

HUMAN RESOURCE APPROACHES AND IMPLEMENTATION OF BUSINESS EDUCATION PROGRAMME IN PUBLIC UNIVERSITIES IN SOUTH-SOUTH, NIGERIA.

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ABSTRACT

Resource management in universities refers to the effective and judicious utilization of all available resources found in the organization for the achievement of goals and objectives aimed at quality output. Resources in universities are as important as the school organization itself and universities in Nigeria have suffered a lot of setbacks which are being attributed to inadequate resource management. Resources are the means available within the institution to facilitate the smooth running of the institution. Resources can be defined as things that are being used to achieve an aim and are also the means available to fulfill an end. This is necessary because resources occupy such an important place in the school that the effectiveness of the entire system is dependent on it.

INTRODUCTION

Business Education can be seen as a subject which permeates the entire life of a nation because it touches all of us collectively and individually, be it in the field of sports, in the place of worship or even at home in our domestic duties. Business Education holds a lot of promises for the recent spate of privatization of government parastatals and establishments which seek to inject the principles and strategies of business management to these establishments for greater efficiency and profitable results. Business Education has occupied a strategic place in the history of education in Nigeria and its importance to national development has given it a drive to develop vocational knowledge, skills and attitudes needed for employment and advancement in business career. Otamiri (2014) defined Business Education as a Programme of study, which combines the production of business teachers with education for business. He went further to state that it involves the study of technologies and related sciences and the acquisition of practical skills including teaching skills, attitudes, understanding, and knowledge related to occupation in various sectors of our economy, and social life. Deducing from the above it is expedient to note that Business Education occupies a very important position in the educational sector, and as such should be given the required attention by the stakeholders. Business Education Programme is heavily dependent on resources for effective implementation.

Hypothesis

The following null hypotheses will be formulated and tested at 0.05 level of significance to guide this study.

Ho₁: There is no significant relationship between human resource approaches and implementation of business education programme in public universities in South-South, Nigeria.

Concept of Resource Management Approaches

Resources are so vital in an organization that without them, no activity goes on. Resources have different connotations and meanings depending on the context of use. Obasi and Asodike (2014) however, defined resources as anything that can be utilized in order to achieve the objectives or goals of an organization. They went further to state that an organization's greatest resource is its workers. In the view of Onuka (2019) resource is any means by which production and services are

provided for the benefit of an organizational clientele or the profitability of the organization itself depending on whether it is a profit oriented or social service provider.

Instructional resources are simply the resources used for effective delivery of any educational Programme of which Business Education Programme is not an exception. The resources are staff, which include teaching staff, non-teaching staff, head of department/discipline/sub-discipline and staff development, physical facilities, which are laboratory/clinic/studio facilities (area per student) and equipment, classroom facilities and equipment, laboratories size (area per student) and equipment and safety and environmental sanitation as well as financing of the Programme. Resources in Business Education are those basic requirements for the attainment of the objectives of the Programme (Ugwuanyi & Eze, 2018). They are employed to enhance teaching and learning process in Business Education. Akpomi (2003) and Abayomi (2009) categorized resources in education as human and material resources.

Resources in education can also include any piece of information, a piece of evidence, an activity, idea, or a series or combination of these that a learner can be directed or turned to in the development of his ability to learn, think, feel, discriminate and create. They can also be anything within the environment whether be they artifacts, a person or an experience, an account or an explanation that may be of value that can assist the learner to think, understand learn.

Adetoro (2019) narrowed down his own definition to education by asserting that resources are all the things that are used directly and indirectly for the purpose of supporting, facilitating, influencing or encouraging transmission or acquisition of knowledge, competence, skills and know how. Ekundayo (2010) emphasized that resources are important in the development of qualitative education and that resources in any situation consist of the money, the man and the materials available for the realization of organizational goals. It can also be deduced that resource is anything or everything at the disposal of the manager/administrator that he can effectively or judiciously use to achieve organizational goals.

Management as a concept has been defined differently by various scholars based on their perception. Management according to Maduagwu and Nwogu (2006) is the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in the system. Management is an everyday phenomenon where nobody can be left out since all persons get involved in one form or another, possibly without knowing they are. He went further to state that management consists of forecasting, planning, organizing, inclusive of purchasing when necessary, implementing, monitoring, evaluating as well as providing feedback for the purpose of system improvement.

Human Resource Approach: In educational organization, human resource comprises of staff, student and by extension all other members of the school community (Obasi & Asodike, 2014). In the view of Maduagwu and Nwogu, human resources include human beings, their skills and capabilities. Narrowing it down to secondary schools, human resources consist of the principal, vice principal, teaching staff, non-teaching staff which include the matron, security, cleaners and so on. Human resources are the most valued of all the resources, reason being that people in the organization make things happen by carrying out all the activities in the organization and also make use of all the other resources for achievement of organizational goals. Human resource management is the most challenging aspects of management because it involves dealing with people of different social and cultural background, different characters and temperaments, people that can oppose and frustrate the efforts of the manager. Therefore the manager should be wise and skilful in handling them, he has to ensure that there is a conducive environment for them to work and their welfare should also be put into consideration.

Human Resource Approach and Implementation of Business Education Programme

In educational organization, human resource comprises of staff, student and by extension all other members of the school community (Obasi & Asodike, 2007). In the view of Maduagwu and Nwogu,

(2006) human resources include human beings, their skills and capabilities. Narrowing it down to universities, human resources consist of the vice chancellor, teaching and non-teaching staff, non-teaching staff which includes the office of the registrar down to the messengers, security officers, cleaners and so on. Human resources are the most valued of all the resources, reason being that people in the organization make things happen by carrying out all the activities in the organization and also make use of all the other resources for achievement of organizational goals.

