



## MANAGING HUMAN CAPITAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE AS A PROVISO FOR NATIONAL TRANSFORMATION.

**DR. L. EZEUWA**

Department Of Educational Foundations,  
Ebonyi State College Of Education, Ikwo,  
Ebonyi State, Nigeria.

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### Abstract

This study was set to investigate Managing Human Capital Development in Ebonyi State public secondary schools as a proviso for national transformation. The study adopted ex-post facto design. Two research questions and hypotheses guided the study. The population of the study consisted of 1514 secondary school teachers out of which a sample size of 227 teachers was drawn and used for the study. The instrument used for data collection was a questionnaire titled "Managing Human Capital Development Questionnaire (MHCDQ)". The instrument was validated and tested for reliability. Data collected were analyzed using Pearson's Product Moment Correlation coefficient. Results showed that attendance to in-service training and participation in seminars/workshops has significant relationship with national transformation. Recommendations were made among which was that teachers should be regularly sponsored to in-service training programmes.

**Keywords:** Managing, Human Capital Development, National Transformation.

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### Introduction

Education has remained an important instrument for national transformation. Federal Republic of Nigeria (2004) stated that education will continue to be highly rated in the national development plans because education is the most important instrument of change, as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution. Education therefore, should at any point in time respond to issues of national transformation.

Since education is dynamic in nature, operators of the system especially teachers must respond to changes to be able to effectively transmit useful educational practices to the learners. As stated by Ezeuwa (2009), attainment of the goals of education greatly depends on whether there are proper teachers to practically implement the curriculum at different levels of education. This is equally because "no educational system can rise above the quality of its teachers" (FRN, 2004).

The teaching workforce mainly constitutes the human capital of the school system. This human capital needs to be managed to not only cope but to squarely catch up with current academic challenges. Since we now live in a world where a lot of changes and innovations especially in the area of technology have become an integral part of our culture and cannot be overlooked, there is the need not to allow the human resources (teachers) of our school system to remain stagnant but to make necessary improvements needed for national transformation. The teacher has always been adjudged central and paramount in the educative process. Mkpa (1987:344) presented a comprehensive description of a teacher who is capable of imparting the right type of knowledge that will lead to national transformation as:

*Someone who went through  
and completed a formal  
training institution, a planned  
programme of training,  
among other areas in the*



*principle and practice of education and was exposed to an observed period of internship either after or as part of the period of training.*

Successful Human capital development is basically a function of good training emanating from proper management. For the schools to effectively carry out educational programmes necessary for producing citizens well equipped for national transformation, managing human capital development stands as a prerequisite. This paper is prompted by the worry that several secondary school leavers especially those unable to transit to higher education level roam about in search of white collar jobs instead of engaging their hands in entrepreneurial practices that require skills as can be acquired in the course of secondary education. Teachers have been blamed for not teaching very well. Ezeuwa (2009) blamed poor performance of secondary school leavers on teacher factor. The problem of this study therefore is to identify how human capital development can be managed in Ebonyi State public secondary schools to enhance national transformation.

In order to appropriately address the topical issues of managing human capital development in Ebonyi State public secondary schools, it seems necessary to start from making conceptual clarifications.

### **Concept of Managing Human Capital Development and National transformation**

The word managing is a verb in continuous tense derived from the noun 'management' which, Hornby (2005) defined as the act or skill of dealing with people or situations in a successful way. Obi (2003) described management as involving strategy, innovation, initiating about change, creative problem solving and decision making, actively seeking out alternatives and opportunities, reformulating goals and priorities, redeploying resources, negotiating, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship and a high degree of risk taking and entrepreneurship. Going by those definitions, management can be viewed as the

interactional process involving a sequence of co-ordinated events such as planning, organizing, co-ordinating and leading so as to achieve desired organizational goals using available resources.

Scultz (1993) described human capital development as a key element in improving a firm assets and employees in order to increase productivity as well as sustain competitive advantage. In a related explanation, Rastogi (2000) stated that human capital development is an important input for organization especially for employees' continuous improvement mainly on knowledge, skills and abilities. Human capital development therefore refers to the knowledge, skills, competencies and attributes acquired by individuals which facilitate the creation of personal and organizational social and economic well being.

