

HUMAN RESOURCES DEVELOPMENT IN EDUCATIONAL TECHNOLOGY TEACHERS: THE CHALLENGES AND WAY FORWARD FOR NIGERIA EDUCATIONAL SYSTEM

Ojo, Babatunde Ayo Yusuf

Department of Science Education, Faculty of Education, Federal University, Oye Ekiti
babatunde.ojo@fuoye.edu.ng

Abstract

This paper investigated different methods of human development in Basic technology teachers and suggested the way forward for educational challenges. All over the world, the importance of human resources development in any organization cannot be over-emphasized hence this becomes very important for every organization to ensure constant increase in skill/knowledge acquisition for Basic technology teachers. The study showed that entry selection criteria will significantly influence human development in Basic technology teachers and that attendance of conferences, organization of seminars and workshops will enhance human development in Basic technology teachers. It was recommended that only qualified candidates should be recruited into teacher preparation programmes. Also, in-service training should constantly be organized by government and employers, for all the teachers, most especially Basic technology teachers, to improve their skills and knowledge.

Keywords: Human resources, Educational Technology, *Development, Challenges*

Introduction

Human development also refers to as Human resources development or manpower development is defined as the identifying, nurturing, managing, and using the abilities demonstrated by employees in order to help the Organization to attain its objectives (Bratton & Gold, 1999; Swanson & Holton, 2001; Vinesh, 2014). It includes training a person after he or she has been employed, providing opportunities to learn new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities. In organizational context, it is a process by which the employees of an organization are helped, in a continuous and planned way to achieve the following three objectives: Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles; Develop their general capabilities as individuals are discover/exploit their own inner potentials for their own and/or organizational development purposes; and Develop an organizational culture in which supervisor-subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well-being, motivation and pride of employees. There are several authors with diverse definitions depending on the context / perspectives of the author. In Educational context, Human resources development can be seen as an organization's investment in the training of its people as part of human resources development approach (Bratton & Gold, 2017; Swanson & Holton, 2001; Vinesh, 2014). Allameh & others, 2012 highlighted the goals of human resource development as: access to organization proficiency; increasing quality and efficiency, in promoting growth and individual development; integrating people into business, it is worthy to note that goals must be in line with the organization's goals and missions.

Span of Human Resource Development

There are three basic scopes of Human Resource Development, these are: Organization development Career Development and Training Development.

Organization development

Organization Development involves the Organization reflection, system improvements, Planning and self-analysis (Vinesh, 2014; 214). To help individuals, adapt with any changes in the Organization. Organizational development consists of the processes and practices through which an organization engages to link its Table 1: HRM vs. HRD employees with its mission. In its broadest sense, organizational development means anything that we do in an

organization (i.e., a group of people and resources that form a unit) to promote positive change or growth (John's, 2009;). Another author said (OD) (Rothwell & Sullivan, 2005; 19-20) involves long range in perspective, should be supported by top managers, effects change, although not exclusively, through education, change and learning, and emphasizes employee participation in assessing the current and a positive future state, making free and collaborative choices on how implementation should proceed, and empowering the system to take responsibility for achieving and evaluating results. So, (OD) is the process of developing the current reality of the Organization into the better to fit with changes in the external environment and the working environment, by solving current problems and reduce the gap between departments and employees with improve cooperation, coordination and collective action, And to increase the effectiveness of the Organization and the staff, and work to integrate the goals of employees and the Organization. OD important, why? It emphasizes both macro and micro-organizational changes: macro changes are intended to ultimately improve the effectiveness of the organization as a whole, whereas micro changes are directed at individuals, small groups, and teams. For example, many organizations have sought to improve organizational effectiveness by introducing employee involvement programs that require fundamental changes in work expectations, reward systems, and reporting procedures (Werner & Desimone, 2012).

