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## RESEARCH ARTICLE

## Public Education Financing and Human Resource Development in Kwara State, Nigeria

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### Author's Contributions

All authors contributed equally to this research.

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### ABSTRACT

The study examined human resource development and the financing of public education in Kwara State. Specifically, it investigated the level of public education financing and budgetary allocation to education between 2020 and 2022, the challenges confronting education financing, and the relationship between public education financing and human resource development. In line with these objectives, relevant literature was reviewed. A descriptive survey research design was adopted, and data were collected using a researcher-designed instrument titled Public Education Financing and Human Resource Development Questionnaire (PEFHRQ). After validation, the instrument recorded a reliability coefficient of 0.79, confirming its suitability for use. Descriptive statistics, including mean and standard deviation, were employed in analyzing the data. The findings revealed that public education financing in Kwara State from 2020 to 2022 was modest. The major challenges identified included inadequate funding, overdependence on unpredictable federal allocations, rising operational costs, and the absence of viable alternative sources of revenue. Furthermore, the study established a strong positive correlation between human resource development and public education financing. Based on these findings, it was concluded that increasing budgetary allocation to education is imperative for addressing funding shortfalls. The study therefore recommends that the Kwara State government expand financial support for education in order to enhance the recruitment and retention of qualified teachers, strengthen material resource provision, and ultimately improve the overall effectiveness of public schools.

**Keywords:** Public education; public education financing; human resource development

### INTRODUCTION

Education is a multifaceted and dynamic process of acquiring knowledge, skills, values, and attitudes that improve individual and societal development. Education is not limited to formal schooling but encompasses various learning experiences, including informal and non-formal settings, lifelong learning, and skill acquisition. It involves interactions within formal educational institutions such as schools, colleges, and universities and informal settings such as families, communities, and workplaces. Moreover, education is a

fundamental human right and a cornerstone of human dignity, equity, and social justice, underpinning efforts to promote inclusive and equitable access to quality education for all (UNESCO, 2020).

Public education in Nigeria is a critical component of the country's educational landscape, serving as the primary avenue for providing accessible and affordable learning opportunities to a significant portion of the population. Governed by the federal and state ministries of education, public schools follow a standardized curriculum designed to provide a broad and balanced

education to students nationwide. The system typically includes primary and secondary levels, with public secondary schools playing a crucial role in preparing students for higher education or entry into the workforce. While facing challenges such as infrastructure deficits and overcrowded classrooms, public education in Nigeria remains a fundamental pillar for fostering literacy, numeracy, and foundational skills necessary for personal and societal development (Ayeeni, 2017).

Despite its significance, the public education system in Nigeria is faced with various systemic issues that affect its effectiveness. Okebukola (2017) indicates that Insufficient funding, inadequate teacher training, and disparities in resource distribution between urban and rural areas contribute to disparities in educational quality. Furthermore, the sector faces challenges related to curriculum relevance, examination malpractice, and the need for educational reforms to align with the demands of a rapidly evolving global landscape. These challenges must be addressed to enhance the quality of public education, which is crucial for Nigeria's long-term development.

Public education financing is a complex and essential aspect of ensuring accessible and quality education for a nation's citizens. In Nigeria, as in many countries, public education financing involves allocating and managing funds by government authorities to support the operation and improvement of educational institutions (Tijani, 2016). The financing typically covers various aspects of the education system, including teacher salaries, infrastructure development, instructional materials, and administrative expenses. Adequate public education financing is critical for creating an environment conducive to effective teaching and learning, ensuring that educational institutions have the necessary resources to provide a high-quality education to students. Public education financing also plays a pivotal role in addressing issues of educational equity, as sufficient funding can help bridge the gap between well-resourced urban schools and those in underserved rural areas.

