

STATUS OF HUMAN RESOURCE VARIABLES FOR EFFECTIVE IMPLEMENTATION OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN ANAMBRA STATE

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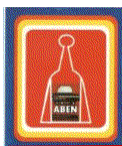
Abstract

The need to improve the quality of business education programme in colleges of education necessitated this study. The study determined the status of human resource variables for effective implementation of business education programme in colleges of education in Anambra State. Two research questions and two null hypotheses guided the study. The study adopted survey research design using 80 business educators in colleges of education in Anambra State. There was no sampling technique, a census survey was conducted. A-12 item structured questionnaire, face validated by three experts in the field of education was used for data collection. The reliability of the instrument was established using pilot-testing and data collected were calculated using Cronbach Alpha formula which yielded co-efficient values of .89 and .78 obtained for clusters B1 to B2 respectively with an overall index of .84 obtained. Data collected were analyzed using frequencies and percentages, mean and standard deviation, Chi-square and t-test. The findings of the study showed that qualified business educators are available in colleges of education, but are not adequate for effective implementation of business education programme in Anambra State. Institutional ownership did not significantly influence their mean ratings in regards to the availability and adequacy of human resources in the study area. The researcher concluded that there is inadequate number of qualified business educators in colleges of education for effective implementation of business education programmes in Anambra State. It was recommended among others that Federal and state governments should increase their funding support to colleges of education in the study area to enable them recruit more qualified business educators who will carry out the implementation of the programme

Key Words: Status, Human Resources, Business Education, College of Education

Introduction

Education is one of the imperative aspects that not only inculcates the essential skills, abilities and knowledge among the individuals, but also leads to overall growth and progress of the individuals, community and nation as a whole. An educated person is not only able to accomplish his desired goals and objectives, but is also able to render an efficient contribution towards the well-being of the community. The National Policy on Education (Federal Republic of Nigeria (FRN) (2013) stated that the main objectives of education are to instill the basic and necessary discipline, value, skill, and attitude to all individuals to contribute to personal, as well as national growth and development. The inculcation of these knowledge, skills and abilities among the students could be enhanced in the colleges of education.



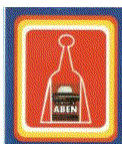
The term “colleges of education” in Nigeria refers to institutions of higher learning created to give students the knowledge and skills they need to become qualified teachers who can successfully teach at the junior secondary, pre-primary, or early childhood and care levels, adult and non-formal levels, and special needs levels (Federal Republic of Nigeria (FRN), 2013). It is a higher education that gives students the skills, knowledge and education required to work as teachers and other specialized occupations upon graduation. The graduates of colleges of education are awarded the NCE. The components of course descriptions in business education in the Nigerian colleges of education are Introduction to Commerce, Basic Accounting Concepts, Office Practice, Introduction to Shorthand Theory, Introduction to Keyboarding and Word Processing, and Computer Appreciation. According to Paul-Mgbeafulike and Oduma (2021), the purpose of colleges of education was to pedagogically prepare teachers for their prestigious positions in the classroom. Colleges of education are designed to respond quickly and appropriately to the educational needs of their immediate environments, as well as to the local needs and demands of the society (Salisu and Inuwa, 2019). They are in the middle and are frequently called upon to implement flexible programmes that can be tailored to the urgent needs of primary and junior secondary schools. Colleges of education contribute to Nigeria’s national development by fulfilling these roles.

Business education is taught in the Nigerian colleges of education as a part of the vocational education programme with the aim of giving students the necessary knowledge, abilities, and skills for gainful work and self-employment. It covers training for jobs in administration, business, teaching, and marketing as well as training for office jobs. Business education prepares people to participate effectively as citizens, workers, and consumers. The main specialized options at colleges of education according to Issa and Ibrahim (2019) are in accounting, management, marketing and secretarial studies. Business education includes educational programmes for business office work, economic understanding, and entrepreneurship. It aims to help students build fundamental abilities they can utilize for their own benefits in the future. Barakabo and Eze (2016) pointed out that business education prepares students for careers in businesses. According to NCCE (2012), the goal of business education in colleges of education include producing well-qualified and competent NC graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions, producing NCE business teachers who will be able to inculcate the vocational aspect of business education into the society, and producing NCE business teachers who will participate in the much-needed revolution in vocational education starting in the primary and secondary levels.