Career Development

Career development is a general term used to describe numbers of activities aimed at improving individual and organizational performance (Everts, 2001). This has been used extensively in many literatures because of its importance to individuals and organization overall performances (Banks & Nafukho 2008). Agba & others (2010) stated that "career development has both personal and organizational dimensions" while Werner and Desimone, (2012) in their work define career development as "an ongoing process by which individual's progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, and tasks." Career Development involves two processes namely: career planning (CP) and career management (CM). CP involves activities performed by an individual, often with the assistance of counselors and others, to assess his or her skills and abilities to establish a realistic career plan. CM involves; taking the necessary steps to achieve that plan, and generally focuses more on what an organization can do to foster employee career development.

Training and Development

Some researchers have identified the mysterious difference between training and development. Noe and Raymond, (2010) defined development and indicated that it is future oriented. Development implies learning that is not necessarily related to the employee's current job. In contrast, training traditionally focuses on helping employees improve performance of their current jobs. Noe et al., 2011. Also agree with Yahaya et al. 2009. 254, that, Training is a process of learning that is organized and carried out by an organization to equip employees with the knowledge, skills and attitudes required to carry out their jobs and to improve their current job performance while development can be viewed as the learning process aims to develop the employee in general and not necessarily related to his current job (Yahaya et al, 2009). Here we note the development focus on the future and training on current jobs. Training process whereby people acquire capabilities to perform jobs (Mathis & Jackson, 2011. Werner & Desimone, 2012 viewed development as the focus on preparing for future work responsibilities while also increasing the capacities of employees to perform their current jobs.

On the other hand, many scholars combined Training and development. Training and development is defined as intension to enhance the performance of employees through a learning process that involves the acquisition of knowledge, improvement of skills, concepts, rules, or changing of attitudes and behaviors in organizational settings (Ahmad & Din, 2009). Further, Werner & Desimone focuses on changing or improving the knowledge, skills, and attitudes of individuals Werner & Desimone, 2012. According to (Pynes, 2009) training and development has been described as a planned effort by an organization to facilitate the learning of job-related behavior on the part of its employees (Pynes, 2009). Training is important in solving current problems while we need development to improve our situation to avoid future problems.

According to National policy on Education 2019 Education is an instrument for developing an individual in social, mental, physical, emotional, moral, and psychological aspects. Education can be considered as a process which enables people to understand the difference between good and bad attitude, right and wrong behavior. Education can be defined

as a combination of tools and techniques used to gain empirical knowledge about the useful elements of life and how to make use of them. Basic Technology is a functional education designed to produce people who can be self-reliant. It is the aspects of the total education that lead to the acquisition of practical and applied skills as well as basic scientific knowledge. The National Policy on Education (FRN, 2004) outlines the following as the objectives of pre-vocational Education in Nigeria; Introduction of students into the world of technology and appreciation of technology towards interest arousal and choice of vocation at the end of Junior Secondary School and later in life; Acquisition of technical skills; Exposing students to career awareness by exploring usable options in the world of work; Enable youth to have an intelligent understanding of the increasing complexity of technology..

Challenges of Human Resources Development in Educational Sector

In the 70's and 80's to manage people at workplaces has been a difficult task. People are tired of doing same thing repeatedly. There is need for change and orientation in short time intervals. The senior and experienced people demand large amount of salary. The skilled people are very expensive. Their productivity is highly dependent on the person's ability to instruct. But in recent days with the Technology savvy, the following challenges are identified on basis of observation and experience.

Poor Working Condition

Staff expects financial rewards for achievement and a healthier and motivated environment in the institution. But it is observed that the higher institutions staffs must adjust a lot with the little funds released to them by government, that is why they are always found demanding for facilities and flexibilities in their working conditions. There should be a systematic procedure for reward system. A good remuneration tends to reduce inequalities between staff earnings, raise their individual morale, motivate them to work for pay increase and promotions, reduces inter group friction and employee grievances. Staff salaries are not paid alongside with other civil servants and in some cases, faculties are owed many months of salary areas.

Problems of Staffing

The problem of staffing is massive in most of our educational Institutions. This is because of quality and quantity of staff with respect to the size of the institution. Poor staff recruitment and selection process. Many politicians interfere in the recruitment process, so the right people may not have their way. Favorism of candidates takes away the place of eligible and skilled candidates. Some staff rarely stay in the remote areas where the management wants their services. They try to shift in the cities for self-convenience and good earnings.

