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Influence of human resources development on technical college teachers' self-concept and productivity in Ogun State, Nigeria

Idowu Dare Aderinto*, Abiodun Yisa Mukaila, Olatunji Oriola Fadairo

Department of Industrial Technical Education, Tai Solarin University of Education, Nigeria

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Authors email: aderintoid@tasued.edu.ng

ABSTRACT

The productivity of any establishment is heavily relied on the welfare of its workers which is a determinant to degree of their output. Hence this study examined the influence of human resources development on technical college teachers' self-concept, and productivity in Ogun State. Descriptive survey research design was adopted for the study. The population for this study comprised all technical college teachers in Ogun State with sample size of 60 technical college teachers. Structured questionnaire was data collection. Cronbach Alpha reliability technique was used to establish the internal consistency of the instrument and a reliability coefficient of 0.85 was obtained. Data was analyzed with descriptive statistics of mean and standard deviation for answering research questions, while the hypothesis was tested using Correlation Matrix and linear regression. The findings revealed that there is significant influence of human resources development on technical college teachers' self-concept ($\beta = .748$; $p < 0.05$) and their productivity ($\beta = .830$; $p < 0.05$). It was concluded that human resources development must be embraced to regularly update educators' skills. Recommendation include that relevant human resources management programmes such as workshops, conferences, short-term programs among others should be introduced to improve self-concept and productivity of technical college teachers.

1. Introduction

The globalization process, knowledge economy and the emergence of new modes of production in the industries in the 21st century has brought about new challenges for the developing economies and the labour markets. In addition to seriously impeding the growth of new products and productivity gains, the difficulties of a labor shortage, intense competition among businesses, low productivity, and technical issues also contribute to a high rate of subpar performance and bad product implementation. By increasing the productivity of human capital, there is now ample evidence, nevertheless, that human skills are critical to maintaining the current rate of growth and development. Simply said, the vast majority of workers rarely advance their careers after landing a job. Most businesses don't train their employees to obtain current skills and educational credentials, nor do they have goals for their own development, according to Okoye & Ezeji for (2013). Whereas education is an important tool in every aspect of human development.

Education is one of the most important tools for changing a person or a certain community. Scholars have approached education from a variety of angles. Education, according to Nwabueze and Nwokedi (2016), is a system for community service, teaching, learning, administration, and research procedures through the effective and efficient use of educational resources for both personal and societal development. It is responsible for social, economic and scientific development. This means that for any organization to thrive and maintain a competitive edge in all facets of operations, maximum attention must be given to educating the staff members. In addition, educational institutions must always come up with fresh approaches to be relevant and appreciated while also continuing to offer the best services possible to staff members in order to keep them on board. But this won't happen if the employees of the company don't improve and update their skills. Ritu & Rahul (2023) state that in order to gain a competitive advantage and achieve the best results, organizations must provide the means to upgrade their workforce. This includes organizing training and development programs that boost employee performance, motivation, and work satisfaction while also enhancing their abilities. As a result, education is a crucial instrument or tool for improving the standard of any organization, including educational institutions like technical colleges. Since an individual's motivation is often influenced by their self-perception, which in turn may determine productivity, this study therefore examined the influence of human resources development on technical college teachers' self-concept, efficacy and productivity in Ogun State.

The desire for excellent performance, institutional expansion, operational efficiency, workers' excellent exploitation, and management effectiveness is the primary issue facing the majority of educational institutions in the modern world. Yet, continuous human asset development are been taken with levity. Any educational institutions as well as teachers that will stand with its shoulder raised high in this age must be able to withstand and adapt to pressure of daily technological advancement. This in place without effect training that is geared towards human resource development is a waste of time. Besides, competent and well skilled teachers who can effectively take care of day to day running of educational activities with little or no supervision but with high level of productivity are the demands of most educational institutions. Hence human resources development is essential.

However, the majority of organizations do not take human resources development seriously. This is due to a failure to recognize that educational environments have become more dynamic and that, in the modern era, only institutions with sufficient infrastructure, qualified faculty, and the appropriate technological manpower can succeed. Any industry or organization's productivity is mostly determined by the caliber of performance exhibited by its workforce, which includes both management and employees. Technical college teachers' professional development must be embraced and put in place through various means in order to enhance their self-perception, effectiveness, and productivity so as to get best out of them. Therefore, the purpose of this study was to investigate influence of human resources development on technical college teachers' self-concept, efficacy and productivity in Ogun State. The main purpose of this study was to determine the influence of human resources development on technical college teachers' self-concept, and productivity in Ogun State. Specifically, the study sought to examine the:

1. Influence of human resources development on technical college teachers' self-concept in Ogun State
2. Influence of human resources development on technical college teachers' productivity in Ogun State
3. Relationship that exist among of human resources development, technical college teachers' self-concept and productivity in Ogun State