National transformation according to Anyim (2012) has to do with rapid incremental, changes in the development indices of a country such as, comparatively high Gross Domestic Product (GDP) and High Human Development Index (HDI) achieved through deliberate intervention policies, appropriately and faithfully implemented. National transformation refers to positive growth and modernization. Problems of infrastructure and conditions of living of the citizens are addressed in national transformation. It means improvement in the economic, social and cultural conditions of different communities, states and ethnic groups of the country.

Managing human capital development can therefore be seen as a process of evolving and implementing relevant training programmes whereby teachers are equipped with professional artistry needed to improve on their status in such a way that they would appropriately adjust education to the changing needs of the teachers and their environment.

### **Theoretical Framework**

Examination of some of the theoretical perspectives that are related to human resource is necessary for its effective discussion. Thus, this paper examines the Human resources theories,



motivation theories, and Rensis Likert's participative decision making theory.

Raymond Miles was the first and original proponent of Human Resource Theory. Miles (1965) posited that all workers are reservoirs of untapped resources which include not only physical skills and energy but creative ability and the capacity for responsible, self directed, self controlled behaviour. Miles's well articulated theoretical perspective was high on communication, high on tapping into employee resources and high on employee input on decision making.

Maslow (1943), theory of human motivation was concerned with understanding what motivates people. The theory identified five needs that should be met at one stage before another. The needs are hierarchically arranged to include Physiological needs, safety needs, esteem needs, love and belongingness and self-actualisation needs. Maslow's hierarchy of needs helps in understanding the best way to motivate workers to strive for more work in an organization. In this regard, communication is necessary as the need of the worker should be understood before motivating him to perform proficiently and productively.

Fredrick Herzberg's Hygiene theory of 1959 posited that workers who are motivated should equally be satisfied on the job. The theory however stated that satisfaction and dissatisfaction were not opposite and of one continuum. In the theory, factors that lead to positive job attitudes were identified as motivators while those that lead to negative job attitudes were hygiene factors. The motivators and hygiene factors include achievement, policy and administration, job security, work condition, potentials for promotion and personal growth as well as status salary.

Rensis Likert's Participative Decision making theory of 1967 was based on the idea that supervisors with strong worker productivity tended to focus on the human aspects of subordinate problems while creating terms that reiterate high achievement. The salient idea in

the theory is that effective management requires treating workers as humans and not just workers.

Theories reviewed show that human resources encourage an environment where employees can be creative. Review identifies communication as an important instrument for resolving disharmony and maintaining peace at work places. Maslow's theory emphasizes motivating individuals while Herzberg's stresses on the factors that lead individuals to demotivation at work. Ezeuwa (2009) observed that most Nigeria Tertiary Educational Institutions had cases of conflict for lack of effective employer-employee communication as well as failure to motivate employees through financial rewards, good working environment and exposure to the opportunity for further training. Education has remained a critical socio-economic sub-sector which needs effective human resource management in order to achieve set-goals.

The objectives of teacher education have been outlined to include:

- Ø To encourage further the spirit of enquiry and creativity in teachers;
- Ø To help teachers to fit into the society at large and to enhance their commitment to objectives;
- Ø To provide teachers with intellectual and professional background to any changing situation not only in the life of their country but in the wider society; and
- Ø To enhance teachers' commitment to the teaching profession (FRN, 2004:39).

The objectives as stated imply that managing human capital development involves the use of strategies such as in-service training, attendance to seminars and workshops, participating in academic and professional conferences especially those that relate to Information and Communication Technology (ICT) and entrepreneurial skills acquisition in the public secondary schools in Ebonyi State. It is essential as this will help to equip the teachers with ethical, intellectual and emotional capabilities so that they will be able to adapt to the transformational needs of the country.





Today there is need for national transformation which can only be addressed by knowledge of prevalence scientific enterprise. The bank of knowledge, which the teacher has acquired, seems inadequate to address these transformational needs. A situational imperative has therefore arisen posing an undeniable challenge to the teacher to keep pace with prevalent knowledge explosion to avoid lapsing into rapid professional obsolescence (Maduabum, 2006). In the words of Ajayi (1982), without planned and well managed programmes for upgrading their works the teachers may remain isolated from innovative practices and procedures. Oyekan (2000) observed that teachers are the most important refined human species that skilfully identify, develop and nurture the potentials of productive citizenry for meaningful creation of wealth, pleasure and services, which will sustain quality life. Notably, those are attributes of national transformation.

