



## HUMAN RESOURCE AS DETERMINANT OF BUSINESS EDUCATION CURRICULUM IMPLEMENTATION

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### **Abstract**

*This study sought to examine the influence of human resources on business education curriculum implementation in Kwara State. Three purposes and research questions were formulated to guide the study. The study adopted the survey research design. The population consists of 51 business education lecturers in all the six tertiary institutions that run Business Education programme in Kwara State. There was no sampling since all the lecturers were used for the study. A structured questionnaire with a 4-point scale containing 20 items was used for the study. The internal consistency of the instrument was determined using Cronbach Alpha. The reliability coefficient was calculated to be 0.81. The research questions were analyzed using frequency counts, mean, standard deviation and percentage, while the hypotheses was analyzed using t-test and Correlation Analysis. The findings revealed that human resources, though not fully available, but are moderately available in tertiary institutions in Kwara State, it further discovered that Inadequate instructional materials, under-funding, inadequate computer facilities, overburdened of lecturers and poor motivation of academic staff are factors affecting the effective business education curriculum implementation process. The study however recommended among others that government should recruit more academic staff and should constantly and fully support the financial needs of tertiary institutions so as to aid effective implementation of business education curriculum.*

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### **Introduction**

The quality and quantity of human resources determines a nation's growth and development. There is no time in history that business organisations ever existed without individuals being involved in coordinating the activities of such organisation. The development of any society is, therefore hinged on the development of its human resources (Oni, 2010). Human resource is the most vital and useful resource in any organization. The absence of human resource in an



organization renders the rest of the resources such as financial resources, material resources and many other resources useless. Meanwhile, curriculum implementation can be challenging, therefore the involvement of all necessary human resources, especially individuals who are directly involved in student instruction, are a vital piece in successful curriculum implementation. So, this paper will focus on Teachers as human resource in education, business education curriculum and the influence of teachers on business education curriculum implementation process.

Human resources in education refer to the lecturers or teachers, academics and the non-academics staffs of an educational institution. Every educational system at every level depends heavily on the human resources for execution of its programme. Uwheraka (2009) stated that teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. A manager, whether in private or public sector, who underrates the critical role and underplays the importance of people in goal achievement, can neither be effective nor efficient (Chiriswa, 2012). It is the teacher who ultimately interprets and implements policy as represented in the school curriculum, which is designed to actualize educational goals (Arubayi, 2017). Maintaining and improving educational standards is only possible through teachers. Teachers therefore are the most indispensable entity in the school. They are the greatest aid to learning. The shortage or poor management of teachers reduces the extent to which the curriculum can be delivered effectively. It should be noted that the major premise of human resources in education is that the end results of the educative process will be determined by the effectiveness of the teachers who facilitate learning for self-actualization and national development.

Business education is an aspect of vocational technical education which involves the study of techniques and science oriented skills, attitude and knowledge which enable the individual to be employed or be self-employed. In the view of Onyesom, (2012) described business education as an integral part of the general education which emphasizes skills and competencies that are acquired for use in offices and business worlds. In his assertion, Aliyu (2010) considers business education as the educations for the development of skills and competencies, attitudes and attributes which is necessary efficiency of the economic system. Azih (2011) asserted that business education encompasses a number of specialist area like office technology and



management, accounting and marketing. From the foregoing it can be seen that business education is aimed at developing individuals that required knowledge skills and competencies for efficient performance to meet the changing needs of the society.

Human resources in business education programme refers to the academic and non-academic staffs, that is, business education lecturers and the non-academic staffs in business education departments in tertiary institutions, as they facilitates the implementation of business education curriculum. Fajana (2009) further stated that the human resource in education includes the teaching (lecturers and teachers) and the non-teaching staff (administrative staff in the ministries of education and their parastatals, the administrative staff of the various levels of institutions and their support staff). Inferring from the above, it is therefore clear that the academic and non -academic staff of business education across the tertiary institutions are human resources because they have abilities, knowledge and skills to perform their various respective duties or functions such as teaching, research, safeguarding educational resources and many other functions. From the foregoing, it is evident that the quality and quantity of human resources is a big factor when it comes to business education curriculum implementation.

