



## HUMAN RESOURCE TRAINING AND MOTIVATION BEST PRACTICES REQUIRED FOR IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN SOUTH-SOUTH NIGERIA

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### **Abstract**

*This study empirically examined human resource training and motivation best practices required for implementation of Business Education curriculum in South-south Nigeria with limitation to Bayelsa and Rivers States. The design of the study is descriptive survey research design. Two questions were answered while two null hypotheses were tested at 0.05 level of significance. The population for the study was 63 administrators from seven tertiary institutions offering Business Education as a programme in Bayelsa and Rivers States. Due to the manageable size of the population, the entire 63 administrators were involved in the study. The instrument for data collection was a well-structured questionnaire. The questionnaire was face and content-validated by three experts while reliability of the instrument was tested using Cronbach Alpha reliability technique which gave a reliability coefficient of 0.86. Data were collected by administering 63 copies of the questionnaire administered to the respondents with the help of seven research assistants. The data were analyzed using mean, analysis of variance (ANOVA) and t-test statistics. The results of the study identified 14 best practices required by administrators in human resource training and development and 10 best practices required by administrators in human resource motivational packages for implementation of Business education curriculum in south-south Nigeria. Academic qualification of the administrators significantly ( $p < 0.05$ ) influence their mean ratings while gender did not significantly ( $p < 0.05$ ) influence their mean. The identified best practices in human resource training and development and motivation should be packaged for training and retraining administrators for effective service delivery of human resources in Nigerian education system.*

**Keywords:** *Best practices, human resource training, motivation, Business education, curriculum implementation.*

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### **Introduction**

Business education is a branch of education that involves teaching the skills and operations of the business industry. Edokpolor and Owenvbiugie (2017) described



Business education as one of the occupational areas that are richly provided by vocational and technical education in Nigeria. It is referred to as a programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM). According to Ajisafe, Bolarinwa and Edeh (2015), major topics in Business education include: office practice, book keeping, business mathematics, business communication, secretarial duties, word processing and advertising. Edokpolor and Egbri (2017) had stipulated that the actual goals of Business Education include: preparation of students for specific career in office occupations, equipping students with the requisite skills for job creation and entrepreneurship; and exposing students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT).

The achievement of the goals of Business education cannot be realized without effective implementation of the curriculum. Nnabuike, Aneke and Otegbulu (2016) described curriculum implementation as the center of the curriculum process where all the curriculum contents are made to come in contact with students through the various activities of the teachers and other agents. Therefore, curriculum implementation is the task of translating the curriculum concepts into operating curriculum by the combined efforts of the teachers and society. Bediako (2019) shared that curriculum implementation includes the provision of organized assistance to staff (teachers) in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. It is important to note that curriculum implementation cannot take place without the teachers and other personnel in the school who constitute the human resources that play the key roles in putting the planned curriculum to action through teaching, learning and assessment. At tertiary institution level therefore, the human resources who are lecturers and other school personnel are the central figure in the curriculum implementation process. Hence, any issue bordering on the training, skills and motivational packages of the human resources have direct effects on the quality of service they render to ensure effective curriculum implementation process. Bediako (2019) affirmed that the assumption behind the success of curriculum implementation is a function of the abilities and skills of the academic and administrative staff. The performance and efficiency of human resources in school can among other things depend on the extent to which the school leadership and administrators apply best practices in the management of the personnel.



Best practices, according to *Nash and Ehrenfeld (2010)* are methods or techniques that had been generally accepted as superior to any alternatives because they produce results that are superior to those achieved by other means or because they have become standard ways of doing things such as a standard way of complying with legal or ethical requirements. Rouse (2007) described best practices as techniques or methodologies that through experience and research had proven to reliably lead to a desired result. Vangie (2019) noted that best practices are guidelines which are used to obtain the most efficient and effective way of completing a task using repeatable and proven procedures. Best practices are used to maintain quality within a system as an alternative to mandatory legislated standards and can be based on self-assessment or benchmark. In human resource management within an institution or organization, effective training and development of staff and motivational practices among others are some of the notable best practices for achieving institutional or organizational objectives on sustainable basis.