2. Research Question

The following research questions were raised to guide the study:

1. To what extent will human resources development influence technical college teachers' self-concept in Ogun State
2. To what extent will human resources development influence technical college teachers' productivity in Ogun State

3. To what extent is the relationship that exist among of human resources development, self-concept and productivity of technical college teachers' in Ogun State

3. Hypotheses

The following hypotheses were formulated for the study:

1. There is no significant influence of human resources development on technical college teachers' self-concept in Ogun State
2. There is no significant influence of human resources development on technical college teachers' productivity in Ogun State
3. There is no significant relationship among human resources development, self-concept and productivity of technical college teachers' in Ogun State

4. Literature Review

4.1. Human Resource Development

Human Resource Development (HRD) represents a concept that focuses on how individuals develop their personal and organizational skills, knowledge and abilities with the objective of ensuring a better integration between work and learning. Agwu & Ogriki (2014) described HRD as "a series of organized activities conducted within a specified time and designed to produce behavioural change" through training activities. According to Ali & Rahman (2021)) it is mainly concerned with developing the skills, knowledge and competencies of people and it is people-oriented concept. In Educational context, Human resources development can be seen as an organization's investment in the training of educators or educational personnel such as teacher or non-staffs in order to become more competent and remain relevant in their profession (Bratton & Gold, 2017). Some of the training may include exposure to online teaching Applications, organizing of workshop and seminar, periodic physical training among others for the purpose of improving the teachings in order to perform better. All this points to the fact that the development of employees which in this study are technical colleges teachers are very essential to the growth and development of the educational institutions

4.2. Technical College

Technical college is an institution of learning where student acquires both practical and theoretical knowledge on a particular job or profession as a chosen career. According to Ayonmike (2014), technical college is an institution designed to train people for work to reflect the modern trends and development in occupations and skills requirement. Technical Colleges have continued to train individuals in the acquisition of requisite skills or competence or mastery of skills in various occupational trades such as Mechanical Trades; Computer Craft Practice; Electrical Engineering Trades; Wood Trades, Building trades among others. In order to equip technical college students with skills, The National Policy on Education (N.P.E, 2014) states that the objective of Vocational and Technical Education (VTE) is expected to equip students with vocational and technical skills, expose students to career awareness by exploring usable options in the world of work. In view of this possibility the people responsible for these training are known as technical college teachers

4.3. Technical College Teacher

Technical college teacher is an individual who has been trained in both practical and theoretical knowledge on a particular area of specialization under vocational and technical education programme or engineering field. In view this, Miller (2011) stated technical teachers are expected to provide quality technological training that keeps pace with quality control in technology education. This means technical college teachers must have gone through series of training either at colleges of education, polytechnics or university respectively. This training must have equipped such individual with different teaching methods, exposure to lessons planning, conduction of practical exercises in with instructional objectives among others. Apart from this, Tabassum & Bibi (2014) stated that some important characteristics a technical college teacher's must possess to be effective

in their career are that they should be warm-hearted rather than cold-hearted, should be responsible for her student's behaviour and performance and should be creative enough to always come up with new ideas/projects rather than normal routine. He further stated that all these characteristics are governed by a teacher's self-concept.

4.4. Self Concept

Self concept is the believes or perception that an individual has about himself or herself. Self-concept is concerned with how a person views himself socially, emotionally and physically. Sunny (2021) defined teachers self-concept as the image a teacher pictured about him/herself irrespective of what other people thinks of them. Understanding of one's self-image leads to clarity of self-identity, self-evaluation and self-ideal. According to Yeung, Craven & Keur (2014) the quality of teaching by any teacher in school depends on many factors which can be divided into "internal such as teachers ability, self-concept" and "external factors which include schools' infrastructure, access to technology and many more." Zlatkovic et al, (2012) stated that self-concept most times determines the teacher's interest and motivation for teaching but is rarely considered in teacher's training programmes. This means that an individual interest for a job could depend on degree to which the job is able to meet their desires which is a strong determinant to their level of productivity

4.5. Productivity

Productivity is the ratio of what is produced to what is required to be produced. It is the measure of production efficiency over a given period of time. Asamu & Arisukwu (2015) described the word productivity to mean the output per unit of factor input over a given period of time. Also, Uno (2016) defined productivity as a measure of overall production efficiency, effectiveness and performance of the individual organization with respect. In the same vein Patience & Monday (2021) contends that productivity is the "measure of how well a nation's resources are utilized for accomplishing a set of results. This indicate that technical college teachers as human resources in educational sector should be well taken care of as well as receive period training that will enhance their knowledge and improve their productivity on their job. Invariably this will reflect in how they handle all their job demands. Hence, human resources development is essential