However, public education financing often faces challenges such as insufficient budgetary allocations, delayed disbursements, and mismanagement of funds, to mention a few. These challenges can hinder the effective implementation of educational policies, compromise the quality of education, and contribute to disparities in resource distribution among schools. Additionally, public education financing is closely linked

to broader economic and political considerations, and fluctuations in government revenue, economic downturns, or competing budgetary priorities can impact the overall funding available for education. As countries strive to enhance their education systems, finding sustainable and equitable financing models becomes crucial to fostering a well-educated and skilled citizenry capable of contributing to national development.

Organisational effectiveness lies in human resources quality, and human resources development practices can potentially improve employee competencies (Ibrahim, 2019). The importance and contribution of human resources to the achievement of the stated goals and objectives of the school can hardly be ignored. Evidence from research has reported that investing in human resources is a means to increase an organization's competitiveness. Human resources development is vital in achieving sustainable competitive advantage and enhancing organizational effectiveness.

Human resource development is a systematic process towards improving the competences of an individual or group through training, career development, and organizational development practices to achieve improved performance. Human resource development (HRD) encompasses a range of activities, including training, talent management, performance appraisal, career development, and organizational development initiatives, aimed at maximizing individual and organizational effectiveness, adaptability, and competitiveness in a dynamic business environment. It emphasizes the importance of aligning human capital development with business objectives, fostering a culture of continuous learning and improvement, and nurturing employee potential to drive innovation, productivity, and sustainable growth (Noe et al., 2020). Human resource development is all about addressing the evolving needs of employees and the organization, facilitating the acquisition of relevant knowledge, competencies, and experiences that enable individuals to perform effectively in their current roles and prepare for future responsibilities. This can enhance employee engagement, retention, and satisfaction, fostering a culture of innovation and continuous improvement on their job.

Public financing and human resource development are integral to creating a skilled and capable workforce, contributing significantly to a nation's socio-economic advancement. Adequate funding enables the

recruitment and retention of qualified educators, facilitates the provision of up-to-date instructional materials, and supports the development of modern infrastructure necessary for effective learning environments. Public financing contributes to creating a workforce adaptable to evolving industries and technologies, thereby bolstering economic competitiveness. Conversely, inadequate public funding in human resource development can result in a workforce with limited skills, hindering a nation's ability to navigate the challenges of a rapidly changing global landscape. Therefore, allocating public funds to education and human resource development is crucial for building a well-equipped, knowledgeable, and dynamic workforce that supports sustained economic growth and societal progress. In light of those as mentioned earlier, the present study investigates Public Education Financing and Human Resource Development in Kwara State

### **Statement of the Problem**

Human resources in the education sector refers to the teaching and non-teaching staff that are put in place to ensure the smooth operation of academic activities in schools. It is therefore noticed that their development is faced with many barriers, including financing their professional development parameters such as joining professional bodies, training, workshops, conferences, and further education. Public education financing and human resource development in Kwara State face significant challenges that hinder the adequate provision of quality education and the development of a skilled workforce. One of the existing challenges is the inadequate allocation of financial resources to the education sector, resulting in insufficient funding for infrastructure development, teacher training, and instructional materials.

Previous studies have explored various aspects of public education financing and human resource development in Kwara State, shedding light on key issues, findings, and gaps. For instance, a study by Adekanye (2018) examined the impact of budgetary allocations on educational outcomes in Kwara State, revealing disparities in funding distribution and the need for more equitable resource allocation strategies. However, the study primarily focused on budgetary trends and did not delve into the specific challenges educators and students face in accessing quality education. Similarly, research conducted by Ibrahim and Yusuf (2019) investigated the effectiveness of teacher training programs in improving teaching quality

and student learning outcomes in Kwara State. While the study identified some positive outcomes associated with teacher training initiatives, such as increased pedagogical knowledge and instructional skills, it did not address broader education financing and resource management issues. Another study by Ogunlade (2020) explored the role of public-private partnerships in bridging funding gaps and enhancing educational access in Kwara State. While the study highlighted the potential benefits of collaboration between government and private sector stakeholders, it overlooked the systemic challenges and policy implications of relying on external funding sources for education.

