



## **HUMAN RESOURCE DEVELOPMENT AND TRAINING: A TOOL FOR IMPROVING THE MANAGEMENT OF BUSINESS EDUCATION PROGRAMME FOR SKILLS ACQUISITION IN DELTA STATE**

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### **Abstract**

The study examined human resource development and training as a tool for improving the management of business education programme for skills acquisition in Delta State. Two research questions guided the study and two hypotheses were tested. Descriptive survey research method was adopted for the study. The population of the study comprised all the 122 business educators in Delta State tertiary institutions. Instrument used for data collection was a structured questionnaire validated by three experts in education. The Cronbach alpha coefficient for the three clusters yielded co-efficient values of 0.88 and 0.78 for section B and C respectively with over-all co-efficient value of 0.83 which indicated that the instrument was deemed reliable for the study. The data collected from the respondents were analyzed using mean, standard deviation and t-test. Finding of the study revealed that organizing mentorship programme for business educators, organizing on the job training programmes in conjunction with experts, encouraging business educators to undertake studies on current business practices, organizing seminars for business educators were current trends in business education are discussed with other experts and encouraging business educators to attend conferences where they can trade ideas with colleagues among others are some of the human resource development practices for improving the management of business education programme for skills acquisition in Delta State. It was also revealed that the role of human resource development and training in improving the management of business education programme for skills acquisition in Delta state are that it exposes business educators to the latest techniques of teaching skills, improve the knowledge of business educators in their areas of specialization, creates an effective team of business educators who can handle the institutions challenges effortlessly, ensures the optimum utilization of management skills for the achievement of institutional goals and increases morale of business educators among others. Based on these findings it was recommended among others, that administrators of business education programme should consistently organize human resource development programmes for lecturers so as to keep them up to date with the latest trends in their areas of specializations

**Keywords:** Human Resource Development, Training, Management, Business Education, Skills Acquisition

### **Introduction**

Education is the instrument that facilitates growth and development in any nation. Education is a tool that helps its recipient to meaningfully help themselves and positively contribute to the growth and welfare of their immediate community (Zite & Deebom, 2017). Education is the key for positive change in the society because of its far reaching effects on growth and development in all sectors of the economy (Obiete, Nwazor & Vin-Mbah, 2015). In support, Okoro (2018) stated that education is the practice of teaching and learning, in a school system in particular. Thus, education ensures the development of the human mind and their ability to function effectively in their society. In Nigeria formal education is carried out at three levels; primary, secondary and tertiary.



The tertiary level of education is the highest level of education in Nigeria. The tertiary level of education is the engine room of human capital development. The world depends on her graduates from tertiary institutions to form a core part of the human capital that stimulates economic development. In this light, the goals of tertiary education which stated that the nation's tertiary institutions shall be the cradle of national development by producing graduates who are well equipped with the prerequisite knowledge and skills to function effectively in the real world (Federal Republic of Nigeria (FRN), (2013). Okoro (2018) opined that tertiary education is the training received by students at the Colleges of Education, Polytechnics and Universities. The business education programme is an academic programme offered at the tertiary level of education in Nigeria that is geared towards empowering its recipients with business skills.

Business education is an aspect of vocational education that equips its recipients with technical, vocational, business and entrepreneurial skills needed for the world of work. According to Emesoba (2018), business education is a specialized phase of vocational education that prepares students to enter teaching and office occupation as capable and intelligent members of the labour force. Similarly, Njoku in Obiete, Nwazor and Vin-Mbah (2015; 1) opined that the goals of business education at the tertiary level of education include: to empower students with desirable skills, knowledge and value to perform specific functions so as to become self reliant; to help students appreciate the world around them and contribute maximally to the social and economic development of the nation; to empower student in such a way that the students will develop intellectual capability that would help them make informed decisions in all sphere of life; to help students become judicious spenders and develop proper values for the achievement of healthy living and growth of the nation; to understand the political framework of a nation so that students can contribute to the national and economic development of the nation. Sadly, the attainment of these goals has become a mirage. It has been suggested that the business education programme has failed to impart in its students the necessary practical skills needed for self-reliance and self employment (Obiete, Nwazor & Vin-Mbah, 2015). Nwanaka and Amahule (2011) observed that the skills acquisition process is conducted in the theoretical and practical levels. The theoretical stage has to do with the lesson carried out in the classroom. This involves general principles which apply to more than one situation. Practical on the other hand, may be by trial and error method and may involved doing something that is more physical applied to more specific situation. Nwanaka and Amahule (2011) further noted that the combination of theoretical and practical training will go a long way in facilitating skills acquisition. However, this has not been done well enough in the business education programmes in tertiary institutions in Delta State.