5. Method

Descriptive survey research design was adopted for the study. The study was conducted in the Ogun State of Nigeria. The population for this study comprised all technical college teachers in Ogun State Nigeria. A total sample of 60 technical college teachers in Ogun State was used for the study. Structure questionnaire which comprised of 20 items was used as instrument for data collection. Validity of the instrument was done by experts to ensured appropriate vocabulary and sentence structure of the items are suitable for the intended respondents. Reliability of the instrument was established by administering 20 copies of the instrument to respondents outside the study area. Cronbach Alpha reliability technique was used to establish the internal consistency of the instrument and reliability coefficient of 0.85 was obtained. The instrument was administered by the researcher with support of two research assistant. The filled questionnaire was collected on the spot by the researchers. Data was analyzed using descriptive statistics of mean and standard deviation for answering research questions, while the hypothesis was tested using Correlation matrix (Pearson Product Moment Correlation, PPMC) and linear regression (LR) with the aid of SPSS software. Null hypotheses with p-value that are less than or equal to 0.05 was rejected while null hypotheses with p-values that are greater than 0.05 was accepted.

6. Results and Discussion

The results and discussion are presented in accordance with the objectives and research questions and hypothesis of the study.

6.1. Testing of Hypotheses

6.1.1. Hypothesis One

There is no significant influence of human resources development on technical college teachers' self-concept.

Table 1. Regression analysis showing influence of human resources development on technical college teachers' self-concept

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	56.577	13.067		4.330	.000
Human Resources Development	2.332	.391	.748	5.971	.000

Dependent Variable: technical college teachers' Self-concept

Table 1 presents the influence of human resources development on technical college teachers' self-concept. The table revealed that human resources development ($\beta = .748$) has high influence on technical college teachers' self-concept. The influence of the human resources development on technical college teachers' self-concept is however significant ($p < 0.05$) which indicates that technical college teachers' self-concept seems aided by the human resources development programmes they are exposed to. Thus, the null hypothesis was rejected. Hence, there is a significant influence of human resources development on technical college teachers' self-concept.

6.1.2. Hypothesis Two

There is no significant influence of human resources development on technical college teachers' productivity.

Table 2. Regression analysis showing influence of human resources development on technical college teachers' productivity

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	41.074	11.866		3.461	.002
Human Resources Development	2.722	.345	.830	7.882	.000

Dependent Variable: Technical college teachers' Productivity

Table 2 presents the influence of human resources development on technical college teachers' productivity. The table revealed that human resources development ($\beta = .830$) has high influence on technical college teachers' productivity. The influence of human resources development on technical college teachers' productivity is however significant ($p < 0.05$) which indicates that technical college teachers' productivity is simply affected positively by their exposure to human resources development. Thus, the null hypothesis was rejected. Hence, there is a significant influence of human resources development on technical college teachers' productivity.

Hypothesis 1: There is no significant relationship among job burnout, job engagement and performance of Technical Education lecturers in Nigeria universities.

Table 1: There is no significant relationship among human resources development, self-concept and productivity of technical college teachers' in Ogun State

Variables		1	2	3
1	Human resources development	1		
2	Self-concept	.48	1	
3	Productivity	-.72**	.01**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows the relationship among human resources development, self-concept and productivity of technical college teachers' in Ogun State. Two of the three correlations are statistically significant at the 0.05 level. Two of the correlations are positive ($r = 0.01$ and 0.48) while the last correlation is negative ($r = -0.72$). The results from the table revealed a moderate and positive correlation between Human resources development and Self-concept ($r = 0.48$; $p > .05$) of technical college teachers. Also, a significant but negative ($r = -.72$; $p < .05$) relationship was established between Human resources development and technical college teachers Productivity while a very low but significantly positive relationship exist between Self-concept and Productivity ($r = .01$; $p < .05$) of technical college teachers. Based on the results, the null hypothesis 3 was not accepted. Therefore, there is a significant relationship among human resources development, self-concept and productivity of technical college teachers' in Ogun State.

7. Conclusion

In order to stay up to date with the latest skills and abilities, educators worldwide are expected to frequently take part in a variety of training and development programs, including conferences, workshops, and short-term programs. They could ensure their relevance in their area of expertise for optimal production and consistently overcome any kind of self-limitation, both internally and externally, with this support. Also, this study showed that the productivity and self-concept of technical college students are highly significantly impacted by human resources development. This indicates that sufficient human resources development activities may contribute to instructors' positive self-perceptions and increased job performance in technical colleges

8. Recommendations

Based on the findings in the study, the following recommendations were made:

1. Relevant human resources management programmes should be introduced among technical college teachers in Ogun State Nigeria.
2. Human resources development activities should be targeted at improving technical college teachers' self-concept and self-efficacy in the in Ogun State Nigeria
3. Human resources management could be employed as an instrument for improving worker's productivity especially in the technical colleges.

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