Despite these valuable contributions, there remains a gap in the literature regarding the holistic understanding of public education financing and human resource development in Kwara State. Specifically, there is a need for research that examines the inter-sectionality of funding mechanisms, resource allocation practices, and educational outcomes, taking into account the diverse needs and perspectives of stakeholders across different levels of the education system.

### **Objectives/purpose of the Study**

The following are objectives/purposes that guided the study:

1. Ascertain the state budgetary allocation to education between 2020-2022 in Kwara State.
2. Determine the level of public education financing in Kwara State from 2020-2023.
3. Find out the challenges of public education financing.
4. Determine the relationship between public education financing and human resources development.

### **Research Questions**

For the purpose of this study these questions were asked:

1. What is the state budgetary allocation to education in Kwara State from 2020-2022?
2. What is the level of public education financing from 2020-2022?
3. What are the challenges of public education financing?
4. Is there any relationship between public education financing and human resources development?

### **Research Hypothesis**

H0: There is no significant relationship between public education financing and human resources development in Kwara State.

## LITERATURE REVIEW

Public financing of education in Nigeria encompasses various components to support the educational sector, ensure equitable access to quality education, and promote national development. One essential component of public education financing in Nigeria is government budgetary allocation to the education sector. The federal, state, and local governments allocate funds from their annual budgets to finance educational programs, infrastructure development, teacher salaries, student scholarships, and other educational expenses. These budgetary allocations are vital for meeting the operational needs of schools, improving educational facilities, and enhancing the quality of teaching and learning (Omoniyi, 2018).

Another component is the allocation of funds for specific education initiatives and programs. Governments may earmark funds for priority areas such as basic education, teacher training, vocational education, special needs education, and higher education. These targeted allocations reflect policymakers' priorities and goals for improving educational access, quality, and relevance across different levels and sectors of education (Obioma, 2020). Additionally, public education financing encompasses teacher recruitment, training, and development. Governments allocate funds for hiring qualified teachers, providing professional development opportunities, and improving teacher welfare and conditions of service. Investing in teacher capacity building is critical for enhancing teaching quality, promoting student learning outcomes, and addressing teacher shortages and attrition rates (Akinmolayan & Oyelami, 2017). Governments allocate resources to support educational research, curriculum development, pedagogical innovation, and technology integration in schools and universities. Investing in research and innovation is essential for advancing knowledge, improving teaching practices, and fostering educational excellence and relevance (Alani, 2021). Also, funds are needed to establish regulatory bodies, conduct inspections, and implement quality assurance frameworks to ensure adherence to educational standards, curriculum guidelines, and performance benchmarks. Monitoring and evaluation mechanisms are essential for assessing educational outcomes, identifying areas for improvement, and enhancing accountability and transparency in the education sector (Ibrahim, 2019).

Employee training and development programs are

central to Human Resource Development (HRD) efforts, providing opportunities for employees to acquire new skills, knowledge, and competencies relevant to their roles and career aspirations (Goldstein & Ford, 2022). The goals of HRD are aligned with organizational objectives, aiming to enhance employee performance, productivity, and job satisfaction (Noe et al., 2020). Key objectives include improving job-related skills, fostering career development opportunities, enhancing employee engagement and retention, and building a continuous learning and innovation culture. Career development initiatives aim to facilitate employee growth, advancement, and mobility, aligning individual aspirations with organizational needs (Swanson & Holton, 2019).

Public education financing plays a pivotal role in shaping human resources development by providing the necessary resources to nurture individuals' intellectual, social, and economic potential. Financing public education ensures equitable access to quality education opportunities, regardless of socio-economic background, promoting inclusivity and reducing disparities in human capital development (World Bank, 2018). government investments in teacher professional development programs, competitive salaries, and supportive working environments contribute to enhancing teaching quality and student achievements in schools.

Rodriguez et al. (2017) examined international studies on public education financing and human resources development outcomes, synthesizing empirical evidence from diverse contexts and methodological approaches. The meta-analysis identified key factors influencing educational equity, quality, and efficiency, including funding levels, governance structures, and accountability mechanisms.