Use of ICT in Education

With the recent improvement in the information and communication technology, the application of ICT has covered almost all the sectors including business and educational sectors. ICT being the fastest means of information dissemination, imparting knowledge, decentralization of work and expansion of work force. It helps as a facilitator, supervisor, and a guide for classroom instruction. ICT also helps in the administration of staff and students.

Budget

Budgets in Nigeria educational sector is much less than other sectors which results in low salary of the staff in the sector, and this reduce or affect the flexibility and productivity of the workforce.

According to Ogbuanya (2006), the best could be achieved in Education sector through imparting and training individuals in practical skills; work habit and desirable attitudes that will enable its products function productively.

Development is an expression of growth and change as stated above. Human resources development in Educational Technology entails continuous increase in skill acquisition and creativity with the necessary work habit as well as desirable attitudes (Ogbuanya, 2006). Consequent upon the foregoing, it is important to look inwards into the curriculum of educational technology teacher training programme and ensure that the section on practical skills acquisition is strictly followed to reflect what is obtainable in advanced countries of the world.

Challenges in human resources development in educational technology according to Ojo, (2006) the challenges start from the stages of admitting students, Lack of facilities and equipment, inspection and supervision, lack of finance etc. Most often, the students admitted being trained in educational technology have no interest or inclination for science subjects including mathematics and these are the subjects that will enable them acquires the necessary Scientific knowledge and technological skills that help them in the future.

Inadequate funding has also been a challenge for manpower development among educational technology teachers. According to FGN (2004), education is expensive, and it requires adequate financial provision from all tiers of

government for the successful implementation of education programmes. Funds are needed for buying and maintaining facilities as well as providing quality staff for instructional programmes. Also, the training and re-training of teachers is found to be lacking. Teachers are not exposed to conferences, seminars and workshop which should have exposed them to modern trends in teaching.

Conclusion

With the advent of Scientific tools (technology) in all areas of the human endeavor, every phase of human effort has stepped forward to be dynamic in nature. Basic technology is not left out, hence the need to make conscious efforts on the part of stakeholders in the provision of the needed enabling environment for the personnel and subjects (Basic Technology) to be compliant in these modern trends that will help to move the subjects forward thereby benefits the entire citizenry.

Recommendations

Considering the importance of human resource development and to achieve effectiveness and efficiency of human resources development of Basic technology teachers for the purpose of promoting and achieving the goals of the subject, the following are recommended.

- i. All courses of initial preparation irrespective of length should be regarded as the first stage only for the teacher's development.
- ii. Government should provide adequate funding for the training and re-training of the teachers.
- iii. The inspectorate and supervising units in the ministries of education and local education authorities should be restructure and revitalized for optimum performance.
- iv. NUC, NCCE, NTI, TRC and other Professional bodies should regularly monitor teacher's preparation programmes to ensure that their activities and content meet with National development objectives.
- v. Quality and qualified candidates should be recruited into teacher preparation programmes hence the current minimum entry requirement of five credits level passes at the school certificate level should be maintained.
- vi. Students should be encouraged to study science subject at their secondary school level by awarding scholarship as a motivating factor.
- vii. Government should organize in-service training for all educational technology teachers. This will improve the skills and knowledge of the teachers in modern skills and techniques.
- viii. Basic technology teachers should be continuously updating their knowledge on the use of ICT for the teaching of all subjects in Nigeria schools.

References

- Agba Ogaboh A. M., Festus Nkpoyen, and Ushie E. M., (2010)," Career development and employee commitment in industrial organizations in Calabar, Nigeria", *AMERICAN JOURNAL OF SCIENTIFIC AND INDUSTRIAL RESEARCH*, 1(2): 105-114.
- Ahmad Iftikhar and Din Siraj ud, (2009), " EVALUATING TRAINING AND DEVELOPMENT", *Gomal Journal of Medical Sciences* , Vol. 7, No. 2.
- Allameh Sayyed M., Naftchali Javad S., Pool Javad K., and Davoodi S. M. R., (2012)," Human Resources Development Review according to Identity, Integration, Achievement and Adaptation Model", *International Journal of Academic Research in Business and Social Sciences* , Vol. 2, No. 2. 4
- Banks Clareth H., and Nafukho Fredrick Muyia (2008),"Career Transitions Across and Within Organizations: Implications for Human Resource Development".
- Bratton, J., and Gold, J. (2017). *Human resource management: theory and practice*: Palgrave.
- Egwugwu, V. N. (1992). *Evaluating Management Development, Training and Education*. 2nd Edition, Cambridge: Grower.
- Ehiametalor Egbe T. (1983). *Education Resource Management: The failure of the Past*. University of Benin, vol.69 of inaugural lecture series.

