
IMPACT OF HUMAN RESOURCE DEVELOPMENT ON THE DEVELOPMENT OF QUALITY ENTREPRENEURSHIP IN RIVERS STATE SECONDARY SCHOOL

NANCY NNEBUIHE NWOSU, Ph.D

*Department of Educational Management,
University of Africa, Toru-Orua,
Bayelsa State.*

Abstract

The study investigated the impact of human resource management on the development of quality entrepreneurship in Rivers State secondary schools. One research question was posed and two hypotheses formulated to guide the study. The population of the study consisted of all the 565 public secondary school principals in Rivers State. The sample of the study comprised one hundred (100) principals, which is about 17% of the population. Data collection was constructed using a structured questionnaire tagged "Human Resources Management and Development of Quality Entrepreneurship" (HRMDQE). The research questions were answered using mean and standard deviation, while the hypotheses were tested at 0.05 significance level, using independent t-test statistics for hypothesis 1 (one) and Pearson product moment correlation statistics for hypothesis 2 (two). The study revealed that there is a significant relationship between the management of human resources and the development of quality entrepreneurship. It also revealed that the extent to which human resources management carry out its duties towards the development of quality entrepreneurship in Rivers State secondary schools is low. Among the recommendations made were that required skills and principles of management of human resources should be adopted to foster in the development of quality entrepreneurship in the state. Also there should be sensitisation on the need for entrepreneurship as well as adequate provision of facilities required for it.

Keywords: Human Resources, Management, Development and Quality Entrepreneurship.

Educational organisation as a social system performs varied social services to achieve both personal and institutional goals. The system is characterized by series of interdependent parts which are made of individuals, roles, formal and informal units, status, role expectancy patterns and physical environment which interact with other elements within and outside the organisation in search of goals. To attain these goals, there must be an effective co-ordination of activities of the overall system. Plans and policies must be instituted. Recruitment, training, organising, initiation of tasks, tasks definition, control, direction, implementation of plans and policies should be the paramount interest and utmost responsibility of a set of individuals. To this end human resource management becomes essential in educational field as it aims at coordinating the teachers and students to perform the set tasks.

Human resources are the people who make up the work-force of an organisation, business sector or economy (Odeh Simeon & Moze, 2018). It refers to the company department charged with finding, screening, recruiting, training job applicants and administering employee benefit programs (Kenton, 2019). Human resources in education include the teaching staff, non-teaching staff and students. The activities involved in gathering and co-ordinating these individuals for goal actualisation is human resource management (Nwosu & Maduiké, 2016).

Human resources management is an integral part of the educational organisation, which consists of individuals with varied skills, knowledge, potentials, abilities, innovations, creativities and competences harnessed to achieve goals when actively managed. The human resource management in education revolves around the administrators of education. It is a complex and dynamic process which requires adequate, skilled manpower, capacity to harness, sustain, develop and motivate towards productivity. It is also an essential part of the organisation saddled with the responsibility of directing the affairs of the organisation. This is the reason human resources management could be adjudged the pinnacle for the development and success of quality entrepreneurship in the Rivers State Secondary Schools. Entrepreneurship as an all-important program for human and national development requires proper management of the human resources to achieve quality.

Similarly, entrepreneurship is the act of creating a business or businesses, while building and scaling it to develop a profit (Ferreira, 2020). Obasan(2014),describes it as a process of creating new thing of value by devoting the necessary time and effort, assuming the accompanying financial, physic and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence. Entrepreneurship is an acquisition of skills for the creation of wealth, self-reliance and employment of others (Onmoya, 2011). It is the willingness and ability of an individual to seek opportunities in an environment and

ready to establish and run an enterprise successfully based on the identified opportunity (Maduiké, Nwosu & Oputa, 2017). Based on the above scholars' perspectives, entrepreneurship is all about generation of wealth and development of both individuals and the nation's economy. It possesses the ability to empower one through job creation as it seeks investment opportunities and persisting to exploit such opportunities. This is to say that, all these powerful features of entrepreneurship can only be actualised through proper management of the human resources in education. This is because the success of any system of education is hinged on proper planning, efficient administration and adequate financing (National Policy on Education, 2014). Hence, the human resources managers of education should play active roles in instituting, fortifying and facilitating entrepreneurship education to equip teachers, students and the entire citizenry with skills that would make them self-reliant.

