



IMPACT OF PRACTICAL EDUCATION ON HUMAN RESOURCE DEVELOPMENT OF A NATION

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ABSTRACT

The study focused on the impact of practical education on human resource development of a nation. It was guided by one research question and one hypothesis. The survey research design was adopted with a population of 5,583 students. The simple random sampling techniques was used to arrive at 1,954 sample size. The questionnaire was used for data gathering and the split-half method was used for computing the reliability coefficient using Pearson Product Moment Correlation. The reliability coefficient arrived at was 0.73. Percentage and Chi Square (x²) statistics were used for data analysis. The findings showed that there was a significant relationship between practical education and the enhancement of human resource development.

KEYWORD: Practical education, Development, Human resource, Skills

INTRODUCTION

To have a self-sufficient society, the underdeveloped, unschooled and the deprived, most of whom have unused abilities. If these abilities are completely developed, it will immensely be of benefit to them and whole nation. Practical education according to Ozoemena (2013) is the ability of using reading and writing skills to acquire information that will enable the individual actively function and be of benefit economically, socially, politically and culturally in his or her community. Therefore, the ability to recite and put pen to paper helps the individual contribute meaningfully to society development. A society having most of the citizens as not being literate cannot have significant development. Thus, attempt should be made in scaling up various educational programmes in a society.

Consequently, a society that does not pay attention to the contributions of her people progresses slowly in relation to national growth. The quality and the level of efficiency of human resource or personnel of an organization is a function of achieving organizational objectives (Asiyai & Okoro, 2019). It is important therefore for management of the organization to put in enough effort in getting and improving the required human resources, ensuring that they are utilized very well. Conversely, from experience, it was revealed that majority of publicly owned organizations showed more interest in human resource development and recruitment than utilizing the available ones. It is very important to train and retrain the citizens so as to meet the increasing demand for skilled manpower resources so as to help foster national and economic development of any nation.

To be literate goes beyond mere ability to read, write and calculate which is no longer adequate for people to operate successfully in a scientific and technological age. Also, being literate is not just about adapting to existing conditions but about having the problem solving and critical – thinking skills necessary to bring about any changes needed (Okoro, 2022; Ololube & Egbezor 2012). Countries with longstanding literacy programmes are becoming increasingly concerned about “what comes next” after basic skills are taught. Innovative methods are being developed to address the goals of learners in social, economic and cultural areas. There is need for a country to determine what constitutes literacy in the light of her present situation and in relation to the wider society in which her citizens have to operate.

The concept of individual development should be the main aim of education, involving empowerment and freedom from subjugation and embarrassments. Education should focus on enabling the individual to be himself and become himself. Development is said to have a purpose which is the freedom of the individual. However, one can only free or improve on himself. As a tool of freedom or liberation and public transformation, the ability to resolving contradictions lies in education. Education can be an avenue of empowerment through giving emphasis to independent and critical thinking, thoughtful examination of happenings and openness to transformation. Practical education is people-centred and innovative, equipping the individual to soundly make decisions and analyze problems. The skills needed to analyze contrary values and circumstances in the society should be developed by the individual. Practical education does not only identify right or wrong in particular situation but enables



individual take suitable decision and actions when the need arises. The moral ability to uncover and stand against oppression and falsehood comes from having practical education. This study therefore examines the impact of practical education on the human development.

Research Questions

One research question was state to give the study focus:

1. To what extent has practical education provided useful skills for enhanced human development?

Hypotheses

The following hypotheses were formulated to guide the researcher in achieving the objectives of the study.

1. There is no significant relationship between practical education and the practical skills for enhanced human development.

MATERIALS AND METHOD

This study employs the survey research design to investigate the contribution of functional education on the development of human resources. The populations of the study consist of 5,583 students from twenty five acquisition centres in 18 Local Government Area of Ondo State. The sample size consists of 1,954 students which is thirty-five percent of the total population of students undergoing training in the five acquisition centres. The simple random sampling techniques was used for the selection of the sampled acquisition centres by balloting, while the stratified random sampling technique was used to arrive at the

five acquisition centres across the 18 Local Government Area. The main instrument for the study is the questionnaire. It was validated by two experts in the Department of Educational Administration and Foundations. Thus, it was adjudged ambiguity free and had face and content validity.

The researcher administered 50 copies of the questionnaire to randomly selected students in five non- formal education centres in Sapele which is outside the study location. The split-half -method (odd even) was used for computing the reliability coefficient using Pearson Product Moment Correlation. The reliability coefficient arrived at was 0.73. The hypotheses were tested at 0.05 alpha levels with chi-square (X^2).

The researcher and two other research assistants went to the various non-formal education centres to administer the questionnaire. A total of 1,954 questionnaires were administered and the number that was successfully completed and returned was 1,675 questionnaires.

The statistics used in analyzing data collected in the study, was the percentage and chi-square statistical test. This was used to find statistically significant relationship between functional education and human resource development.

