelligent Production Strategy for Industrial Regeneration. However, these works have dealt mainly with theoretical issues on the nature of human resource development and its impact on productivity. None of the available literature was found to have done an in-depth study on human resource development and service delivery in the Anambra State Civil Service. Such study is relevant considering the relevance of human resource development to service delivery especially in public sector service oriented organizations.

Against this background, it is the intention of this study to empirically examine the phenomenon with the view of giving an empirical picture of the situation.

Research methodology

Research Design

This is essentially a survey research. Here the researcher infers information about the study population based on the responses of a sample drawn from the study population. A structured questionnaire was therefore the main instrument adopted for data collection. The descriptive research method was also used and the aim of the descriptive analysis was to create an understanding on the nature of human resource development and service delivery in the civil service. There are also some explanatory analyses.

Population of the study

Five Ministries with total staff strength of 1249 were randomly selected to constitute the study population (see table 3.2). The decision to limit the study to five ministries was based mainly on the need to have a manageable sample. Moreover the five ministries constitute more than 33% of the entire ministries. This is in line with the law of small and large numbers which states that samples up to 30% and above will produce a normal curve.

Table 3.2 Ministries selected for the study

| S/n | Ministries | Male | Female | Total |
|-----|--|------------|------------|-------------|
| 1. | Ministry of Education | 67 | 213 | 280 |
| 2 | Ministry of Agriculture | 205 | 152 | 357 |
| 3. | Ministry of Finance | 174 | 249 | 423 |
| 4 | Ministry of Public Utilities Water and Community Development | 119 | 36 | 155 |
| 5 | Ministry of Science and Technology | 14 | 20 | 34 |
| | Total | 579 | 670 | 1249 |

Source: ASCSC 2015

Sample Size and Sampling technique

Thus, using Taro Yamane’s formula (Yamane 1967) for sample size determination is as follows:

$$n = \frac{N}{1+N(e)^2}$$

Where n = the relevant population sought

N= the total number of civil servants in the chosen Ministries

e= Sampling error (5% in this case).

From the study the sample size is computed thus:

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{N}{1+1249(5\%)^2}$$

$$n = \frac{1249}{1+(1+3.1225)}$$

$$n = \frac{1249}{4.1225}$$

$$n = 302.9$$

$$n = 303$$

The respondents were drawn from the various ministries chosen for the study. The workers were stratified into their classes (Junior, Senior Staff and Management Staff). Simple random sampling was used to select the respondents from each class.

Table 3.3 Cadre Distribution of Respondents

| S/n | Ministries | Junior (01 -06) | Senior (07 -10) | Management (12-and above) | Total |
|-----|--|-----------------|-----------------|---------------------------|-------------|
| 1. | Ministry of Education | 83 | 106 | 91 | 280 |
| 2 | Ministry of Agriculture | 70 | 97 | 190 | 357 |
| 3. | Ministry of Finance | 89 | 155 | 179 | 423 |
| 4 | Ministry of Public Utilities Water and Community Development | 32 | 55 | 68 | 155 |
| 5 | Ministry of Science and Technology | 12 | 8 | 14 | 34 |
| | Total | 286 | 421 | 542 | 1249 |

Source: ASCSC 2011

Tools of Data Analysis

The data generated from the administered and returned questionnaires were collated and presented in tables according to the objectives of this study. Responses from the set of questionnaire administered to selected civil servants were analyzed using percentage responses, mean scores, standard deviations and 5 point-Likert scale. The hypotheses formulated were tested at 0.05 level of significance, using the descriptive statistics of mean and

standard deviation, and the one sample t-test. The SPSS software version 20 was used extensively in the analysis of the data.

Summary of findings (see appendix for analysis)

After an indebt analyses, it was discovered as follows;