Statement of Problem

The poor quality of entrepreneurship education in Rivers State secondary schools has generated worries and agitation in the mind of the researcher. Despite the poor economic state of the country which has been constituted by mPono-economy, human resource managers of education have not made frantic effort towards the development of quality entrepreneurship in schools. The 6-3-3-4 system of education in Nigeria evolved for purposes of skill acquisition at the second stage of education to achieve the objectives of the National policy, which is to be self-reliant, develop great dynamic economy and create a land full of bright opportunities for all citizens. Unfortunately, this aim has been defeated due to neglect on the part of human resource managers. It is disheartening to note that entrepreneurship is created in schools without adequate facilities. In addition, the schools provided with such facilities have not integrated the students. Rivers State and the nation at large need entrepreneurship to salvage the scorching economic bite. This is why the interest of the researcher has arisen in this area to join in sensitisation of the need for entrepreneurship and the proper management of human resources for its quality development, in order to reduce over dependence on oil products and invest more in skill acquisition for economic stability.

Purpose of the Study

The purpose of this study is to determine the impact of human resources management on the development of quality entrepreneurship in Rivers State secondary schools. Specifically, the study attempted to:

Examine the extent human resource management carry out the duties towards the development of quality entrepreneurship in Rivers State secondary schools.

Research Questions

To what extent does human resource management carry its duties towards the development of quality entrepreneurship in Rivers State secondary schools?

Hypothesis

There is no significant difference in the perception of the male and female principals towards the duties of human resources management in the development of quality entrepreneurship in Rivers State secondary schools.

There is no significant relationship between human resources management and the development of quality entrepreneurship in Rivers State secondary schools.

Review of Literature

Concept of Human Resources

Human resources are the life wire of every organisation and the most potent weapons used by administrators to achieve organisational goals. Okoli in Mugure (2012), adds that human resources are expertise in technical, mechanical, managerial, social and other areas potentially available for utilisation in the management of social and economic institutions. They are vital elements of every organisation and should be available in quality and quantity to help in the productive processes that ultimately lead to the realisation of goals (Armstrong in Gary, 2011).

Human resources in education consist of the teachers, administrative staff and students who perform activities, duties and task to help management achieve their objectives.

Management of Human Resources

The concept of management was derived from an Italian word “maeggare” implying to handle. Nwosu and Maduiké (2015), posit that management is the formation and reformation of goals, scrutiny, planning, control, coordination, redeployment of resources, resolving conflicts, active leadership and evaluation of policies implemented. It is the utilisation of material and human resources for goal achievement. (Wikipedia,2013), identified the following management types for achievement of goals in the organisation; project management, human resource management, performance management, investment management, brand management, knowledge management, supply chain management,

information and information technology management, risk , fleet, event, property, financial and emergency management.

Judging from the above, managing human resources involves co-ordinating and directing the affairs of humans in the organisation towards the achievement of goals. It is concerned with obtaining and retaining staff, making decisions which serve personnel in the bid to discharge their tasks. In addition, Koko in Nwosu (2019), redefined human resources management as the part of management that deals with people at work as regards to;

Utilisation (recruitment, selection, training).

Motivation (job design, fringe benefits, remunerations, consultation, participation negotiation, justice etc).

Protection (working condition, welfare services, health and safety at work and implementation of appropriate).

It is on this premise that Odeh, Simeon and Moze (2018), asserted that the availability of these variables in the right mix enhance the performance of management functions of deployment, effective load allocation, better supervision, active utilisation of human resources and active involvement of students in activity, better discipline management as well as lower case drop out in school among others.

Entrepreneurship

Entrepreneurship is not a new concept. From the early 1980's in New Zealand and throughout the world, western government recognised that entrepreneurial orientation may lead to economic growth, job creation, international competitiveness and technological advancement. The concept of entrepreneurship could be viewed as the act of acquiring skills that make one independent and self-reliant. It is the capacity and willingness to develop, organise and manage a business venture along with any of its risks to make a profit (Business Dictionary, 2015).

Roles of Human Resource Management in Developing Quality Entrepreneurship

Quality could be referred to as a level of excellence, maintenance and improvement of standards. Quality of entrepreneurship may amount to its proper and effective management to attain a high level of productivity. As it were, the role of human resource management in the development of quality entrepreneurship in the secondary schools cannot be over emphasized, as it remains the mainstream in goal achievement. Building qualitative entrepreneurship would entail the application of principles of effectiveness, efficiency, empowerment, equity, sustainability, appropriateness, wellbeing and safety (Nwosu, 2019).

In line with the above assertion, it suffices to say that quality entrepreneurship development in the secondary schools revolves around the human resources management. The question is, what roles have the human resource management played in developing the quality of entrepreneurship in schools? Are the required man powers adequate? What about the training facilities, are they available? Has there been serious orientation and sensitisation on the need for entrepreneurship? What measures have they adopted to motivate and encourage the human resources (Teachers and students)? It is worthy to note that the above factors pin pointed are the core tools required by the human resource management to develop the qualities of entrepreneurship, therefore they should stand up to the responsibilities they have been charged with.