RESULTS AND DISCUSSION

Presentation of Results

This chapter involves the collation of the collected data as well as the presentation of results and discussion. The data and results obtained are presented in tables and are tested statistically using the chi-square.

Table 1: Analysis of responses according to their training centres.

S/N	Training Centres	Frequency	Percentage (%)
1	Skill acquisition centre, Akure South LGA	173	10.3
2	Igbokodo skill acquisition Centre, Ilaje LGA	390	23
3	JKC computer centre, Irele,Irele LGA	336	20
4	Ministry of Niger Affairs skill acquisition, Ijare, Ifedore LGA	251	15
5	Ondo state skill acquisition centre,Owo, Owo LGA	525	31.3
	Total	1,675	100

Percent of the total number of responses in each of the skill acquisition centres.

Research Question

To what extent has practical education provided practical skills for enhanced development?

Table 2: Percentage of the extent to which practical education provided students with practical skills.

Responses	Frequency	Percentage (%)
Agreed	1,120	67
Disagreed	356	21
Undecided	199	12
Total	1675	100

Table 2 shows that the extent to which functional education provided students with practical skills for development is 67% which is the percent of students in training that agreed that

functional education provides students with practical skills while just 21% disagreed and 12% were undecided. We can therefore accept that practical education provides the trainees with practical



skills. Furthermore, the hypothesis is tested using the chi-square statistical test at 0.05 level of significance with the degree of freedom of 8.

Hypothesis

There is no significant relationship between functional education and the practical skills for enhanced development.

Table 3: Summary of the chi-square test on the significant relationship between practical education and the practical skills for enhanced human development.

Responses	SAC Akure South	Igbokoda SAC.	JKC Irele	MNA Ifedore	Ondo State SAC. Owo	Total	X ² Cal.	X ² Crit.
Agreed	116(115.68)	265(260.78)	229(224.67)	164(167.83)	346(351.04)	1,120	41.12	16
Undecided	29(20.33)	60(46.33)	25(39.92)	22(29.82)	63(62.37)	199		
Disagreed	28(36.77)	65(82.89)	82(71.41)	65(53.35)	116(111.58)	356		
Total	173	390	336	251	525	1675		

At a degree of freedom of 8 and at 0.05 level of significance, the critical value (table value) is 16. The calculate value is 41.12 which is greater than the critical value of 16. Based on this, the null hypothesis is rejected and the alternative which states that there is a significant relationship between practical education and the skills and development of students is accepted.

DISCUSSION OF RESULTS

The hypothesis revealed that practical education provides the students with practical skills which enhance their development. It was discovered in the Ondo State skills acquisition centre and the Igbokoda acquisition centre that the students were being trained to acquire different skills. Some of these skills are: soap making, cream making, tailoring, hair dressing, candle making, welding, metal work, auto-mechanic and auto-electricity. From the information gathered during the study, most of the students have been able to acquire the basic skills and have graduated successful. Also in JKC computer centre, Irele, most of the student were youth who have graduated from the secondary school but could not gain employment with their certificate and has not been able to further their education. In these non-formal education centres, functional education is impacted to students who need skills development and remedial education to school dropout. Adult and learners are therefore motivated to develop an interest in acquiring new skills. It was also the view of (Ozoemena, 2013) that adult literacy programme have been found to motivate learners to develop interest in acquiring reading and writing skills and help to form a positive attitude towards ICT and media use in the context of lifelong learning. Through functional education, the students are trained in a relevant skill, which enable them have the self-confident to move around independently and to seek employment with large firm without fear. Those who already have some skills before are being re-train to become a professional and thereby increase their productivity. Egbezor and Okanezi (2012) is of the opinion that the purpose of adult literacy education is to help move people from whatever level of consciousness they currently operate to a level of critical consciousness, wherein they can ask questions about things around them, as well attain capacity to change their

lives positively to the benefit of the society. There is need to provide skilled workforce, and the teaching and re-teaching new attitudinal changes of workers (Egunyomi, 2009; Efanga, 2007). According to Ihejirika (2012), practical education could be job centred. For example, a worker in the industry needs to develop his or her skills for optimal efficiency and output via re-training and attending workshops and seminars. Therefore, practical education acquisition centres has been able to provide the basic skills to the students which enable them to be employable or self-employed.

CONCLUSION

The research findings revealed that functional education teaches life planning educational skills. Skills acquisition centres in Ondo State has been training students in various skills and trades. The skills learnt in non-formal education enhance the procurement of employment. The certificate issued to graduates of non-formal educational programmes could be used to seek employment in either the private sector or public parastatals. Besides, such acquired skills could be used for self-employment if the person so desires. Sometimes when there is no wage employment, a graduate of non-formal education programme could start his or her own business and even become an employer of labour. Also, the study revealed that participation in practical education programmes can generate income for themselves through the acquired skills which can in turn reduce the poverty level of the citizens. This implies that the people who could not fend for themselves before now can acquire necessary skills. These acquired skills can make them to be useful to themselves and the society. Conclusively, practical education helps in enhancing the efficiency and productivity of employees. This could be through the different training services given to employees on and outside the job.

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