

MANAGEMENT OF HUMAN RESOURCE DEVELOPMENT AND HIGHER EDUCATION IN BAYELSA STATE

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Abstract

The study investigated Management of Human Resource Development and Higher Education in Bayelsa State. It employed three research questions and research hypotheses. The sample size consisted of 826 respondents represents 56% of the population of 1,475 in two higher institutions. Random sampling technique was used. Instrument for data collection was management of human resource development and higher education questionnaire (MHRDHEQ). The research instrument was validated by experts in the Department of Educational Management, Faculty of Education in University of Port Harcourt. A reliability coefficient index of 0.90 was obtained using Pearson Product Moment Correlation Coefficient. The mean and rank order level of significance for the Z-statistics at 0.05 level of significance for the hypothesis were used. The study recommended that, government at all levels and non-governmental organizations should support higher education institutions by motivating lecturers for quality research and innovation. This will enhance productivity, socio-economic development and national development.

Education is a universal phenomenon. It is the complete development of humans for function usefulness for both society and humanity in general. Also, education cuts across all stages of human and national development. According to Asaju, Thomas and Silas (2013) no nation is known to have achieved great economic height or technological advancement without having a qualitative human resource. However, the establishment of higher educational institutions was in pursuit of meeting the global requirements of producing manpower that will serve in different capacities and contribute positively to the nation's socio-economic and political development in Nigeria. Federal Government of Nigeria promulgated enabling law to fund higher education towards producing high level relevant manpower training, self-reliance, national unity through the establishment of both conventional and special universities, polytechnics, colleges of education and monotechnics in different parts of the country by the Federal, State governments, private organizations and individuals, (Abdulkareem, Fasasi and Akinubi, (2011) cited in Omopupa and Abdulrahee, 2013). Thus, qualitative human resource is fundamental in deciding how much a nation can accomplish in its developmental objectives.

In today's modern-economy, human resources are the life-wire of any organization. Despite the application of technology in modern business management, human resources are still relevant and most adaptive resources of the organization. Thus, organizational success depends tremendously on the performance of human resources development.

What then is human resources development?

According to Human Resource Development Strategy for South Africa (HRD-SA, 2009) human resource development refers to formal and explicit activities that will enhance the ability of all individuals to reach their full potential by enhancing the skills, knowledge and abilities of individuals.

Human resource development serves to improve the productivity of people in their areas of work – whether these are in formal or informal settings. Increased productivity and improvements to the skills base in a country, supports economic development, as well as social development. In a relative view, Ebisine (2015) sees Human resource development as the strategy or effort made to develop the mind and skills of people. It is a means of acquiring skill. Human resource development is usually directed towards the improvement of job-related skills in organizations. Thus, it increases skills of the individuals as well as their personal earnings and the human resource needed for economic development. It promotes competency and efficiency to facilitate the achievement of organizational objectives and goals.

In higher education, the realization of higher educational objectives depends largely on the quantity and quality of personnel (human resources) available in the institution and the degree of effectiveness in the utilization of human resources available. It is imperative that management of any higher education makes sufficient efforts in procuring and developing the needed human resources and pay attention to how well they are utilized. Ozoemena, (2012). The success of higher education depends greatly on the effective and efficient management of human resource by institutional administrators. Thus, effective management of resources is very important in the achievement of quality education. Akpan and Etor, (2015). The management of higher education Institutions covers the efforts of the management, the teaching and non-teaching staff to achieve the desired aim and objectives. The teaching aspect and perhaps research and innovation are very fundamental roles in national development. Lecturers and non-lecturers capacity building programmes are considered very critical. They are planned activities which focus on increasing and enlarging the capabilities, improving the technical and conceptual skills of lecturers and non-lecturers so that they can possess the necessary abilities to handle complex situations and better perform their job, Peretomode and Chukwuma, (2012). Thus, staff participating in human resources development activities should be planned according to their responsibilities and performance criterias. They play a significant role in the determination of the quality of education.

In order for higher educational institutions to get the efficiency and efficacy of human resource, staff motivation is necessary. The need for lecturers to improve their knowledge, skills, attitudes and behaviours while on the job is even more critical now in developing nations than ever before for a number of reasons (Peretomode and Chukwuma, 2012) lecturers will give their maximum when they have a feeling or trust that their efforts will be rewarded by the management. There are many factors that affect lecturers' performance like working conditions, worker and employer relationship, training and development opportunities, job security, and institutional overall policies and procedures for rewarding employees, grant/subsidies for international or world publication, connection to non-governmental organizations for research and innovation etc. Among all those factors which affect lecturers' performance, motivation that comes with rewards is of utmost importance. Nadia, Syed, Humera and Khalid, (2011) it is for that reason that Danish and Usman (2010) affirm that when rewards and recognition are properly implemented, a good working atmosphere is provided that motivates lecturers' to achieve high performance.