Entrepreneurship Education as a Tool for Quality Entrepreneurship

Entrepreneurship education is that type of education and orientation that makes one bold and willing to utilize his skills, ability, capability and drive to identify and harness an investment opportunity through the judicious utilisation of available resources to achieve a given objective (Maduiké, Nwosu & Oputa, 2017). It is perceived to be a major source of innovation, job creation, growth and a measure of country's economic health (Kirkley, 2017). Entrepreneurship education is the purposeful intervention by an educator in the life of the learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business (Uleanya & Gamede, 2017).

From the foregoing, entrepreneurship education is the training of individuals on the acquisition of skills. It is aimed at facilitating economic growth and increasing talent within economies. It is that educative process that creates in the individual the ability and skills to become self-reliant to overcome the dynamic challenges posed by the harsh economy (Maduiké & Maduiké). It serves as a catalyst for economic growth and development as well as reduce high rate of poverty and empowers people to take advantages of opportunities for wealth creation, enthrone a system of incentives that reward hard work, discourage and condemn corruption (Unoma, 2016).

This goes to show that entrepreneurship education is the ultimate in developing quality entrepreneurship in school since it inculcates in to the human resources the knowledge about the following:

Need for entrepreneurship.

The traits of risk taking, innovation, coordination of factors of production for the purpose of creating new products.

Reduction of high rate of poverty and enhancement of economic Growth

Empowering people to take advantages of opportunities for wealth creation.

Creating the spirit of self-reliance in the youths etc. These will increase the importance of entrepreneurship, thereby raising interests of individuals which will automatically impact on its quality.

Methodology

This study adopted a co-relational design because it attempted to establish a relationship between human resource management and development of quality entrepreneurship in Rivers State secondary schools. The population of study consists of 565 public secondary school principals from the twenty-three Local Government Areas of Rivers State. (Rivers State Schools Board, 2019 statistics). The sample of the study comprised one hundred principals (100) which is about 17% of the population. One research question and two hypotheses were formulated to guide the study. Data collection was carried out using a structural questionnaire tagged “Human Resource Management and Development of Quality Entrepreneurship” (HRMDQE). The research questions were answered using mean and standard deviation, while the hypotheses were tested at 0.05 significance level using independent sampled T-test statistics for hypothesis 1 and Pearson product moment correlation statistics for hypothesis 2. The face validation of the instrument was done by three experts, two from educational management and one from measurement and evaluation. To ascertain the consistency of the instrument, Cronbach alpha was used to calculate the reliability of coefficient at 0.78.

Results:

Table 1: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	35	35
Female	65	65
Total	100	100

Table 1 shows the gender of the respondents in which 35 principals are male while 65 principals are females totalling 100 secondary school principals used in the study. The data is represented in the pie chart below:

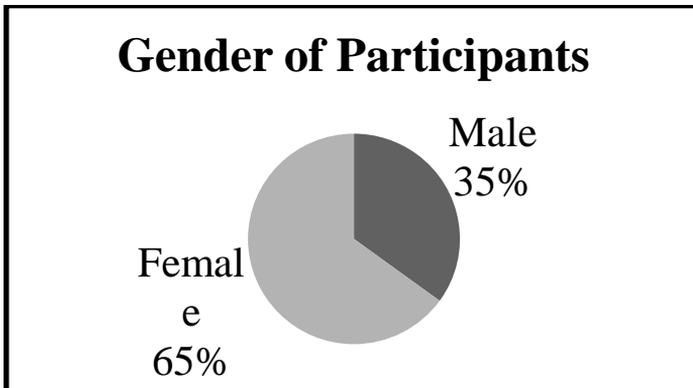


Figure 1: Gender of the participants

Research question one: To what extent does human resources management carry out its duties towards the development of quality entrepreneurship in Rivers State secondary schools?

S/N	ITEMS	SA	A	D	SD	MEAN	DECISION
1	There is availability of good platform for training on skills like tailoring, fishery, poultry etc.	5(20)	2(8)	73(146)	20(20)	1.92	Low extent
2	There is adequate provision of training facilities and instructional materials for students and teachers in the school.	20(80)	15(45)	45(90)	20(20)	2.35	Low extent
3	The students are adequately trained on these skills.	20(80)	10(30)	30(60)	40(40)	2.1	Low extent
4	There is sensitization on the need for entrepreneurship education in secondary schools.	20(80)	10(30)	40(80)	30(30)	2.2	Low extent
5	The students are encouraged and motivated to embark on entrepreneurial training.	20(80)	20(60)	40(80)	20(20)	2.4	Low extent