In order to facilitate the achievement of the goals behind the establishment of business education programme in colleges of education, the NCCE of the federal government of Nigeria established some minimum standard for the colleges of education offering business education programmes. The goals that are intended to be attained, the entry requirements for the students, the availability and adequacy of teaching and learning facilities, and the qualifications for teaching in the colleges are all examples of these basic standards.

Eneja, Akamigbo and Akujieze (2020) stated that resources such as well-functional business education libraries filled with 21st-century books and e-resources, functional internet facilities so that students can access articles, journals, and books for their subjects, instructional facilities and equipments, and adequate teaching and non-teaching staff (human resources), as well as prescribed curriculum established by the NCCE standards must be available and adequate. In the same vein, the National Commission for Colleges of Education (NCCE, 2012) classified resources for implementing business education programme in colleges of education into three namely physical facilities, equipment and personnel (human resources).

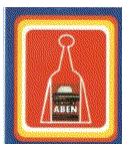
The staff of a company or organization is referred to as its “human resources”, and they are viewed as a significant asset in terms of their skills and abilities. Human resources refer to the entire workforce that works to advance the objectives of a specific organization (educational organization



inclusive). According to Aliyu (2016), every individual within an educational institution, regardless of position in the hierarchy, constitutes a human resource. Aliyu continued by defining human resource as the labor force that is on hand and available to an educational institution at any time for the purpose of delivering quality educational services. They help in imparting knowledge and skills to the students in colleges of education, and are often referred to as personnel, staff, employees or workers according to Aliyu (2016). In the Nigerian colleges of education, Anozie (2021) stated that the human resources involves all the members of staff, from the highest to the lowest as they contribute in one way or the other, either directly or indirectly to the success or failure of the colleges. Anozie point out that however, there are some groups of the human resources who work together to see that students are well and rightly equipped with the requisite skills, are directly blamed for failures of the students. The author listed them to include lecturers (academic staff), instructors, and laboratory attendants among others. .

Undoubtedly, successful implementation of any education programme is not achieved overnight; rather, it is well planned, designed, developed and carried out by individuals who are knowledgeable of the prevailing needs, values, constraints, potentials, pitfalls, opportunities and limitations, and business education is not an exception. Anozie (2021) stated that the way and manner business education programme is conceived and organized is an important determinant for its successful implementation in colleges of education. Since educators are the greatest assets of the tertiary institutions, and the catalysts and galvanizers in the institutions, they are therefore the real implementers of programme, and without them, the other resources will be unable to make any meaningful impact on the students. Additionally, the NCE graduates of business education are expected to be employed in secondary schools to teach business studies which are the foundation for skill acquisition for future employment or self-reliance. It therefore, means that the production of business teachers in colleges of education has to be very effective. To achieve this effectiveness however, requires the availability of human resources in the business education departments.

Availability is a characteristic of a resource that is committable, operable, or usable upon demand to perform its designated or required functions (Eze&ziolisa, 2022). It is the condition of being obtainable or accessible at a particular point in time (Soneye, 2017). It is an expression of how resources can easily be gotten and used for a particular purpose and time. Availability in the context of this study is the ability to access human resources in colleges of education and in the correct format. To enhance effective implementation of business education programme in colleges of education, there is need for availability and adequacy of human resources. Literally, as Antolín (2012) opined, adequacy is not a question of how much is enough, but rather how much is enough for whom. Adequacy is the state or quality of being adequate. Adequacy is simply the state of sufficiency of anything. In the context of education, Obi and Arhueremu (2020) defined adequacy as having sufficient funds, human and instructional resources to meet the educational needs of the students which will enable them perform better in their academics. To ensure optimum teaching and learning of business education courses, human resources must not only be available but also adequate. However, the implementation of business education programme in colleges of education in Nigeria is facing challenges due to lack of available and adequate resources (Human resources inclusive) (Amesi&ami, 2018). Israel and Israel (2014) reported that stipulated admission guidelines in colleges of education were being implemented to a high degree, however, the level of implementation of other guidelines such as human resources were low. Eneja, Akamigbo and Akujieze (2020) stated that there was a disparity in the level of implementation of stipulated guideline between federal and state colleges of education in Nigeria. The fact that many NCE business education graduates are unemployed, means that the implementation of the programme has not been very effective probably due to lack of human resource variables which are the most powerful and important resource in colleges of education.