However, empirical studies show that there is a significant relationship between management of human resource development and higher educational institutions for productivity. (Ajila and Abiola 2004 cited in Qamar and Muhammad 2016) conducted a study to explore the relationship between rewards and performance and found that there is a significant relationship between extrinsic rewards (Bonuses, Promotion, Commission) and workers performance. He recommended that for an

individual who is to be motivated in a work State, there must be a need which the individual would have to perceive a likelihood of satisfying through some reward. If the reward is intrinsic to the job, such desire or motivation is intrinsic. But, if the reward is described as external to the job, the motivation is described as extrinsic.

Thus, Peretomode and Chukwuma (2012) on their study on manpower development and lecturers' productivity in tertiary institutions in Nigeria, found out that manpower development enhances lecturers' productivity, irrespective of gender, faculty and type of institution, and that both lecturers' in Colleges of Education and Universities engage in similar manpower development programmes. The study recommended that management of tertiary institutions and the National Universities Commission (NUC) should continue to encourage lecturers to actively participate not only in local development efforts but also international seminars, workshops, conferences and short courses outside the shores of Nigeria, by providing funding for sponsorship of lecturers' to such international development activities.

Statement of the problem

Higher educational institutions like other organizations depend on their human resources for the achievement of their goals and missions. One of the major challenges facing the higher educational institutions' generally is the question of management of human resources. Thus, Chiemeke, Longe and Shaib (2009) asserted that the foundations for research are good research training and motivation, availability of equipment, and good library facilities. Motivation from higher educational institutions' to do quality research and perhaps publication is very low. Research grants, though available, are not sought, since nothing new is being baked in most of our academic ovens. The management of higher education institutions in Nigeria has often been indicted for failing in this regard in terms of human resources development. Many higher education institutions fail to deal with the issues of human resource in a logical way which resulted to brain drain, academic staff strike, inadequate training of staff, poor motivation and others. Consequently, if these problems are not addressed properly, what will be the future of higher education institutions in Bayelsa State? This study investigates management of human resource development and higher education in Bayelsa State.

Objectives of the study

This study investigates management of human resource development and higher education in Bayelsa State. Specifically, the study was designed:

1. To determine how human resource development are managed in higher education.
2. To investigate the challenges of managing human resource development in higher education.
3. To proffer strategies for managing human resource development in higher education.

Research questions

1. How is human resource development managed in higher education in Bayelsa State?
2. What are the challenges of managing human resource development in higher education in Bayelsa State?
3. What are the strategies for managing human resource development in higher education in Bayelsa State?

Hypotheses

Based on the above Stated research questions, the following hypotheses are formulated to guide the investigation.

Ho₁: There is no significant difference between the mean rating of Federal and State universities lecturers on how human resource development are managed in higher education in Bayelsa State.

Ho₂: There is no significant difference between the mean rating of Federal and State universities lecturers on the challenges of managing human resource development in higher education in Bayelsa State.

Ho₃: There is no significant difference between the mean rating of Federal and State universities lecturers on the strategies for managing human resource development in higher education in Bayelsa State.

Methodology

Research design

The study adopted a descriptive survey design. The descriptive research involves collecting data from the existing situation without manipulating the study subject in order to answer the research questions and test the hypotheses concerning the current status of the subject of study or for the purpose of describing existing conclusion.

Population

The population consisted of all the academic staff in two higher institutions in Bayelsa State. The population of this study consisted of one thousand, four hundred and seventy-five (1,475) respondents in two higher institutions in Bayelsa State. There were seven hundred and fifty-one (751) academic staff in Federal University Otuoke; while in Niger Delta University (NDU), there were teaching staff of seven hundred and twenty-four (724).

(Source: Pay roll unit of the bursary department of the Federal and State Universities, 2013).

Sample and sampling technique

The sample size of 826 respondents represents 56% of the population of 1,475. The study employed stratified sampling technique for the selection of the respondents. The respondents were also selected using random sampling method of balloting without replacement. This gave all respondents equal chance of being selected for the study. The strata comprised all academic staff from the federal and State universities respectively. The academic staff from federal university selected was 494 while the academic staff from State University was 332 for the study.