Business education curriculum was designed to educate students in form of skills acquisition, processes, understanding and responsibilities necessary for success in the world of business (Odubunmi2014). Business education curriculum is an educational process of action about opportunity for engagement of students to be educated in business educational related discipline. However, according to Aquah (2014), business education curriculum has been reported inadequate at all levels of education. Most of the courses do not cover the scope of the knowledge and skills required for the effective preparation of business education teachers today, the shortage of manpower has also affected its proper implementation. Business education is offered at all levels of education in Nigeria. At the junior secondary level (Business Studies), Senior secondary level (separate subjects book-keeping/accounts, office practice, commerce) and at tertiary level-(Business education) including business teacher preparation, with options in accounting, management, banking and finance, marketing, entrepreneurship, computer, and office technology, according to Aquah (2014):



For business education to realize its overall objectives, competent human resources must be available in the right quantity.

Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. Curriculum designs generally provide instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives. Such designs focus on consistency to help teachers successfully implement and maintain the curricular structure in order to meet various objectives (Wiles & Bondi, 2014). Curriculum implementation entails putting into practice the officially prescribed course of study, syllabus and subjects (Essia 2012). Kising (2012) defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, curriculum implementation demands concerted efforts of end-users of the curriculum for the effective implementation at all levels in order to achieve the desired goals.

Nwazor (2012) defined implementation of curriculum as day-to-day activities which school management and teachers undertake in the pursuit of the objective of any given curriculum. Curriculum implementation is the stage of presentation of a combination of the curriculum content and topics, methodology and instructional materials by the teachers to the learners, most of the time in a classroom setting, a subject or combinations that will enable them take up such learning that the teacher wants to pass across to them. In the light of a given topic, the teacher adopts the appropriate teaching methods and materials to guide student's learning. The students on their own are actively involved in the process of interaction with learning activities. (Pwajok 2010). Curriculum implementation is not restricted to sheer translation of curriculum proposal or decision into practice. It involves a complex of activities, materials, personnel and other factors which when approximately harnessed constitute integral parts of curriculum implementation. These include the institutions which are the major implementation theatre, the lecturers/teachers, curriculum materials, students, teacher training institutions, administrative and political factors, examination bodies and the general public. Fafunwa (2009) further buttressed that among core factors involved in curriculum implementation in tertiary institutions are, school factors like human resources, instructional materials, learners



characteristics, teaching methods and physical facilities, which are crucial, because they have direct contact with students for whom the curriculum is being implemented.

Teachers have a core role that cannot be ignored in the curriculum implementation process. Without sufficient participation of teachers, the chances of successfully implementing curriculum greatly diminish (Carl, 2015). The success or failure of any curriculum depends on the activeness and effectiveness of teachers in the curriculum implementation process.

Ajala (2011) submitted that there exist positive relationships between human resources and the effective implementation of curriculum. It is however emphasized by Wali (2012) that the availability, relevance and adequacy of educational resources, especially human resources contributes to the achievement of business education objectives as stated in the curriculum. Therefore the ultimate goal is not to design the best and ideal curriculum, but to transmit it by teachers (Chen 2010). Functional business education (Curriculum) would manifest positively in the output, thus the graduates would be able to apply knowledge, skills acquired, and values, and attitudes inculcated in them to practical living (Igboke 2010). Business education graduates who have been well trained by competent hands and with a relevant and functional curriculum would be able to create jobs or be self-employed, or, if employed would be able to carry out assigned duties without further training by their employers (Aquah 2014).

### **Statement of the Problem**

The overall objective of Business Education curriculum is to produce competent, skillful and dynamic business teachers, office administrators and business men and women that will effectively compete in the world of work. Human resources are indispensable in achieving these business education objectives. However, business education seems not fully achieving its objectives as stated in its curriculum. Authors like Essia (2012) and Nwazor (2012) have decried the failure of the education offered in tertiary institutions especially in the business education programmes to prepare students and graduates for real life situations. Recently, Ohiwerei (2017) specifically noted that the inability of business education graduates to gain employment in various cooperate bodies and organizations resulted from incompetence which is traceable to the quality of education given to business



education graduates, shortages of business education teachers, and inaccessibility of teaching facilities. Azih (2011) also supported this assertion, and argued that business education in Nigeria has not met the required standard, he emphasizes that the graduates of the programme are not properly trained, and that this affects their level of competencies and performance on getting to the world of work. Evidently, the curriculum of business education seems not achieving the set objectives. A question therefore arises as to the implementation process of the curriculum, the human resources used in the implementation process. It is to this question that this study will address itself. It is in light of the above, that this study sought to examine how the curriculum of business education is being implemented at tertiary institutions in Kwara State.