The availability and adequacy of human resources for implementation of business education programme in colleges of education could be influenced by institutional ownership. In this study, two types of institutional ownership was used namely; federal government-owned and state-owned colleges of education (COEs). While state-owned COEs re formed and administered by the state government, federally owned COEs are those that are owned by the federal government. Due to budgetary constraints, there may be variances in the availability and adequacy of human resources between the two institutions, which might make it challenging or simple for the institutions to obtain them, depending on the situation. Given the importance of business education to both citizens of Anambra State and the country as a whole, it is crucial that every Nigerian receives a quality business education. To do this, business educators need to be available and adequate. It is therefore, crucial to ascertain the status of human resource variables for the implementation of business education programme in colleges of education Anambra State.

Statement of the Problem

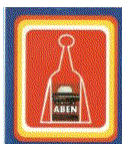
Business education is an educational process that is geared towards equipping students with skills and knowledge for gainful employment and self-employment. In order to achieve these objectives, human resources need to be adequately available to facilitate implementation of the programme. Business education being skill-based requires ample availability of human resources such as personnel who are saddled with the responsibility of training the students. However, it is widely reported that this laudable programme in Nigerian institutions faces enormous challenges among them which could be unavailability and inadequate human resources. Many graduates from the NCE business education programme still remain unemployed probably due to ill-preparation with 1st century skills and competencies required to fit into the modern workplaces. In agreement, the World Bank (2020) observed that the employability skills among business education graduates is comparatively poor and that the shortages were more in digital skills, as they often feel ill-prepared for the challenges and realities of digital employment. A number of variables could be fingered as the reason for this poor implementation of the objectives of business education in the Nigerian colleges of education. It could be as a result of unavailability and inadequacy of qualified human resources (business educators) to teach the business courses in colleges of education.

The problem of this study therefore is that the status of human resource variables for effective implementation of business education programme in colleges of education in Nigeria especially Anambra State is not overly known. If the status is not determined through an empirical study such as this, relevant stakeholders may not take objective measures to ensure that the graduates are suitably empowered to succeed as employees or employers of labour. In specific terms, the study (1) determined the availability of qualified business educators for effective implementation of business education programme in colleges of education in Anambra State, (2) ascertained the adequacy level of available qualified business educators for effective implementation of business education programme in colleges of education in available in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the availability of qualified business educators in colleges of education for effective implementation of business education programme in Anambra State?
2. What is the adequacy level of available qualified business educators for effective implementation of business education programme in colleges of education in Anambra State?



Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

1. There is no significance difference in the availability of qualified business educators in colleges of education for effective implementation of business education programme in Anambra State based on ownership of institution (Federal and State).
2. There is no significance difference in the adequacy level of available qualified business for effective implementation of business education programme in colleges of education in Anambra State based on ownership of institution (Federal and State).

Method

The study adopted a descriptive survey research design. The study was carried out in Anambra State using 80 business educators in the two government owned colleges of education that offer business education in Anambra State as thus: NwaforOrizu College of Education (16) and Federal College of Education (Technical) Umuze (67). The entire population was studied using census sampling technique since the population was manageable and accessible to the researchers. A structured questionnaire titled "Appraisal of Status of Human Resource Variables for Effective Implementation of Business Education Programme (ASURV-EIBEP)" was used for data collection. The questionnaire consisted of two sections A and B. Section A contained item on demographic information of the respondents such as institutional ownership while Section B contained 12 items in clusters B1 and B2 according to the two research questions. Items in cluster B1 are structured on a two-point rating scale of available (A) and not available (NA) while items on clusters B2 are structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (A). Face validity of the instrument was ascertained using three experts, two from the field of Business Education and one expert from Measurement and Evaluation. The reliability of the instrument was carried out using pilot-test and data collected were calculated with Cronbach Alpha formula to determine the internal consistency of the instrument and correlation coefficients of .89 and .78 obtained for clusters B1 to B2 respectively with an overall index of .84. The researcher with the help of two research assistants adequately briefed administered the instrument to the respondents. On the spot distribution and collection of questionnaires was employed and those who did not fill theirs immediately were revisited on another agreed date. Out of 80 copies of questionnaire distributed, 73 were correctly filled and returned and used for data analysis.