Scholars have suggested that some business education lecturers lack the necessary practical skills needed for successful business life so they cannot possibly teach what they do not know (Okoli & Azih, 2015). Okoro (2018) suggested that the business educators require constant training because of the evolving world we live in. Okoro noted that knowledge can be improved upon as advancement in technologies and increased globalization occur. Anioke (2013) opined that the current business education curriculum is highly theoretical and rhetorical in nature. Thus, the graduates of business education programme lack the skills and competencies needed for actual performance in the office. It is against this backdrop that the Okoro (2018) and Anioke (2013) called for the institution of training programmes that will lead to the development of business educators' capacity for improved skills acquisition.

Training refers to a systematic setup where employees are instructed and taught matters of technical knowledge related to their jobs. It focuses on teaching employees how to use particular machines or how to do specific tasks to increase efficiency. Peretomode and Peretomode (2011) defined training as a planned organizational efforts or activities concerned with helping an employee acquire specific and immediate useable skills, knowledge, concepts, attitudes and behaviour to enable him or her perform more efficiently and effectively on his present job. In the same vein, development refers to the overall holistic and educational growth and maturity of people in managerial positions. The process of development is in relation to insights, attitudes, adaptability and leadership. Human Resource Development (HRD) is the part of human resource management that specifically deals with training and development of the employees in the organization (Okoro, 2018). Human resource development is defined as the learning processes which are coordinated, for a particular period, and planned to achieve behavioural change. It includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. Uddin, Khan and Solaiman (2014) stated that Human Resource



Development (HRD) is a continuous process to acquire or sharpen capabilities required to perform various; functions associated with present and future needs of the job; develop their general capabilities as an individual and enable them; to exploit their inner potential; develop a congenial organizational climate in which vertical and contribute to the professional well being of employee. Some of the benefit of human resource development include exposing employees to the latest techniques and trends in their professional fields, ensures that the organization has an adequate number of managers with knowledge and skill at any given point, helps in the long-term growth and survival of the organization, creates an effective team of managers who can handle the organization issues without fail and ensures that the employees utilize their managerial and leadership skills to the fullest (Okifo, 2015 ; Peretomode & Peretomode, 2011). However, the extent to which exposure to human resource development practices will improve the management of business programme for skills acquisition in delta state has not be empirically ascertained. Hence, the need for this study. The main purpose of the study is to appraise human resource development and training as a tool for improving the management of business education programme for Skills Acquisition in Delta State. It specifically determined human resource development and training practices and the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State.

### **Statement of the Problem**

The business education is an academic programme that is expected to equip its recipients with the necessary skills needed for business and entrepreneurial success. The programme is expected to produce employment and wealth creators as well as human capital for the nation. However, the programme appears to have failed in achieving these objectives in Delta State. It appears that the management of business education programme gives little consideration to the training of staff. This seems to have been evident in the mismatch between theory and practice. There are cases where business educators do not receive any form of training support from management for several years. This situation is a cause for concern because if business educators are not properly trained, then how can they be able to equip students with the required business ethics and skills?

### **Research Questions**

The following research questions guided the study:

1. What are the human resource development and training practices for improving the management of business education programme for Skills Acquisition in Delta State?
2. What is the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of business educators in colleges of education and universities on the human resource development and training practices for improving the management of business education programme for Skills Acquisition in Delta State.
2. There is no significant difference in the mean ratings of business educators in colleges of education and universities on the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State.

### **Method**

Descriptive survey research method was adopted for the study. The study was carried out in Delta State. The State has twenty five local government areas with six tertiary institutions offering business education programme namely; Delta State University, Abraka, Federal College of Education (Technical), Asaba, Federal College of Education (Technical), Agbor, Federal College of Education, Morsuger and Federal College of Education, Warri. The population of the study comprised all the 122 business educators in Delta State tertiary institutions. Instrument used for data collection was a validated four point rating scale questionnaire titled, "Human Resource Development Practices as a Tool for Improving the Management of Business Education



Programme Questionnaire (HRDPTIMBEPQ)”. The instrument has two parts-one and two. Part 1 dealt with the type of institution of the respondents while part 2 contained 20 items in two sections of B and C according to the research questions. The Cronbach alpha coefficient for the three clusters yielded co-efficient values of 0.88 and 0.78 for section B and C respectively with over-all co-coefficient value of 0.83 which indicated that the instrument was deemed reliable for the study. Out of the 122 questionnaires distributed, 97 were returned. This amounted to 80% questionnaire return rate.