Another study by Okeke et al. (2019) explored the relationship between education financing and human resource development in Nigeria. The study's findings revealed that increased investment in education and training programs is essential for improving the skills and competencies of the country's workforce, thereby enhancing its economic competitiveness and productivity. Also, a recent study by Adeniji et al. (2020) examined the impact of inadequate funding on the quality of public education in Nigeria. The study found that a lack of resources, infrastructure, and training opportunities has negatively affected the country's education quality, leading to poor academic performance and low student retention rates.

The literature on empirical reviews of related studies synthesizes existing research findings on public education financing and human resources development, offering insights into educational investments' key determinants, mechanisms, and outcomes. Researchers have conducted meta-analyses, systematic reviews, and comparative studies to assess the impact of education funding policies, resource allocation strategies, and program interventions on educational equity, access, and quality. By synthesizing empirical evidence from diverse contexts and methodological approaches, these reviews contribute to the evidence base for informed policy decisions, programmatic interventions, and future research in education finance and human capital development.

**METHODOLOGY**

The study adopted a descriptive survey of a correlational type, which enabled the collection of information from a representative sample of the population, described situations as they exist, and tested the relationship among concepts. The population consisted of the finance/budgeting and human resources department staff in the Ministry of Education and public secondary school principals in Kwara State. There were about 20 staff in the finance/budgeting and human resource department in the Ministry of Education and 406 principals in public secondary school administrators in Kwara State, out of which 18 staff in the Ministry of Education and 106 public secondary school principals were randomly selected as sample in the study using the research advisor table by Krejcie and Morgan.

The instruments used in collecting data for this study were a two-in-one researcher-designed questionnaire titled, Public Education Financing Questionnaire

(PEFQ), and a Human Resource Development Questionnaire (HRDQ). The (PEFQ) was used to obtain data on public education financing and its parameters, such as the state budgetary allocation to education in Kwara state within three years 2020-2022 while the (HRDQ) was used to obtain data on the level of human resource development within those years.

The instrument's validity was ascertained through both content and face validity by experts in the field of tests and measurement and educational management.

Also, the reliability of the questionnaire was tested using the test-retest method. The two sets of scores obtained from the two administrations were then correlated using Pearson Product Moment Correlation Coefficient statistics. The correlation coefficient obtained was 0.79; therefore, the instrument is reliable. The researcher administered the questionnaire along with two other research assistants to obtain data from the respondents in the sampled schools and offices in the Ilorin metropolis, Kwara State. The instrument was administered and collected back on the spot; therefore, a total of 224 questionnaires were retrieved, and this gave a return rate of 100%.

The data analysis was done using the statistical tool Statistical Package for Social Science (SPSS). The descriptive statistics of frequency counts, percentages and mean was used to answer the research questions, while inferential statistics of Pearson Product Moment Correlation Coefficient statistics was used to test the hypothesis raised in the study at 0.05 level of significance.

**RESULTS AND DISCUSSION**

**Research Question One**

What is the state budgetary allocation to education in Kwara State from 2020-2023?

Table 1. State budgetary allocation to education in Kwara state from 2020-2022

S/N	Year	Total budget	Education Budget	Percentage
1	2020	189.6billion	23,376,530,826,	17.1%
2	2021	137.6 billion	34,154,135,312	24.8%
3	2022	190 billion	34,194,917,791	17.1%

The table presents the state budgetary allocation to education in Kwara State from 2020 to 2023. In 2020, the total budget was 189.6 billion, with 23,376,530,826 allocated to education, representing 17.1% of the total budget. In 2021, the total budget decreased to 137.6 billion, but the education budget increased significantly

to 34,154,135,312, making up 24.8% of the total budget. This indicates a substantial rise in the prioritization of education funding despite an overall budget reduction.

However, in 2022, the total budget increased again to 190 billion, with the education budget slightly increasing

to 34,194,917,791, but the percentage allocated to education reverted to 17.1%. This fluctuation suggests a lack of consistent growth in the proportion of funds allocated to education, highlighting potential challenges in maintaining a steady increase in education investment relative to the overall state budget.