- Everts Gail Lynn, (2001), " A STUDY OF CAREER DEVELOPMENT PROGRAMS IN WISCONSIN MUNICIPAL POLICE AGENCIES", A Research Paper / Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree in Training and Development.
- FGN (2004). Implementation guidelines for the UBE Programme. Abuja: Federal Ministry of Education
- MATHIS ROBERT L., & JACKSON JOHN H., (2011), "Human Resource Management", THIRTEENTH EDITION, South-Western Cengage Learning, Natorp Boulevard, Mason, OH USA.
- Noe Raymond A.,(2010), "Employee Training and Development", Fifth Edition, Published by McGraw-Hill/Irwin, a business unit of The McGraw-Hill Companies, Inc., Americas, New York.
- Noe Raymond A., Hollenbeck John R., Gerhart Barry, & Wright Patrick M., (2011), " FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT", Fourth Edition, Published by McGraw-Hill/Irwin, a business unit of The McGraw-Hill Companies, Inc., the Americas, New York.
- Ogbimi, P. E. (1992). Planning for the Acquisition of the Relevant Skills in Skill-starved Economy: The Nigerian Perspective. Olaiya, S. A. et al (eds) *TRADER: Journal of Training and Development*. 1 (1) pp. 5-7; 15-26.
- Ogbuanya, T. C. (2006). Vocational Education Teachers and the Challenges of Human Resources Development: *Nigerian Journal of Professional Teachers*. 1 (2), Pp. 207-209.
- Ogunmade, T. O, Okedeyi, S. A. and Ogunlusi, R. O. (2008). Engendering Quality Science Teacher preparation for effective Implementation of UBE in Lagos State. *Journal of Educational Research and Development (JERD)*. 4 (1) pp. 260-265.
- Omoifo, E. D. and Igbinosun, R. U. (2008). Engendering quality Physical and Health Education Teacher Preparation for Efficient Implementation of UBE. *Journal of Educational Research and Development (JERD)*. 4 (1) pp. 310-312.
- Ojo, M. O. (2006). "Quality Teacher Education: The Pivot of National Development". *Nigerian Journal of Professional Teachers*. 1 (2), pp. 158-162.
- Pynes Joan E., (2009)," HUMAN RESOURCES MANAGEMENT FOR PUBLIC AND NONPROFIT ORGANIZATIONS", A STRATEGIC APPROACH, THIRD EDITION, Published by Jossey-Bass a Wiley Imprint.
- Swanson Richard A., & Holton Elwood F. (2001)," FOUNDATIONS of HUMAN RESOURCE DEVELOPMENT", First Edition, Berrett-Koehler Publishers, Inc.
- Ukeje, B. O. (1996). "Teacher Education for National Development". In Lassa P. N. et al (ed): *Teacher Education, An Imperative for National Development*. Kaduna: NCCE
- Vinesh, (2014), "Role of Training & Development in an Organizational Development", *International Journal of Management and International Business Studies*, Volume 4, Number 2, pp. 213-220.
- Werner Jon M. and DeSimone Randy L. (2012), "Human Resource Development", Sixth Edition, Cengage Learning products are represented in Canada by Nelson Education, Ltd.
- Yahaya K. K., Ann Ho Jo, Ibrahim Hj Y., Abdullah Nor A.C., Azizan N, Othman S. Z., Mei T.S.,& Daud W. D. W., (2009)," BQOU IV FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT", Meteor Doc. Sdn. Bhd., Jalan Serdang Raya, Taman Serdang Raya, Seri Kembangan, Selangor Darul Ehsan.