The data collected from the respondents were analyzed using mean, standard deviation and t-test. The mean value was used to provide answers to the three research questions while standard deviation was used to determine the harmony in opinions of the respondents. Any item with mean rating below 2.50 was regarded as disagreed while any item between 2.50 and above is agreed. The t-test was used to test the null hypotheses at 0.05 level of significance. The t-test was used to test the hypotheses. Where the calculated t value is less than critical value of t the hypothesis was accepted. Conversely, where the calculated t value is greater than or equal to the critical t value the null hypothesis was rejected.

**Results**

**Research Question 1**

What are the human resource development and training practices for improving the management of business education programme for skills acquisition in Delta State?

**Table 1: Respondents Mean Ratings on Human Resource Development and Training Practices for improving the Management of Business Education Programme for Skills Acquisition**

S/N	Items on Human resource development practices	Mean	SD	Remark
1.	Organizing mentorship programme for business educators	2.67	0.76	Agree
2.	Organizing on the job training programmes in conjunction with experts	3.21	0.73	Agree
3.	Encouraging business educators to undertake case studies on current business practices	2.78	0.70	Agree
4.	Organizing seminars for business educators were current trends in business education are discussed with other experts	3.10	0.75	Agree
5.	Encouraging business educators to attend conferences where they can trade ideas with colleagues	3.35	0.81	Agree
6.	Setting up apprenticeship programme where business educators learn first-hand from experienced entrepreneurs.	2.50	0.77	Agree
7.	Organizing induction programmes for newly recruited business educators	2.65	0.68	Agree
8.	Sending business educators on field trips	2.54	0.72	Agree
9.	Organizing job rotation programme for business educators	2.72	0.66	Agree
10.	Sponsoring business educators for higher education programmes	2.88	0.76	Agree
<b>Cluster mean</b>		<b>2.84</b>		<b>Agree</b>

Data in Table 1 reveal that business educators opine that items 1-10 with mean ratings ranging from 2.50 to 3.35 and standard deviations ranging between 0.66 to 0.81 are human resource development and training practices for improving the management of business education programme for skills acquisition in Delta State. The Cluster mean of 2.84 indicates that organizing mentorship programme for business educators, organizing on the job training programmes in conjunction with experts, encouraging business educators to undertake case studies on current business practices, organizing seminars for business educators were current trends in business education are discussed with other experts and encouraging business educators to attend conferences where they can trade ideas with colleagues among others were the human resource development practices for improving the management of business education programme for skills acquisition in Delta State.

**Research Question 2**

What is the role of human resource in improving the management of business education programme for skills acquisition in Delta State?



**Table 2: Respondents Mean Ratings on the Role of Human Resource Development and Training in improving the Management of Business Education Programme for Skills Acquisition.**

S/N	Items on Role of Human resource development and Training in improving the management of business education:	Mean	SD	Remark
1.	Exposes business educators to the latest techniques of teaching skills	3.12	0.78	Agree
2.	Improve the knowledge of business educators in their areas of specialization	3.08	0.79	Agree
3.	Creates an effective team of business educators who can handle the institutions challenges effortlessly	2.65	0.81	Agree
4.	Ensures the optimum utilization of management skills for the achievement of institutional goals.	2.90	0.77	Agree
5.	Increases morale of business educators	3.02	0.73	Agree
6.	Leads to positive work behaviour	2.76	0.72	Agree
7.	It increases business educators quality and productivity	2.74	0.70	Agree
8.	It increases the skills acquisition capacity of business education students	3.20	0.82	Agree
<b>Cluster mean</b>		<b>2.93</b>		<b>Agree</b>

Data in Table 2 reveal that business educators opine that items 1-8 with mean ratings ranging from 2.65 to 3.20 and standard deviations ranging between 0.70 to 0.82 are the role of human resource development and training in improving the management of business education programme for skills acquisition in Delta State. The Cluster mean of 2.93 indicates that the role of human resource development and training in improving the management of business education programme for skills acquisition in Delta state are that it exposes business educators to the latest techniques of teaching skills, improve the knowledge of business educators in their areas of specialization, creates an effective team of business educators who can handle the institutions challenges effortlessly, ensures the optimum utilization of management skills for the achievement of institutional goals and increases morale of business educators among others.

**Hypothesis 1**

There is no significant difference in the mean ratings of business educators in colleges of education and universities on the human resource development and training practices for improving the management of business education programme for Skills Acquisition in Delta State.