1. The respondents affirmed that human resource development programmes helped increase productivity and organizational efficiency. They agreed that programme development, operational planning and budgeting for senior and middle managers; day-to-day operational planning and direction; agenda management, and information and computer technology skills development contributed most to increase in productivity and achievement of organizational efficiency.
2. The respondents agreed that all the listed human resource development methods are appropriate for actualization of effective service delivery in Anambra State civil service. Job attachment to/mentoring from senior colleagues is the most effective, followed by syndicated lectures, special projects and special courses, in-service training, conference, etc. in that order. Also the grand mean with a value of 3.53 indicates that all the listed methods are appropriate for actualizing effective service delivery in the Anambra State civil service.
3. In response to research question 3, the respondents indicated that human resource development is related to employee motivation/morale and productivity. Indeed they affirmed that as a result of human resource development, staff now has less incentive to look for jobs elsewhere; staff are happy with efforts to improve their skills; the programmes have boosted the morale of civil servants; staff perceive their services as important in the civil service; etc. This finding appears to be a direct confirmation of the opinion of researchers and scholars who contend that human resources training and manpower development involve the growth of the employee, not only in learning through training but also to growth in attitude, motivation and in behaviour that the person becomes reliable in a work situation.
4. The one sample t-tests results of the test of hypotheses I to III reveal:
 - i. That human resource development programmes helped to a large extent to increase productivity and organizational efficiency in the Anambra State civil service.
 - ii. That existing methods of human resource development in the state civil service are appropriate for the actualization of effective service delivery.
 - iii. That human resource development programmes are significantly related to employee motivation/morale and productivity.

Recommendations

In view of the primacy and indispensability of human resource development in achieving organizational goals of civil service, the researcher recommends the following which if implemented could place the Anambra State Civil Service in a better stead to serve the people of the state:

1. The state government should set up regular training and human development programmes that are capable of raising the skills, morale and productivity of employees in the Anambra State Civil Service.
2. It is strongly suggested that experts and consultant from outside the civil service should be engage on routine bases to assist in training programme planning and in mapping out the contents of such programmes to ensure they capture needs of the service.
3. It is recommended that the Anambra State Civil Service should be more rigorous in the selection of the various methods of human resources development. This recommendation is occasioned by the need to broaden methods of imparting trainings skills to civil servants rather than the more routine methods of induction/orientation, study leave and in-service training. The civil service should be more innovative and should also consider such methods Syndicated lectures and job rotation. It equally suggested that internet based methods such as video conferencing; e-trainings etc should be adopted.
4. The state government must at all times promote professionalism in the civil service. They must therefore ensure that only those with requisite qualification are recruited and posted to areas of specialty. It is more effective to mount training programmes for employees according to areas of competence and qualification than mounting of generalist programmes that are not focused on any profession in particular

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APPENDIX

TEST OF HYPOTHESES

Hypothesis I:

Ho.Human resource development programmes in Anambra State civil service have not helped to increase productivity and organizational efficiency.

Hi Human resource development programmes in Anambra State civil service have helped to increase productivity and organizational efficiency.

Hypothesis one which states that human resource development programmes in Anambra State civil service have not helped to positively increase productivity and organizational efficiency was tested with the aid of one sample t-statistics and presented in table 4.5 below.

Table4.5: Showing t-test on the extent to which human resource development programmes in Anambra State civil service has helped to increase productivity and organizational efficiency.

ONE SAMPLE T TEST

| Test Value = 3.0 | | | | | |
|------------------|---|-----|--------|-----|----------------|
| S/N | ITEM | N | T | Df | Sig (2-tailed) |
| 1 | Special projects and special courses | 293 | 10.799 | 292 | 0.000 |
| 2 | Orientation/induction for new and promoted Officers | 293 | 10.621 | 292 | .000 |
| 3 | E-training (information and computer technology) | 293 | -3.840 | 292 | 0.000 |
| 4 | Study leave | 293 | -2.881 | 292 | 0.004 |
| 5 | In-service training | 293 | 7.931 | 292 | 0.000 |
| 6 | Video conferencing | 293 | -4.621 | 292 | 0.000 |
| 7 | Job rotation | 293 | -9.362 | 292 | 0.000 |
| 8 | Conferences | 293 | -6.071 | 292 | 0.000 |
| 9 | Syndicated lectures | 293 | 2.024 | 292 | 0.044 |
| 10 | Job attachment to/mentoring from senior colleagues | 293 | 1.167 | 292 | 0.244 |
| | Grand mean | 293 | 2.239 | 292 | 0.026 |

Information in table 4.5 shows the extent to which the listed programmes contribute to increase in productivity and organizational efficiency and it was found that all the items except item number 10 are significant at the conventional 0.05 level. It is seen that grand mean is equally significant at 1% level. However, it is only item numbers 1, 2, 5, 9, 10 and the grand mean that bore positive signs against their t-statistic values: indicating that their mean ratings as presented in table 1 are at least 3.0. The implication of this is that there is a clear indication that human resource development programmes have helped to positively increase productivity and organizational efficiency. We therefore reject the null hypothesis and accept the alternative that human resource development programmes in Anambra State civil service have helped to increase productivity and organizational efficiency.