Instrumentation

The instrument was a structured questionnaire titled Management of Human Resource Development and Higher Education in Bayelsa State Questionnaire (MHRDHEQ). The questionnaire which contained 15 items was divided into sections A and B. Section A, elicited information on the demographic background while section B dealt with issues on Management of Human Resource Development and Higher Education in Bayelsa State. This section is structured on a modified likert four-point rating scale; that is:

Strongly Agree (SA) - 4 points

Agree (A) - 3 points

Disagree (D) - 2 points

Strongly Disagree (SD) - 1 point

To get the criterion mean for scoring the questionnaire, all the points were added up and divided by 4, that is $(4+3+2+1)/4 = 10/4 = 2.50$. Therefore any mean value that is 2.50 and above was accepted and anyone below it (2.50) was rejected.

Validity

To validate the research instrument, the researcher presented the questionnaire items to two experts in the Department of Educational Management, Faculty of Education in University of Port Harcourt for scrutiny. Also, all the corrections and observations made were incorporated into the final copy.

Reliability

To ensure the reliability, the instrument was administered to 10 respondents outside the study area. After two weeks, the same instrument was administered to the same respondents. The scores obtained were collated and computed using the statistical method known as Pearson product moment correlation coefficient. The reliability coefficient index for the study was determined at 0.90.

Administration of instrument

The researcher used two weeks to go round the schools. The researcher observed, administered and retrieved the instruments from the participants. The researcher administered eight hundred and twenty-six (826) instruments on the participants and was able to retrieve 800 instruments. This showed 96.8 percent return of instrument from the field.

Method of data analysis

The research questions were analyzed with the mean (\bar{x}), standard deviation (SD) and rank order statistics while the hypotheses formulated were tested with the z-test analysis of 0.05 level of significance .

Presentation and Analysis of data

Research questions 1: How is human resource development managed in higher education in Bayelsa State?

table 1: Mean (\bar{x}), SD and rank order of respondents' scores on human resource development managed in higher education.

S/N	Items	Federal university (Academic staff) N= 450	State university (Academic) N= 350	Weighted mean	Rank Order	Remark
		\bar{x}	\bar{x}			
1	Assign some responsibilities to staff in the department to enhance professionalism.	2.68	2.76	2.72	2 nd	Agree
2	Training programmes for staff to perform the activities that must be carried out.	2.78	2.70	2.74	1 st	Agree
3	Design training programmes to meet the goals of higher education and at the same time meet the goal of individual staff.	2.46	2.66	2.56	4 th	Agree
4	Use of electronic information resources helped better seminars and workshops presentation.	2.55	2.76	2.66	3 rd	Agree
5	Faculty development programs focus on the instructional development.	2.57	2.55	2.56	4 th	Agree

From table 1, the high mean scores ranging from 2.74 to 2.56 indicated that all the items identified were accepted as human resource development managed in higher education in Bayelsa State. Hence, the mean scores were above the criterion mean. It is evident that, training programmes for staff to perform the activities that must be carried out and assign some responsibilities to staff in the department to enhance professionalism had the higher weight mean score from the respondents. In summary, the items identified geared towards human resource development managed in higher education.

Research question 2: What are the challenges of managing human resource development in higher education in Bayelsa State?

Table 2: Mean (\bar{x}), SD and rank order of respondents' scores on the challenges of managing human resource development in higher education.

S/N	Items	Federal university (Academic staff) N= 450	State university (Academic) N= 350	Weighted mean	Rank Order	Remark
		\bar{x}	\bar{x}			
6	Non-participation of the private sector in supporting quality research work by lecturers.	2.57	2.56	2.57	4 th	Agree
7	Misappropriation of funds for staff capacity building for research and innovation.	3.12	2.84	2.98	1 st	Agree
8	Lack of requisite skills and poor human relations.	2.18	2.58	2.38	5 th	Rejected
9	Inadequate facilities for quality research work such as ICT's facilities, libraries, laboratories and others.	2.95	2.51	2.73	3 rd	Agree
10	Low motivation for staff such as pay/salary, fringe benefits, bonuses and promotion	2.93	2.73	2.83	2 nd	Agree

From table 2, the high mean scores ranging from 2.98 to 2.38 indicated that all the items identified were accepted as the challenges of managing human resource development in higher education in Bayelsa State. Hence, the mean scores were above the criterion mean. But item 8 was rejected because the mean weight was less than the criterion mean of 2.50. It is evident that, misappropriation of funds for staff capacity building for research and innovation and low motivation for staff such as pay/salary, fringe benefits, bonuses and promotion had the higher weight mean score from the respondents. In summary, the items identified gear towards the challenges of managing human resource development in higher education.