**Table 3: Summary of t-test Analysis on Respondents Mean Ratings on the Human Resource Development and Training Practices for Improving the Management Of Business Education Programme for Skills Acquisition in Delta StateBased on type of Institutions**

Variable	N	X	SD	df	α	t-cal.	t-crit.	Decision
Uni. Lecturers	17	2.86	0.73	95	0.05	0.68	1.96	Not Significant
COE Lecturers	80	3.31	0.81					

Data in Table 3 show that the calculated t-value of 0.68 at 95 degrees of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that there is no significant difference in the mean ratings of business educators in colleges of education and universities on the human resource development and training practices for improving the management of business education programme for Skills Acquisition in Delta State. Therefore, the null hypothesis was accepted.

**Hypothesis 2**

There is no significant difference in the mean ratings of business educators in colleges of education and universities on the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State.



**Table 4: Summary of t-test Analysis on Respondents Mean Ratings on the Role of Human Resource Development and Training Practices in Improving the Management of Business Education Programme for Skills Acquisition in Delta State Based on type of Institutions**

Variable	N	X	SD	df	$\alpha$	t-cal.	t-crit.	Decision
Uni. Lecturers	17	2.90	0.77	95	0.05	0.43	1.96	Not Significant
COE Lecturers	80	3.06	0.82					

Data in Table 4 show that the calculated t-value of 0.43 at 95 degrees of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that there is no significant difference in the mean ratings of business educators in colleges of education and universities on the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State. Therefore, the null hypothesis was accepted.

### Discussion

Finding of the study revealed that organizing mentorship programme for business educators, organizing on the job training programmes in conjunction with experts, encouraging business educators to undertake case studies on current business practices, organizing seminars for business educators where current trends in business education are discussed with other experts and encouraging business educators to attend conferences where they can trade ideas with colleagues among others are some of the human resource development practices for improving the management of business education programme for skills acquisition in Delta State. The findings are in agreement with Uddin, Khan and Solaiman (2014) who found that exposure of business teachers to such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development would adequately equip business educators for effective management. In the same vein, Okoro (2018) revealed that human resource development training that will improve the administrative abilities of business education lecturers include on the job training, apprenticeship programmes, job rotation, vestibule training, role playing, orientation, induction, field trip, mentorship, seminar and workshop. Further, findings revealed no significant difference in the mean ratings of business educators in colleges of education and universities on the human resource development and training practices for improving the management of business education programme for Skills Acquisition in Delta State. This is in line with Uddin, Khan and Solaiman (2014) who found that the use of human resource development is imperative for effective skills development.

Finding on the second research question showed that the role of human resource development and training in improving the management of business education programme for skills acquisition in Delta state are that it exposes business educators to the latest techniques of teaching skills, improve the knowledge of business educators in their areas of specialization, creates an effective team of business educators who can handle the institutions challenges effortlessly, ensures the optimum utilization of management skills for the achievement of institutional goals and increases morale of business educators among others. The finding is in agreement with Okoro (2018) who revealed that through human resource development and training lecturers are equipped to inculcate the relevant ethics, skills, knowledge concerning the establishment and conduct of business enterprises without failure. This is because when lecturers are adequately trained both professionally and academically their quality and productivity increases. According to Okifo (2015), when institutions prioritize the development of the human element to maximize talents, skills and ability it will automatically lead improved quality and productivity. Furthermore, finding showed that of business educators in colleges of education and universities on the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State. This is in line with Okifo (2015) who noted that through human resource development and training employees are able to develop requisite skills, knowledge and attitudes that they can apply in carrying out the task of achieving institutional goal and objectives.

### Conclusion

Based on the findings of the study, the researchers conclude that human resource development and training is an effective tool for improving the management of business education for skill acquisition. This is because exposing business educators to human resource development and



training programme will help to develop their skills and attitude for management of business education programme. Human resource development programmes like organizing on the job training, apprenticeship programmes, job rotation, role playing, orientation, induction, field trip, mentorship, seminar and workshop would help to facilitate the transfer of the needed skills and achievement of the goals of business education programme.

### **Recommendations**

The following recommendations were made based on the findings of the study:

1. Administrators of business education programme should consistently organize human resource development programmes for lecturers so as to keep them up to date with the latest trends in their areas of specializations.
2. The federal and state governments should regularly make funds available for the organization of human resource development programmes for lecturers in tertiary business education. Also, administrators of business education should always seek to collaborate with the private sector in the areas of funding and professional development of the business education programme.

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