### **Research Questions**

The study sought to provide answers to the following questions generated to guide the study:

To what extent are human resources available for the implementation of business education curriculum?

What are the factors affecting business education curriculum implementation?

### **Research Hypotheses**

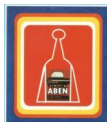
The following null hypotheses were formulated and tested at .05 level of significance.

HO<sub>1</sub>: There is no significant difference in the male and female respondents on the availability of human resources in business education curriculum implementation process

HO<sub>2</sub>: There is no significant difference between male and female respondents on the factors affecting business education curriculum implementation.

### **Method**

The descriptive survey research design was adopted for this study. The population of the study consists of all business education lecturers in the Department of Business Education in Kwara State tertiary institutions namely: Kwara State University with 8 lecturers, Kwara State College of Education, Oro with 9 lecturers, Kwara State College of Education, Ilorin, with 9 lecturers, University of Ilorin with 9 lecturers, Al-Ikman University Ilorin with 5 lecturers and Kwara state college of Education,



Lafiagi with 11 lecturers Thus, the total number of the lecturers is 51. Since the population is of manageable size, the researcher studied all the respondents, 49 questionnaires were returned. The instrument is entitled HRBECIQ, and was designed and used to gather data from the respondents and was validated by three research experts and experts in the test and measurement. Cronbach alpha reliability method was used to test the reliability of the instrument and it yielded a co-efficient of 0.81 which was considered to be reliable for the study. The research questions were analyzed using descriptive statistics of frequency counts, mean, Standard Deviation and percentage, while the hypotheses will be analyzed using t-test and Correlation Analysis.

## Result

### Research Question 1

To what extent are human resources available for the implementation of business education curriculum in Kwara State?

**Table 1:** Descriptive Statistics of Frequency counts, Percentages, Mean and Standard deviation of the Availability of Human Resources for the Implementation of Business Education Curriculum.

Items	FA	MA	A	NA	Mean	St.Dev
Lecturers	3 (6.1)	21 (42.9)	25 (51.0)	0 (0)	2.55	.614
Computer Laboratory Attendants	6 (12.2)	25 (51.0)	15 (30.6)	3 (6.1)	2.69	.769
Library Attendants	6 (12.2)	28 (57.1)	15 (30.6)	0 (0)	2.82	.635
Typing pool attendants	0 (0)	12 (24.5)	17 (34.7)	20 (40.8)	1.94	.810
Average Mean Value = $10/4 = 2.45$						

Data presented in Table 1 shows the mean responses of the respondents on the extent of the availability of human resources for the implementation of business education curriculum. The above findings indicated that lecturers, computer laboratory attendants, and library attendants are not fully available, but moderately available across the 6 institutions used in the study ( $x=2.55$ ), ( $x=2.69$ ), and ( $x=2.82$ ). More so, typing pool attendants are not available ( $x=1.94$ ) in some of the institutions that was used in the study. On the whole, the respondents agreed that human resources are moderately available ( $x = 2.50, SD = 0.707$ ).



### Research Question 2

What are the factors affecting business education curriculum implementation?

**Table 2:** Descriptive Statistics of Frequency counts, Percentages, Mean and Standard deviation of the Factors affecting Business Education Curriculum Implementation

Items	SA	A	D	SD	Mean	St. Dev
Facilities for meaningful computer laboratory activities are not available.	0 (0)	19 (38.8)	22 (44.9)	0 (16.3)	2.22	.715
There is no job satisfaction among business education lecturers.	12 (24.5)	21 (42.9)	11 (22.4)	5 (10.2)	2.82	.928
Under-funding of education hinders the growth and development of business education lecturers, thereby affects the curriculum implementation.	37 (75.5)	12 (24.5)	0 (0)	0 (0)	3.76	.434
There is an inadequate instructional material.	17 (34.7)	21 (42.9)	8 (16.3)	3 (6.1)	3.06	.876
<b>Average Mean Value = 25.24/9= 2.80</b>						