Research questions 3: What are the proffered strategies for managing human resource development in higher education in Bayelsa State?

Table 3: Mean(\bar{x}), SD and rank order of respondents' scores on the strategies for managing human resource development in higher education.

S/N	Items	Federal university (Academic staff) N= 450	State university (Academic) N= 350	Weighted mean	Rank Order	Remark
		\bar{x}	\bar{x}			
11	Training and development strategy	2.78	2.68	2.73	4 th	Agree
12	Comprehensive performance appraisal strategy	2.84	2.92	2.88	1 st	Agree
13	Salary increment strategy	3.12	2.54	2.83	2 nd	Agree
14	Rewards practices motivated strategies	2.81	2.80	2.81	3 rd	Agree
15	Compensation practices strategies	2.47	2.49	2.48	5 th	Rejected

From table 3, the high mean scores ranging from 2.88 to 2.48 indicated that all the items identified were accepted as the proffered strategies for managing human resource development in higher education in Bayelsa State. Hence, the mean scores were above the criterion mean. But item 15 was rejected because the mean weight was less than the criterion mean of 2.50. It is evident that, comprehensive performance appraisal strategy and Salary increment strategies had the higher weight mean score from the respondents. In summary, the items identified gear towards the proffered strategies for managing human resource development in higher education.

Hypotheses

H₀₁: There is no significant difference between the mean rating of Federal and State universities lecturers on how human resource development are managed in higher education in Bayelsa State.

Table 4: Mean, standard deviation, and Z-statistic on how human resource development are managed in higher education

	N	\bar{X}	Std	Z-cal	Z-cri	DF	Decision
Federal university (Academic staff)	450	2.61	0.78	1.33	±1.96	798	H ₀ was accepted
State university (Academic staff)	350	2.69	0.89				

Note: Level of significance = 0.05; N=800

The data in table 4, showed that the z-calculated value of 1.33 is less than z-critical value of ±1.96 at 0.05 level of significance with 798 degree of freedom. The null hypothesis (H₀₁) is accepted. This means that there is no significant difference between the mean rating of Federal and State universities lecturers on how human resource development are managed in higher education in Bayelsa State.

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Ho₂: There is no significant difference between the mean rating of Federal and State universities lecturers on the challenges of managing human resource development in higher education in Bayelsa State.

Table 5: Mean, standard deviation, and Z-statistic on the challenges of managing human resource development in higher education

	N	\bar{X}	Std	Z-cal	Z-cri	DF	Decision
Federal university (Academic staff)	450	2.75	0.77	1.59	± 1.96	798	H _o was accepted
State university (Academic staff)	350	2.64	1.11				

Note: Level of significance = 0.05; N=800

The data in table 5, showed that the z-calculated value of 1.59 is less than z-critical value of ± 1.96 at 0.05 level of significance with 798 degree of freedom. The null hypothesis (H₀₁) is accepted. This means that there is no significant difference between the mean rating of Federal and State universities lecturers on the challenges of managing human resource development in higher education in Bayelsa State.

Ho₃: There is no significant difference between the mean rating of Federal and State universities lecturers on the proffered strategies for managing human resource development in higher education in Bayelsa State.

Table 6: Mean, standard deviation and Z-statistic on the proffer strategies for managing human resource development in higher education

	N	\bar{X}	Std	Z-cal	Z-cri	DF	Decision
Federal university (Academic staff)	450	2.80	0.74	1.80	± 1.96	798	H _o was accepted
State university (Academic staff)	350	2.69	0.93				

Note: Level of significance = 0.05; N=800

The data in table 6 showed that the z-calculated value of 1.80 is less than z-critical value of ± 1.96 at 0.05 level of significance with 798 degree of freedom. The null hypothesis (H₀₁) is accepted. This means that there is no significant difference between the mean rating of Federal and State universities lecturers on the proffered strategies for managing human resource development in higher education in Bayelsa State.