Training is any attempt to improve current or future worker productivity through leaning by increasing the worker's ability to perform usually by changing the workers attitude or increasing skills and knowledge (Salau, et al., 2014). Training is a continuous process of acquiring specific skill, talent and knowledge of an employee in order to achieve the predetermined goal and objectives (Oni-Ojo, Salau, Oludayo Abasilim, 2014). In the submission of Kehinde and Oladayo (2007), no employee can be effective and efficient on the job, until he acquires and develop knowledge and skills. This is because, as Boxall, Purcell, Wright (2007) noted training and development are aimed at developing competencies in technical, human, conceptual and managerial skills for the furtherance of individual and organizational growth. Training has the ability to be a catalyst for increased productivity. Apart from training and development of human resources, motivational packages are also important best practices in personnel management for institutional growth and development.

Motivation can be specified as a management process that encourages personnel to work better for the overall benefit of the organization, which are based on their unfulfilled needs. It is necessary for administrators and leaders of organization or institutions to learn to understand and effectively deal with their employee's motivation since motivated employees are the pillars of successful institution both in present and future. Al-Madi, Assal, Shrafat and Zeglat (2017) stated that employee



motivation is a widely practiced exercise which moves the employees from weariness to attention. Tella, et al. (2007) stated that strategies of motivating workers to include: improved salary, wages and conditions of service, fringe benefits such as holidays with pay, pensions among others. Unfortunately, the current level of teaching and learning and overall implementation of Business education curriculum in Nigerian schools is not matching with that of the developed world. This result to the recurrent poor quality of the graduates produced in our institutions of higher learning. An interaction with some Business educators who are implementers of Business education curriculum in tertiary institutions in south-south Nigeria equally corroborated the fact that human resources in most of the institutions are not effectively managed through appropriate training, development and motivation. Therefore, it is almost impossible for the personnel to give in their best in service delivery through effective teaching and curriculum implementation. In order to avert such scenario, this study was carried out to identify best practices required by administrators for human resource training and motivation for Business education curriculum implementation in South-south Nigeria.

### **Research Questions**

The following two research questions were answered in line with the two specific purposes of the study:

What are best practices required by administrators in human resource training and development for implementation of Business education curriculum in south-south Nigeria?

What are best practices required by administrators in human resource motivational packages for implementation of Business education curriculum in south-south Nigeria?

### **Research Hypotheses**

The study tested two hypotheses at 0.05 level of significance:

There is no significant difference in the mean ratings of administrators of tertiary institutions on best practices required in human resource training and development for implementation of Business education curriculum based on their educational qualification.

There is no significant difference in the mean ratings of administrators of tertiary institutions on best practices required in human resource motivational packages for implementation of Business education curriculum based on their gender (male or female).

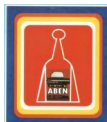


## **Methodology**

The study was carried out in South-South, Nigeria. The South-South geopolitical zone consists of six States of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers. Although, the study was limited to Bayelsa and Rivers States where the respondents were selected. The study adopted descriptive survey design. The study answered two research questions and tested two null hypotheses at 0.05 level of significance. Survey research design according to Owen (2002) is a design in which information is gathered from an unbiased representative group of a population. It is a very valuable tool for assessing the opinions and trends from representative groups. Martyn (2008) stated that a survey design is often used because of the low cost and ease of accessing information. The population for the study consisted of 63 administrators/management from seven tertiary institutions offering Business Education as a programme in Bayelsa and Rivers States. The administrators are Vice Chancellors, Provost and their deputies, Registrars and their Deputies, Bursars and their Deputies, Deans of Colleges/Faculties and their Deputies and Heads of Departments of Business education in the seven tertiary institutions. Due to the manageable size of the population, the entire 63 administrators of management were involved in the study.