Data presented in table 2 shows the mean responses of respondents on the factors affecting business education curriculum implementation. The larger percentage of the respondents agreed that the factors listed in items 2, 3, 4, 5, 7, 8 and 9 are affecting the implementation of business education curriculum. The respondents however disagreed with the factors in items 1 and 6 respectively. Therefore the respondents agreed that most of the factors listed in the items are affecting the effective implementation of business education curriculum ( $x = 2.80$ ,  $SD = 0.71$ ).

### Hypotheses

**H0<sub>1</sub>:** There is no significant difference in the availability of human resources in business education curriculum implementation process.

**Table 3:** Summary of significant difference between male and female respondents on the availability of human resources in business education curriculum implementation process.

Group	N	Df	Mean	Sd	T	P	Decision
Male	36	31.08	3.055				
Female	13	32.38	3.990	47	1.212	.232	Accept Null hypothesis

The result from table 3 shows that the t-value is 1.212, the degree of freedom (df) is 47 and  $P = .232$  since  $P = .232 > 0.05$  it implies that there is no significant difference in



the male and female respondents on the availability of human resources in business education curriculum implementation process. Therefore the null hypothesis is retained and the researcher concludes that there is no significant difference in the availability of human resources in business education curriculum implementation process.

**H<sub>02</sub>:** There is no significant difference between male and female respondents on the factors affecting business education curriculum implementation.

**Table 4:** Summary of significant difference between male and female respondents on the factors affecting business education curriculum implementation.

Group	N	Df	Mean	Sd	T	P	Decision
Male	36	2.096	2.5695	47	1.72	.087	Accept Null Hypothesis
Female	13	13.77	2.50962				

The table 4 above shows that the t-value is 1.72, the degree of freedom (df) is 47 and  $P=.087$  since  $P=.087 > 0.05$  it implies that there is no significant difference in the male and female respondents on the factors affecting business education curriculum implementation process. Therefore the null hypothesis is retained and the researcher concludes that there is no significant difference in the availability of human resources in business education curriculum implementation process.

### Discussion

The findings from this study revealed that human resources, though not fully available, but are moderately available in tertiary institutions in Kwara State. This finding correlates with Adeyanju, Ajayi and Salomi (2010), they found out that adequate human and material resources have significant roles in the effectiveness of implementation and output. Therefore, human material resources must be available to effectively transmit the curriculum.

It was further discovered in the study that; inadequate instructional materials, under-funding, inadequate computer facilities, overburdened of lecturers and poor motivation are among factors affecting business education curriculum implementation process. This is similar to the study of Adelodun (2010) whose findings revealed that lack of regular financial support from government, over population of students, and overburden of lecturers are major problems militating against effective curriculum implementation. If more lecturers are recruited, it will definitely promote effective implementation of business education curriculum.



### **Conclusion**

The study discovered that, despite the importance of human resources in curriculum implementation,, the available human resources are not enough to fully carry out the implementation process of business education curriculum, though the lecturers and other academic staffs have a positive attitudes towards the implementation of business education curriculum. However, the issue of inadequate instructional materials, under-funding, inadequate computer facilities, overburdened of lecturers and poor motivation of staff, are making it difficult to achieve the curriculum objectives. Evidently business education is not fully realizing its curriculum objectives.

### **Recommendations**

Based on the findings of this research, the following recommendations are proffered:

Government should recruit more academic staff so as to aid effective implementation of business education curriculum.

Government should fully support the financial needs of tertiary institutions.

Seminars and workshops on the curriculum implementation process should be organized for business education lecturers.

The government should set up standby generators and uninterrupted power supply (solar power, inverters) to tackle the problem of epileptic or inconsistent power supply in order to support the use of electronic equipment to improve the implementation of business education curriculum.

The government should build more schools to meet the rising yearly enrolment surge to avoid overcrowding of physical facilities and overworking of available lecturers.

Higher institution should also initiate income generating projects to subsidize government funding.

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