Frequencies and percentages were used to analyze data to determine whether the qualified human resources are available or not available. Any item that scored up to 50 percent was considered available while below 50 percent was considered not available. Mean and standard deviation was used to answer research questions two respectively and to determine the homogeneity in opinions of the respondents. Chi-square was used to test null hypothesis on availability at 0.05 level of significance while t-test was used to test null hypotheses on adequacy level. A hypothesis was rejected where the p - value is less than the significant value. Otherwise, the null hypothesis was accepted. The data analysis was carried out using statistical package for Social Sciences (SPSS) version 23.

Results

Research Question 1

What is the availability of qualified business educators for effective implementation of business education programme in colleges of education in Anambra State?



Table 1: Availability of multimedia instructional technologies for entrepreneurship training of OTM students

S/N	Items on Availability of Qualified Human Resources	Available		Not Available		Remarks
		Freq	%	Freq	%	
1	Qualified business educators are available in my institution	49	67	24	33	available
2.	Business educators in my school all have B.SC/B.Ed. degree or its equivalent	73	100	0	0	Available
3.	Most business educators in my college did related courses in business management but with PGDE certificate	51	70	22	30	Available
4.	Business educators in my college all belong to ABEN	36	49	37	51	Not Available
5.	Business educators in my college are digital literates	31	42	42	58	Not Available
6.	business educators in my college are all masters degree holders as stipulated in NCCCE minimum requirement	38	52	25	48	Available
7.	Majority of the business educators attend and present papers yearly at ABEN conference	43	59	30	41	Available
8.	Business educators always embark on in-service training programmes (seminars, workshops and conferences) to keep up-to-dating their professional practices	70	96	3	4	Available

Data in Table 1 show that out of eight items on availability of qualified human resources listed, 6 are available for effective implementation of business education programme while 2 are not available. The cluster percentage shows that qualified human resources are available with percentage score of 75 against the not available with percentage score of 25.

Research Question 2

What is the adequacy level of available qualified business educators for effective implementation of business education programme in colleges of education in Anambra State?

Table 2: Respondents mean ratings and standard deviation on the adequacy level of available qualified business educators to teach each major subject.

S/N	Items on adequacy of Available Qualified Human Resources			Remarks
		\bar{X}	SD	
9	My department has high level of qualified business educators to implement business education programme	2.38	.67	Disagree
10	My department has enough business educators with M.Sc. degrees teaching business education courses	2.49	.72	Disagree
11	My Department has enough business educators with PhD degrees teaching business education courses	1.49	.71	Strongly Disagree



12	My department has enough business educators delivering their lecturers with computers	2.35	.59	Disagree
Cluster Mean		1.74		Disagree

Data in Table 2 reveals that the respondents strongly disagree on item 11 while they disagree on the remaining three items (items 9, 10 and 12) with mean scores ranged between 2.38 and 2.49. The cluster mean score of 1.74 indicates that the respondents disagree that available qualified business educators are adequate in Anambra State colleges of education for effective implementation of business education programmes. The standard deviation scores are within the same range meaning that the respondents are not while apart in their mean responses.

Hypothesis 1

There is no significance difference in the availability of qualified business educators for effective implementation of business education programme in colleges of education in Anambra State based on ownership of institution (Federal and State).