Hypothesis II:

Ho Existing methods of human resource development are not appropriate for the actualization of effective service delivery.

Hi Existing methods of human resource development are appropriate for the actualization of effective service delivery.

Hypothesis number two states that existing methods of human resource development are not appropriate for the actualization of effective service delivery human resource development are not appropriate for the actualization of effective service delivery was tested and the results of one sample t-statistics is presented in table 4.6 below.

Table 4. 6: Showing t-test on the appropriateness of existing methods of human resource development in Anambra State civil service for the actualization of effective service delivery.

ONE SAMPLE T TEST

| Test Value = 3.0 | | | | | |
|------------------|--------------------------------------|-----|--------|-----|----------------|
| S/N | ITEM | n | T | Df | Sig (2-tailed) |
| 1 | Orientation/induction | 293 | 0.000 | 292 | 1.000 |
| 2 | Conferences | 293 | 10.110 | 292 | .000 |
| 3 | Study leave | 293 | 7.477 | 292 | 0.000 |
| 4 | In-service training | 293 | 6.228 | 292 | 0.000 |
| 5 | Learning from colleagues | 293 | 25.783 | 292 | 0.000 |
| 6 | Special projects and special courses | 293 | 13.299 | 292 | 0.000 |
| 7 | Video conferencing | 293 | 6.445 | 292 | 0.000 |
| 8 | E-training | 293 | 8.318 | 292 | 0.000 |
| 9 | Syndicated lectures | 293 | 13.282 | 292 | 0.000 |
| 10 | Job rotation | 293 | 1.136 | 292 | 0.257 |
| | Grand mean | 293 | 16.375 | 292 | 0.000 |

The one sample t-test results in table 4.6 show that 8 out of the ten variables (in addition to the grand mean) meant to capture the appropriateness of the methods of human resource development for the actualization of effective service delivery are significant at the conventional 5% level. This implies that the methods are appropriate for the actualization of effective service delivery in the Anambra State civil service. We therefore reject the null hypothesis and accept the alternate.

Hypothesis III:

Ho There is no relationship between human resource development and employee motivation /productivity.

Hi There is a relationship between human resource development and employee motivation/productivity.

In testing hypothesis three, which states that there is no relationship between human resource development and employee motivation/productivity, one sample t-test was utilized and presented in table 4.7 below

Table 4. 7: Showing t-test on the relationship between human resource development and employee motivation/productivity..

ONE SAMPLE T TEST

| Test Value = 3.0 | | | | | |
|-------------------------|--|----------|--------------------|-----------|-----------------------|
| S/N | ITEM | n | t-statistic | Df | Sig (2-tailed) |
| 1 | Staff are eager and willing to put in extra hours at work | 293 | 0.000 | 292 | 1.000 |
| 2 | Staff are happy with efforts to improve their skill | 293 | 10.110 | 292 | 0.000 |
| 3 | Agitation for better conditions of service have been substantially reduced | 293 | 7.477 | 292 | 0.000 |
| 4 | The programmes have boosted the morale of civil servants | 293 | 6.228 | 292 | 0.000 |
| 5 | Increased job satisfaction in the civil servant | 293 | 25.783 | 292 | 0.000 |
| 6 | Staff have faith in the future of the organization. | 293 | 13.299 | 292 | 0.000 |
| 7 | Staff have less incentive to look for alternative jobs elsewhere | 293 | 6.445 | 292 | 0.000 |
| 8 | Staff are enthusiastic about their future prospects | 293 | 8.318 | 292 | 0.000 |
| 9 | Staff feel they are receiving appropriate remuneration for their services | 293 | 13.282 | 292 | 0.000 |
| 10 | Staff perceive their services as important in the civil service | 293 | 1.136 | 292 | 0.257 |
| | Grand mean | 293 | 16.375 | 292 | 0.000 |

The result above indicates that all the variables that are used to measure member responses on the relationship between human resource development and employee motivation/productivity and the grand mean are significant at 1% level. We therefore reject the null hypothesis and accept the alternative, which indicates that there is a relationship between human resource development and employee motivation/productivity