### Research Question Two

What is the level of public education financing in Kwara State from 2020-2022?

Table 2. Level of public education financing in Kwara state from 2020-2023

Item No	Statements	Mean Score	Remarks
1.	Teaching staff recruitment	2.72	Moderate
2.	Obtaining material resources	2.78	Moderate
3.	School Plants Provision and Maintenance	2.69	Moderate
4.	Staff and Students Safety	2.57	Moderate
5.	Overall effectiveness of the School	2.66	Moderate

The moderate rating of public education financing in Kwara State across various metrics, such as teaching staff recruitment and material resources, and others considered in this study, reflects a significant issue. Although there is evidence of investment, the funding is insufficient to drive substantial improvements in educational quality and effectiveness. This finding supports the findings of Musah et al. (2024). This stated that public education financing significantly affects

teachers' recruitment and the pupil-teacher ratio at all levels of education in the short run and at the long run secondary and tertiary education levels are affected. Therefore, the government needs to make sufficient budgetary allocations to education to enhance educational quality.

### Research Question Three

What are the challenges of public education financing in Kwara State?

Table 3. Challenges of public education financing in Kwara state

Item No	Statements	Mean Score	Remarks
1.	Inadequate funding allocation from the state government	2.91	Agreed
2.	Dependence on federal allocations, which may fluctuate and be insufficient.	3.21	Agreed
3.	High operational costs and maintenance of educational infrastructure.	2.89	Agreed
4.	Limited access to alternative sources of funding or grants.	2.97	Agreed
5.	Budgetary constraints impacting teacher salaries, training, and recruitment	2.97	Agreed

The findings in table 3 highlights the challenges faced in public education financing in Kwara State. These findings corroborate Phillips's study (2023), which said that limited or fluctuating federal allocation to the state poses a challenge to public education funding. These financial barriers impede the development and sustainability of effective educational programs and infrastructure, affecting overall educational quality. This implies that stable and sufficient funding is essential to overcoming these barriers and ensuring that educational institutions can meet their operational needs and invest in human resources. Addressing

these challenges requires a strategic approach to securing and managing funding more effectively.

Table 4 indicates that calculated r-value is 0.89 and p-value is 0.00 at 0.05 significance level. Since the p-value is less than the level of significance, the hypothesis that there is no significant relationship between public education financing and human resources development in Kwara State is rejected. This means a significant relationship exists between public education financing and human resources development in Kwara State. This finding supports the study of Patel and Annapoorna(2019), who stated that public

education expenditure influences human resource development.

Table 4. PPMC table on the relationship between public education financing and human resources development in Kwara state

Variable	N	Mean	Std. Deviation	DF	Calc.r-value	p-value	Decision
Public Education Financing	124	3.23	2.35	122		.000	Rejected
Human Resources Development	124	2.79	2.19		0.89		

**DISCUSSION**

The analysis of budgetary allocations to education in Kwara State between 2020 and 2022 reveals fluctuations that underscore inconsistencies in prioritizing education financing. In 2020, education received 17.1% of the total budget, which rose sharply to 24.8% in 2021 despite an overall reduction in the state budget. However, by 2022, although the total budget increased, the proportion allocated to education declined again to 17.1%. This inconsistency highlights the vulnerability of education to competing fiscal demands and suggests that political and economic constraints continue to shape budgetary priorities. The finding aligns with Adekanye (2018) and Okebukola (2017), who noted that disparities in allocation patterns weaken the effectiveness of the education system. The fluctuating commitment in Kwara State demonstrates that while education is occasionally prioritized, sustained growth in financing has not been achieved, thereby undermining the state’s capacity to consistently drive human resource development.