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6	The teachers are motivated with incentives to encourage them in the achievement of these exercises.	–	–	35(70)	65(65)	1.35	Low extent
7	Training are organised for entrepreneurship teachers on a regular basis.	10(40)	5(15)	40(80)	45(45)	1.8	Low extent
8	Educational authorities organise conferences, seminars and talk shops for entrepreneurship teachers periodically.	10(40)	8(24)	50(100)	32(32)	1.96	Low extent
9	Exhibitions are organised by the educational authorities for teachers and students to showcase their talent and skills.	–	–	40(80)	60(60)	1.4	Low extent
10	The skills instituted in schools are properly funded and supervised.	10(40)	15(45)	40(89)	35(35)	2.0	Low extent
	Grand Mean					1.95	Low extent
	Above 2.5 criterion mean = High extent Below 2.5 criterion mean = Low extent						

Table 2 shows the extent to which human resource management carry out its duties towards the development of quality entrepreneurship in Rivers State secondary schools. Table 2 shows that all the items have mean which are below the criterion mean of 2.5. Also, the grand mean of 1.95 is below the criterion mean. This shows that the extent to which human resource management carry out its duties towards the development of entrepreneurship in Rivers State secondary schools is low.

Hypothesis 1: There is no significant difference in the perception of male and female principals towards the duties of human resource management in the development of quality entrepreneurship in Rivers State secondary schools.

Table 3: Independent T-test of the difference in male and female principals' perception towards the human resources management in the quality development of entrepreneurship in Rivers State secondary schools

Variable	N	Mean	Standard deviation	Df	t	Sig.(p-value)
Male	35	27.9	10.97	98	0.44	0.561
Female	65	28.8	11.03			

$\alpha=0.05$

Table 3 shows the male respondents' mean=27.9, standard deviation=10.97 and the female respondents' mean=28.8, standard deviation=11.03, $t=0.44$ and $p\text{-value}=0.561$. Testing then hypothesis at the alpha level of 0.05, the $p\text{-value}$ (0.561) is greater than the alpha value (0.05), this shows that there is no significant difference; hence the null hypothesis is retained. Conclusively, there is no significant difference in the perception of male and female principals towards the duties of human resources management in the development of quality entrepreneurship in Rivers State secondary schools.

Hypothesis 2: There is no significant relationship between human resource management and development of quality entrepreneurship in Rivers State secondary schools.

Table 4: Pearson product moment correlation of human resources management and development of quality entrepreneurship in Rivers State secondary schools. The table 4 shows that the human correlation coefficient between human resource management and development of quality entrepreneurship is 0.64, this shows a positive relationship. Also, testing the hypothesis at 0.05 significance level, the $p\text{-value}$ of 0.000 is less than the alpha value of 0.05, this shows a significant relationship between human resources management and development of quality entrepreneurship in Rivers State secondary schools.

Discussion of Findings

The result of this study revealed that all the items have mean which are below the criterion mean. Also the grand mean of 1.95 is below the criterion mean. This shows that the extent to which human resources management carry out its duties towards the development of quality entrepreneurship in Rivers State secondary schools is low. This is in agreement with Nwosu (2019), who emphasized that building qualitative entrepreneurship will entail the application of the principles of efficiency, empowerment, equity, sustainability, appropriateness, wellbeing and safety. Also Koko in Nwosu (2019), identified that human resource management is the part of management that deals with people at work as regards to

utilization, motivation and protection. The finding is instructive to the government, educational authorities and principals, as a source of data to improving the management of human resources in the schools for development of quality entrepreneurship.

The findings of table 3 and 4 revealed that there is no significant difference in the perception of male and female principals towards the duties of human resources management in the development of quality entrepreneurship. They further revealed that there is no significant relationship between human resource management and development of quality entrepreneurship in Rivers State secondary schools. This is in congruence with the National Policy of Education (2014), which asserted that the success of any system of education is hinged on proper planning, efficient administration and adequate financing. Also activities involving gathering and coordinating of individuals for goal actualisation is human resources. The findings of this study are instructive to the human resources managers of education. The principals of secondary schools should understand that the concept of human resources management requires a mastery of human psychology, the structure of their needs, the initiating drives and sustaining forces of behaviour of employees in order to achieve goals. Based on these facts, the achievement of quality entrepreneurship will be accomplished if the necessary measures are put in place.

Conclusion

This study investigated the impact of human resources management on the development of quality entrepreneurship in Rivers State secondary schools. It was established that human resources management has a serious impact on the achievement of quality entrepreneurship in Rivers State secondary schools. This is an indication that application of right management principles yields high productivity. Hence, the development of quality entrepreneurship in state secondary schools will require getting the right people, motivating and coordinating their activities as well as providing adequate facilities and training for them.

Recommendations

Based on the findings of the study, the following recommendations are made:
All the required skills and principles of management of human resources should be adopted to foster in the development of quality entrepreneurship in the state
The government and educational authorities should create more awareness on the need for entrepreneurship
~~Entrepreneurship should be established in the schools with the interest of students at heart.~~
The skills introduced in the schools should be properly equipped.

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