The instrument for data collection was a well structured questionnaire developed by the researcher. The questionnaire was face and content-validated by three experts from Business Education Unit of the Department of Vocational and Technology Education, Niger Delta University, Wilberforce Island, Bayelsa State. Each of the experts was given a copy of the questionnaire items and was requested to indicate any ambiguous statement or item in the instrument. All the comments raised by the experts were duly addressed to improve the final copy of the questionnaires used for data collection. The reliability of the instrument was ascertained by trial testing 15 copies of the validated questionnaire to similar group of respondents in tertiary institutions in South-East Nigeria. Data collected from the trial testing were analysed using Cronbach Alpha reliability method which gave a reliability coefficient of 0.864 indicating that the instrument is about 86% reliable for collecting the data for the study.

The researcher adopted personal contact approach in data collection. Due to the wide coverage of the study, seven research assistants from each of the seven institutions were hired and trained in administering and retrieving the copies of the questionnaire from respondents. The retrieved copies of the questionnaire were collated by the researcher after two weeks of the administration for data analysis. All the 63 copies



of the questionnaire administered to the respondents were retrieved and used for the study. The data collected for the study were analyzed using mean and standard deviation for answering the research questions while analysis of variance and t-test statistics were employed for testing the null hypotheses at 0.05 level of significance. The 4-point response options were assigned values as follows:

Response Category		Value	Boundary	Limit
Highly Required (HR)		4	3.50	4.00
Moderately Required (MR)		3	2.50	3.49
Less Required (LR)		2	2.00	2.49
Not Required (NR)		1	1.00	1.99

Based on this computation, any item whose mean value is 2.50 and above was regarded as 'Required' while those items whose means were below 2.50 were regarded as 'Not Required'. The hypothesis of no significant difference was accepted for item cluster whose p-value value was greater than 0.05 level of significance while the hypothesis of no significant difference was rejected for item cluster whose p-value value was less than 0.05 level of significance.

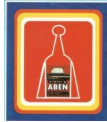
## Results

### Research Question One

What are best practices required by administrators in human resource training and development for implementation of Business education curriculum in south-south Nigeria?

**Table 1:** Mean Ratings of Administrators on Best Practices Required for Human Resource Training & Development for Implementation of Business Education Curriculum

S/N	Best practices in human resource training & development:	$\bar{X}$	SD	Remark
1.	Helping to determine training needs of Business educators and technologies for their professional development in service delivery.	3.48	0.53	Rqd
2.	Guiding employee on their job to ensure quality service delivery in teaching.	3.57	0.67	Rqd
3.	Developing qualities through continuous training of human resource that will enable them to be expert curriculum implementation.	3.80	0.48	Rqd
4.	Building Quality relationship between Business educators and the direct supervisors (Heads of Department and Deans) for growth.	3.55	0.70	Rqd
5.	Availing Business educators with learning opportunities designed to help them grow for quality service delivery.	3.64	0.62	Rqd



6.	Training programme for Business educators for specific goals of Business education programme.	3.49	0.63	Rqd
7.	Creating avenue for overseas foreign training of Business educators and technologists for effectiveness in service delivery.	3.59	0.49	Rqd
8.	Giving appropriate orientation and short training to new employees for quality teaching and curriculum implementation.	3.47	0.54	Rqd
9.	Engaging Business education with activities that will enable them develop and gain promotion on the job.	3.62	0.48	Rqd
10.	Communicating institutional practices for staff training and development to the newly recruited employees (Business Educators).	3.57	0.57	Rqd
11.	Facilitating staff release for further studies and training locally and internationally.	3.61	0.55	Rqd
12.	Developing training experience that helps administrators to plan and design employees' goals.	3.48	0.40	Rqd
13.	Making adequate arrangement for frequent workshop attendance for skill update of personnel.	3.73	0.54	Rqd
14.	Mapping out framework that stimulates staff to attend local and international conferences for their growth and development.	3.39	0.63	Rqd
<b>Cluster Summary</b>		<b>3.57</b>	<b>0.56</b>	<b>Rqd</b>

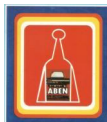
Key:  $\bar{X}$  = Mean; SD = Standard Deviation; n = Number of Respondents; Rqd = Required.