Table 5: Result of chi-square statistics testing the significant difference between federal and state colleges of education on the availability of qualified business educators for effective implementation of business education programme

	X ²	Df	Asymp. Sig. (2-sided)	Decision
Pearson Chi-Square	63.608 ^a	71	.06	Not Significant
Likelihood Ratio	72.736	71	.00	
Linear-by-Linear Association	4.116	1	.04	
N of Valid Cases	73			

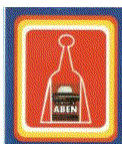
Data in Table 3 indicate that the calculated value of the Chi-square statistic is 63.608 at 71 degrees of freedom. Since the p- value of .06 is greater than the criterion value of .05 ($p = .06 > .05$), the null hypothesis of no significant difference is therefore accepted. This means that there is no significance difference between federal and state colleges of education on the availability of qualified human resources for implementation of business education programme in Anambra State.

Hypothesis 2

There is no significance difference in the adequacy level of available qualified business for effective implementation of business education programme in colleges of education in Anambra State based on ownership of institution (Federal and State).

Table 4: Summary of t-test comparison of the mean ratings of business educators in Federal and State colleges of education on the adequacy level of available qualified business educators

Institution	N	\bar{X}	SD	Df	T-value	P-value	Decision
Federal	59	2.26	.59	71	.14	.09	Not Significant
State	14	2.20	.63				



Data in Table 4 show the mean ratings of business educators in federal college of education ($\bar{X} = 2.26$, $SD = .59$) and business educators in state colleges ($\bar{X} = 2.20$, $SD = .63$), with a degree freedom of 71. The t-value of .14 has a P-value of .09 which is greater than the alpha level of $>.05$. Since the p-value is greater than the significant value, the null hypothesis is accepted. This means that there is no significance difference in the adequacy level of available qualified business for effective implementation of business education programme in colleges of education in Anambra State based on ownership of institution (Federal and State).

Discussion of Findings

The findings of this study showed that all the business educators have B.SC/B.Ed. and its equivalent, have master degree as stipulated by NCCE minimum standard, did related courses but with PDG certificate, are members of ABEN, attend and present papers yearly at ABEN conference, and others in-service programmes such as seminars, and workshops among others to constantly update their professional competencies. It also revealed that qualified business educators are not available in my institution, and that not all business educators are members of ABEN, as well as the required digital literacy to effectively integrate ICT in their instructional delivery. This could be attributed to the fact that both the federal and state colleges of education in Anambra State recently carried out the recruitment exercises to fill vacant positions. The findings of this study however disagrees with that of Amadi and Amakodi, (2019) also reported that shortage of qualified lectures (business education lecturers inclusive) hinders effective implementation of entrepreneurship education in tertiary institutions in Nigeria. The findings of the study also found that there was no significance difference between federal and state colleges of education on the availability of qualified human resources for implementation of business education programme in Anambra State. This implies that respondents in both federal and state colleges of education agree that qualified business educators are available in their respective institutions.

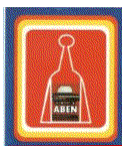
Findings of the study revealed that the respondents disagree that available qualified business educators are adequate in Anambra State colleges of education for effective implementation of business education programmes. The findings of this study agrees with that of Anozie (2021) which revealed that the number of available qualified business educators are not adequate in Anambra State tertiary institutions for effective implementation of business education programmes. Anozie attributed the situation to inadequate government (federal and state) funding support of tertiary institutions in the recruitment of qualified lecturers into business education programme. The findings also indicated that there was no significance difference in the adequacy level of available qualified business for effective implementation of business education programme in colleges of education in Anambra State based on ownership of institution. This implies that both the federal and state government owned colleges of education in Anambra State suffer from inadequacy numbers of qualified business educators teaching in their institutions.

Conclusion

Among educational resources, human resources are regarded as one of the most important assets of any educational institutions. Human resources are the primary component that drives effective implementation of the educational programme; which without them, nothing can be accomplished. As a result, every educational institution strives to make the best use of its available human resources in order to achieve the educational objectives. Based on the findings of this study, the researcher concludes that there is inadequate number of qualified business educators in colleges of education for effective implementation of business education programmes in Anambra State.

Recommendations

Based on the findings of this study, the following recommendations are made:



1. Federal and state governments should increase their funding support to colleges of education in the study area to enable them recruit more qualified business educators who will carry out the implementation of the programme.
2. Federal and State governments should give business education departments in colleges of education permission to recruit more qualified business educators to effectively implement the programme.

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