Human resource management is the most challenging aspects of management because it involves dealing with people of different social and cultural background, different characters and temperaments, people that can oppose and frustrate the efforts of the manager. Therefore, the manager should be wise and skilful in handling them, he has to ensure that there is a conducive environment for them to work and their welfare should also be put into consideration. Human resources include learners, teachers, non-tutorial staff and leaders in education, educational administrators and members of the community with relevant skills or knowledge (Achievboloria, 2005). For Carl (2008), they are composed of the business educators, support staff in the workshops as well as resource persons in all capacity. The interaction among these personnel is crucial for effective teaching and learning in Business Education Programme.

Human resources include students, teachers and non-teaching staff. The teachers are the human resources who impart knowledge and skills. They are the facilitators of learning and they teach, direct, control the learners and evaluate their progress from time to time. The students are the learners, the recipients of knowledge and skills and they are the major and principal client in the school system as such, no school exists if there are no students. The non-teaching staffs are people who provide and render essential services for the smooth running of the school. They include secretaries, typist, clerks, cleaners, gardeners, security personnel, drivers, messengers among others.

The human resources according to Abraham (2013) are the human components of the school organization the skilled and unskilled manpower that manipulate the natural and material resources to the benefits of mankind. Human resources are perceived as the most vital of the resources that are at the disposal of educational enterprise. The caliber of human resources both in quantity and quality that an organization has depends greatly on its ability to attract and retain them which to an extent determines the success of the organization since they are one of the most essential assets in any organization. When the right type of people in the right quantity, at the right place and right time are placed, the organization functions effectively and it is also well managed. Human Resource Planning (HRP) therefore is the process of identifying how many people to select, at what job and at what time they should be selected which makes it a step in human resource management. In other words, human resource planning has to do with getting the right number of employees with the right skills, experience, and competencies in the right jobs at the right time and at a minimum cost. This aspect of human resource in an organization makes sure the business production requirements are met in an efficient and effective manner hence having too many employees is challenging due to the risk of high labour expenses, downsizing, or layoffs and also having too few employees is also difficult due to high over time costs, the risk of unmet production requirements and so on.

Theory of Organizational Effectiveness by Yachtsman and Seashore (1967)

Theory of organizational effectiveness: organizational effectiveness theory propounded by yachtsman and seashore (1967) is relevant to this study. The theory simply postulated that effective organizations are those that management is able to harness adequate relevant resources to execute its Programme. The process of harnessing these resources constitutes the development Programme that leads to staff professional development. Without adequate provision for human resources and development, no Programme can succeed. In view of the importance of staff development, it is necessary for the university administrators and government to harness all the

available resources into the development of the staff since their development results to better teaching and proper learning by the students. Public universities in South-South should be able to employ qualified human resource in order to impart business education programme to the students. In the same vein, the effectiveness of time management, relevant facilities for the implementation of business education programme, provision of adequate fiancé, curriculum that will address the aim and objectives of business education, efficient and adequate management of the environment and others are in consonance with the postulated theory.

Research Design

The study adopted the correlational research design.

Population of the Study

The population for the study comprised 170 Business Education lecturers from the eleven public universities in South-South, Nigeria.

Sample and Sampling Technique

A sample of 170 lecturers served as the study participants, the respondents were selected through the census method. This means that all the population was used for the study. The census method was used because the population was manageable.

Instrument for Data Collection

Question was the major instrument for data collection

Method of Data Analysis

Research questions were answered and the null hypotheses were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The data analyses were carried out using the Statistical Package for Social Sciences (SPSS) version 22. The decision rule for the study was any p-value less than 0.05 was taken as significant, while any greater than 0.05 was taken as not significant. The correlation values were used to determine the degree of correlation.

Research Question One: What is the relationship between human resource approaches and implementation of business education programme in public universities in South-South, Nigeria?

H01: There is no significant relationship between human resource approaches and implementation of business education programme in public universities in South-South, Nigeria.

Summary of PPMC on the relationship between human resource approaches and implementation of business education programme in public universities in South-South, Nigeria.

		Human Resource	Implementation of business education programme
Human Resource	Pearson Correlation	1	.474**
	Sig. (2-tailed)		.000
	N	154	154
Implementation of business education programme	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.000	
	N	154	154

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows that the relationship between human resource approaches and implementation of business education programme in public universities in South-South, Nigeria is 0.474 while R-square value of 0.224. This indicate that human resource approaches account for about 22.4%

relationship with implementation of business education programme in public universities in South-South, Nigeria. The sig value indicates that human resource approaches have a positive relationship with implementation of business education programme in public universities in South-South, Nigeria (0.000). Meaning that an increase in human resource approaches will also lead to an increase in implementation of business education programme in public universities in South-South, Nigeria. Hence, the null hypothesis one is rejected at 0.05 level of significance.

Human resource approach and implementation of business education programme in public universities in South-South, Nigeria

The result provided by the research question one and hypothesis one, shows the relationship between human resource approach and implementation of business education programme in public universities in South-South, Nigeria. The result showed that human resource approach has a positive relationship with implementation of business education programme in public universities in South-South, Nigeria. An increase in human resource approach will also lead to an increase in the implementation of business education programme in public universities in South-South, Nigeria. The study consolidated the previous research done by Moses and Igwe (2021), carried out a study on Human resource planning for quality education delivery in secondary schools in Rivers state. The study revealed that Human resource planning and implementing of programme can help solve the problems of Human resource planning in secondary schools in Rivers state. Some recommendations made were that the government should continually fund the education sector, provide a mechanism to check the school administrators on the management of fund and the administrators should device a means that will help them in managing the funds made available to schools. Also, government should commit more resources towards secondary education in order to achieve recurrent and physical infrastructure expansion.

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