Discussion of findings

The study revealed that the items identified were geared towards human resource development managed in higher education. The success of higher education depends greatly on the effective and efficient management of human resource by institutional administrators. There is a significant relationship between management of lecturers' capacity development and higher educational institutions for productivity. The need for lecturers to improve their knowledge, skills, attitudes and behaviours influence the quality of education the future generation would experience for

the advancement of the nation. Thus, for effective management of human resources (lecturers) in higher education training and development is imperative for achieving institutional goals. This agreed with Peretomode and Peretomode (2001) who identified the benefits of training and development of lecturers to include increase in knowledge, skills and the development of positive attitude to work, increased personal and organizational productivity, and quality services. It can bring about improvement in morale, inculcate sense of belongingness, reduce absenteeism and turnover rate among lecturers, and importantly lead to better coordination of both human and material resources within institutions of higher learning. This study also have hypothesis which Stated that there is no significant difference between the mean rating of Federal and State universities lecturers on how human resource development are managed in higher education in Bayelsa State. In support, Memon (2007) cited in Hassan (n.d) further emphasized that professional development of university teachers should not be seen as induction or orientation of teachers but significant area of professional development in the form of continuous teacher career development through enhancing their discipline, knowledge and pedagogy in order to facilitate student learning.

The second finding of the study revealed that the items identified were geared towards the challenges of managing human resource development in higher education. Challenges are normal to every organization; how the management handles and addresses it determines if there will be success or failure. In the same vein, higher education institutions management is faced with managing of human resources for higher productivity. These challenges such as misappropriation of funds for staff capacity building, for research and innovation, low motivation for staff such as pay/salary, fringe benefits, bonuses and promotion and others are pointers to low productivity in the long run. Some of the identified challenges are the core fight of Academic staff union of universities (ASUU) and Federal government of Nigeria (FGN) on proper funding and motivation of lecturers for quality research and innovation. Research could be the solution to the problem of brain drain and powerful instrument to stimulate economic growth and national development. This support Association of African Universities (2000), which states that without research, Universities will lose their capacity to offer first class graduate studies, and to motivate and retain the best brains and consequently lose the capacity to train the new generation of research fellows and scientists. This study also has hypothesis which stated that there is no significant difference between the mean rating of Federal and State universities lecturers on the challenges of managing human resource development in higher education in Bayelsa State. This agrees with Qamar and Muhammad (2016) who conducted a study to explore the relationship between rewards and performance and found that there is a significant relationship between extrinsic rewards (Bonuses, Promotion, Commission) and workers performance.

The third finding of the study revealed that the items identified were geared towards comprehensive performance appraisal strategy and salary increment strategies. When higher education management designs and implements some of the strategies identified in this study; it will bring about motivation in staff which will lead to high productivity academically, economically and above all nationally. This agrees with Danish, Rizwan and Usman (2010) who affirmed that when rewards and recognition are properly implemented, a good working atmosphere is provided that motivate employees to achieve high performance. This study also have hypothesis which Stated that there is no significant difference between the mean rating of Federal and State universities lecturers on the proffered strategies for managing human resource development in higher education in Bayelsa State.

Conclusion

No nation grows above the quality of its human resources. Human resource development is the strategy or effort made to develop the mind and skills of people for high productivity. The management of human resources (lecturers) in higher education through training and development is imperative for achieving institutional goals. Management of higher education is faced with managing of human resources for high productivity. These challenges include misappropriation of funds for staff capacity building for research and innovation, low motivation for staff such as pay/salary, fringe benefits, bonuses and promotion and others are pointers to low productivity in the long run. Appropriate strategies such as comprehensive performance appraisal strategy and salary increment strategies for managing human resources (lecturers) will lead to quality research and innovation for both institution and national development.

Recommendations

1. Head of departments, faculties and institutions should design training programmes to meet the goals of higher education and at the same time meeting the goal of individual staff. This would help when responsibilities are assigned to staff in the department and also would enhance professionalism.
2. Government at all levels and non-governmental organizations should support higher education institutions by motivating lecturers for quality research and innovation. This will raise the quality of graduates in higher institutions of learning; enhance productivity as individuals, socio-economic development and above all national development.
3. Since, there is a positive relationship between lecturers' productivity and motivation through rewards and awards by government and higher education management. Lecturers' should be encouraged by giving reward and award for quality research and innovation;
4. Higher education management should come with strategies that will help motivate lecturers' for high productivity. This could be done by providing grants/loans and subsidizing research works for academic staff in higher institutions.

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