The data presented in Table 1 reveals that the mean ratings of administrators / management on the 14 items in the table ranged between 3.39 3.80 which are in each case greater than the cut-off point value of 2.50 on 4-point ratings scale. This indicates that the 14 identified items as rated by the administrators are best practices required in human resource training and development for implementation of Business education curriculum in south-south Nigeria. The standard deviation values of the 14 items in the table ranged between 0.48 to 0.70 which signifies that the responses of the administrators are close to the mean and one another.

### Research Question Two

What are best practices required by administrators in human resource motivational packages for implementation of Business education curriculum in south-south Nigeria?

**Table 2: Mean Ratings of Administrators on Best Practices Required for Human Resource Motivational Packages for Implementation of Business Education Curriculum**



S/N	Best practices in human resource motivational packages:	X	SD	Remark
1.	Ensuring timely release of staff promotion with necessary salary arrears for better service delivery.	3.72	0.64	Rqd
2.	Giving all staff the sense of commitment by carrying everybody along in the day to day running of the school.	3.53	0.59	Rqd
3.	Providing all required financial assistance to employees to motivate them to work for better performance.	3.52	0.85	Rqd
4.	Increasing staff wages periodically for improved service delivery in teaching and curriculum implementation.	3.63	0.55	Rqd
5.	Encouraging hard work and employee commitment through incentives and bonuses	3.68	0.61	Rqd
6.	Providing good and quality work environment to Business educators for increased motivation to deliver.	3.71	0.60	Rqd
7.	Guaranteeing employment security for workers' safety and improved service delivery.	3.50	0.76	Rqd
8.	Providing necessary ICT facilities to staff for effective service delivery in curriculum implementation.	3.58	0.58	Rqd
9.	Providing attractive remuneration packages to attract and retain quality educators for professional service delivery in Business education	3.40	0.84	Rqd
10.	Providing adequate benefits to make Business educators contribute their best to the attainment of institutional growth	3.64	0.76	Rqd
<b>Cluster Summary</b>		<b>3.59</b>	<b>0.68</b>	<b>Rqd</b>

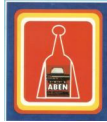
**Key:**  $\bar{X}$  = Mean; SD = Standard Deviation; n = Number of Respondents; Rqd = Required.

The data presented in Table 2 shows that the mean ratings of administrators / management on the 10 items in the table ranged between 3.40 3.72 which are in each case greater than the cut-off point value of 2.50 on 4-point ratings scale. This signifies that the 10 identified items as rated by the administrators are best practices required in human resource motivational packages for implementation of Business education curriculum in south-south Nigeria. The standard deviation values of the 10 items in the table ranged between 0.55 to 0.85 which implies that the responses of the administrators are close to the mean and one another.

## Hypotheses Testing

### Hypothesis One

There is no significant difference in the mean ratings of administrators of tertiary institutions on best practices required in human resource training and development for implementation of Business education curriculum based on their educational qualification.



**Table 3:** Analysis of Variance (ANOVA) of Mean Ratings of Administrators on Best Practices in Human Resource Training and Development for Implementation of Business Education Curriculum Based on their Educational Qualification (First Degree, Masters Degree and PhD).

Sources of Variance	Sum of Squares	DF	Mean Square	F-Cal	P-value	Level of Sig	Rmk
Between Groups	0.180	2	0.41	3.45	0.01	0.05	Sig.
Within Groups	48.397	60	0.39				
<b>Total</b>	<b>48.577</b>	<b>61</b>					

Note: Level of Sig. = 0.05; Sig = Significant at 0.05

The result of analysis of variance (ANOVA) in Table 3 shows that p-value of 0.01 is less than 0.05 level of significance. This indicates that there is significant ( $p < 0.05$ ) difference in the mean ratings of the responses of administrators with First Degree, Masters Degree and PhD Degree qualification on best practices required in human resource training and development for implementation of Business education curriculum. Consequently, the null hypothesis of no significant ( $p < 0.05$ ) difference in the mean responses of administrators with First Degree, masters Degree and PhD Degree is rejected.