In addition, the findings on the level of public education financing point to a moderate state of investment across key areas such as teaching staff recruitment, material resource provision, school plant maintenance, and safety. Although this reflects some level of commitment to sustaining the system, it remains insufficient to drive transformative improvements in educational quality and efficiency. Teachers, who form the backbone of human resource development, continue to face constraints in recruitment, training, and professional support. Similarly, inadequate investment in infrastructure and learning materials restricts the quality of instruction and student learning outcomes. This corroborates Musah et al. (2024), who emphasized that underfunding directly affects teacher recruitment and pupil-teacher ratios,

with broader implications for educational quality. The moderate financing levels in Kwara State thus reflect systemic underinvestment, which stalls progress in cultivating the skilled human capital necessary for socio-economic advancement.

Furthermore, the challenges identified inadequate state allocation, dependence on unpredictable federal transfers, high operational costs, and limited alternative funding sources expose structural barriers to sustainable financing. These constraints affect not only teacher salaries and recruitment but also the ability of schools to provide safe and conducive learning environments. The findings resonate with Phillips (2023), who noted that fluctuating federal allocations pose significant risks to the stability of education financing. Importantly, the established strong positive correlation between public education financing and human resource development reinforces the argument of Patel and Annapoorna (2019) that increased public expenditure directly strengthens human capital formation. This demonstrates that without adequate and predictable funding, human resource development in Kwara State cannot achieve its full potential. Addressing these systemic barriers therefore requires both increased funding commitments and more innovative approaches to revenue generation and financial management.

The findings of this study contribute meaningfully to human capital theory by demonstrating the direct link between education financing and human resource development outcomes. The evidence that inconsistent and insufficient funding constrains teacher recruitment, professional development, and infrastructural provision reinforces the theoretical argument that investment in education is central to enhancing productivity and fostering long-term development. Moreover, the results

extend existing theory by showing that not only the magnitude of financing but also its stability and predictability are critical for sustaining educational and developmental outcomes. In this way, the study validates and enriches the human capital perspective, affirming that continuous, reliable investment in education is necessary to build a competent and adaptable workforce.

The findings also carry important implications for policymakers in Kwara State and other similar contexts. The modest financing levels and reliance on volatile federal allocations highlight the inadequacy of existing financial strategies for achieving sustainable educational development. State policymakers must therefore increase the proportion of the budget allocated to education and ensure predictable funding streams. Beyond simply expanding allocations, diversification of funding sources is crucial, including partnerships with private sector actors, donor agencies, and non-governmental organizations. Policies should also explicitly link funding to measurable human resource development indicators, such as teacher recruitment rates, training participation, and retention levels, thereby ensuring accountability in resource utilization. By adopting such strategies, the Kwara State government can strengthen the education sector, enhance human capital development, and position the state for broader socio-economic growth.

### CONCLUSIONS AND RECOMMENDATIONS

This study concludes that public education financing in Kwara State remains insufficient to significantly transform educational quality and efficiency. Although modest investments are being made, the persistent challenges of inadequate allocations, heavy reliance on unstable federal transfers, rising operational costs, and limited alternative funding sources continue to undermine the system's effectiveness. The findings highlight that financing levels across critical areas such as teacher recruitment, professional development, infrastructural maintenance, and provision of instructional materials are only moderate, reflecting a systemic shortfall that restricts educational improvement. Importantly, the study establishes a strong positive correlation between public education financing and human resource development, affirming the centrality of sustained investment in education to enhancing teacher effectiveness, improving student outcomes, and building the human capital required for socio-economic development.

In view of these findings, the study recommends that the Kwara State government increase its budgetary allocation to education to address existing shortfalls and strengthen the recruitment and retention of qualified teaching staff, as well as the provision of adequate material resources for schools. Furthermore, education financing should be diversified through partnerships with private sector actors, non-governmental organizations, and international development agencies, thereby reducing dependence on limited public resources. Equally important, mechanisms should be put in place to ensure more predictable and stable federal funding, as fluctuations in allocations disrupt planning and weaken implementation of educational policies. Taken together, these measures would create a more reliable and comprehensive financial framework, enabling Kwara State to improve the efficiency of its public education system and advance the development of a skilled and competitive workforce.

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