### Hypothesis Two

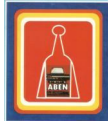
There is no significant difference in the mean ratings of administrators of tertiary institutions on best practices required in human resource motivational packages for implementation of Business education curriculum based on their gender (male or female).

**Table 4:** Test of Significant Difference in the Mean Ratings of Male and Female Administrators on Best Practices required in Human Resources Motivational Packages for Implementation of Business Education Curriculum.

Variances	N	X	SD	Df	Std Error	t-cal	P-Cal	Level of Sig	Remark
Male Administrators	43	3.61	0.57						
Female Administrators	20	3.58	0.64	61	0.043	0.51	0.76	0.05	NS

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 4 showed that the p-value of 0.76 is greater than 0.05 level of significance. This indicated that there is no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of male and female administrators of tertiary institutions on best practices required in human resource



motivational packages for implementation of Business education curriculum in south-south Nigeria. Therefore, the null hypothesis of no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of male and female administrators is accepted.

### **Discussion of Results**

The study identified best practices required by administrators in human resource training and development for implementation of Business education curriculum to include: helping to determine training needs of Business educators and technologies for their professional development in service delivery, guiding employee on their job to ensure quality service delivery in teaching, developing qualities through continuous training of human resource that will enable them to be expert curriculum implementation, quality relationship between Business educators and the direct supervisors (Heads of Department and Deans) for growth, availing Business educators with learning opportunities designed to help them grow for quality service delivery, training programme for Business educators for specific goals of Business education programme and creating avenue for oversee foreign training of Business educators and technologists for effectiveness in service delivery. This finding of this study is in conformity with that of a study conducted by Adams and Bassey (2008) who carried out a research work on knowledge management competencies of human resource managers and found that tasks such as giving orientation to new employees, creating conducive atmosphere among workers, developing employees in institutional policies and procedures and designing training programme to meet the goals of the college are needed. Boxall, Purcell, Wright (2007) corroborated that training and development aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organizational growth.

The study identified best practices required by administrators in human resource motivational packages for implementation of Business education curriculum to among others include: ensuring timely release of staff promotion with necessary salary arrears for better service delivery, giving all staff the sense of commitment by carrying everybody along in the day to day running of the school, providing all required financial assistance to employees to motivate them to work for better performance, periodic increase in staff wages for improved service delivery in teaching and curriculum implementation, encourage hard work and employee commitment through incentives and bonuses and providing good and quality work environment to Business educators for increased motivation to deliver. The findings of this study agreed with the submission of Tella, et al (2007) who reported that



practices for motivating workers include: improved salary, wages and conditions of service, fringe benefits such as holidays with pay, pensions among others.

### **Conclusion**

Human resource management is vital in the process of achieving the objectives of any educational programme and implementation of curriculum. The recurrent failure in implementation of the curriculum of Business education in Nigerian tertiary institutions has further worsened the quality of graduates produced in Nigeria. Hence, this study was carried out to investigate the best practices required by administrators for human resource training and motivation for Business Education curriculum implementation in South-south Nigeria. From the data collected and analysed, the study identified 14 best practices required by administrators in human resource training and development and 10 best practices required by administrators in human resource motivational packages for implementation of Business education curriculum in south-south Nigeria. There was significant difference in the mean ratings of the responses of administrators based on the level of academic qualification but no significant difference in their mean ratings based on gender. The study concluded that the application of the identified best practices in managing human resources in Business education will enhance quality of curriculum implementation.

### **Recommendations**

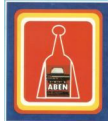
The following recommendations were made based on the findings and conclusions drawn from the study:

The identified best practices in human resource training and development should be package for training and retraining administrators for effective service delivery of human resources in Nigerian education system.

The identified best practices in human resource motivational packages should be package for training and retraining administrators for effective service delivery of human resources in Nigerian education system.

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