It is against this background that this study is set to find out whether managing human capital development in Ebonyi State public secondary schools can be a proviso for national transformation.

### Research Questions

The following research questions guided the study.

1. How does attendance to in-service training by teachers affect national transformation?
2. How does participation in seminars/workshops by teachers affect national transformation?

### Result

**Table 1:** Analysis of the Relationship between Attendance to in-service training and National Transformation.

N - 227				
Variables	$\Sigma x$ $\Sigma y$	$\Sigma x^2$ $\Sigma y^2$	$\Sigma xy$	Cal r
Attendance to in service training	1226	2328	3412	0.643
National Transformation	999	2169		

$P < 0.05$ ,  $df = 225$ , critical  $r = 0.138$ .

### Hypotheses

Two null hypotheses tested at 0.05 level of significance were used for the study.

1. Attendance to in-service training programmes does not significantly relate to national transformation.
2. Participation in seminars/workshops by teachers does not significantly relate to national transformation.

### Method

Correlational research design was adopted for the study. This is because it focused on the relationship between variables – managing Human Capital Development and National Transformation. The study covered all the 148 public secondary schools in Ebonyi State. The population of the study consisted of 1,514 teachers from Ebonyi State public secondary schools. Stratified random sampling technique was used to select 15% of the population which was 227 teachers as sample for the study. The instrument for data collection was a questionnaire titled “Managing Human capital Development Questionnaire (MHCDQ)”. The questionnaire which had a 20 item was validated by experts in Educational Administration and Planning and also Measurement and Evaluation from Ebonyi State University. The instrument was tested for reliability using Cronbach Alpha and it yielded values of 0.64 and 0.73 for its two sections. 227 copies of the questionnaire were distributed to respondents through research assistants. All the 227 copies were returned. The data were analyzed using Pearson's Product Moment Correlation Coefficient.





Result in table one indicated that the calculated r-value of 0.643 was greater than the critical r-value of 0.138 giving rise to the rejection of the

hypothesis. It then implies that attendance to in-service training significantly relates to national transformation.

**Table 2:** Analysis of the Relationship between Participation in seminars/workshops and National Transformation.

N - 227

Variables	$\Sigma x$ $\Sigma y$	$\Sigma x^2$ $\Sigma y^2$	$\Sigma xy$	Cal r
Participation in seminar/workshops	1231	2299	3426	0.638
National Transformation	999	2169		

$P < 0.05$ ,  $df = 225$ , critical  $r = 0.138$

Result in table two revealed that the calculated r-value of 0.638 was greater than the critical r-value of 0.138 leading to the rejection of the hypothesis. This implies that teachers' participation in seminar/workshops had positive relationship with national transformation.

### Discussion

The first finding of the study is that attendance to in-service training programmes by teachers significantly relates to national transformation. This is because during in-service training the teacher upgrades his knowledge, skills, aptitude and attitude and becomes properly equipped for educational services that usher in national transformation. It is in consideration of the importance of in-service training that Obanya (2004) regretted that among other ways in which teachers have been unfairly treated is to have treated teaching as the only profession in which continuing self-improvement was not necessary. Ajayi (1982) asserted that without planned programmes for upgrading their works, the teachers may remain isolated from innovative practices and procedures. Teachers need to continuously upgrade themselves through retraining programmes to avoid lapsing into professional obsolescence which is inimical to national transformation. Ezeuwa (2009) equally observed that staff training and re-training contribute significantly to effective job performance.

The second finding of the study reveals that regular participation in seminars/workshops by

teachers will significantly help them to acquire knowledge, skills and competencies needed in their job. These skills will enable the teachers to offer quality teachings that would enrich the students and adequately equip them for national transformation. Ndu (1999) opined that a new knowledge acquired through regular seminars/workshops compel the professional teacher to need a refresh and renew the skills and attitudes he had earlier developed. Achimugu (2000) maintained that teachers who have opportunities to participate in seminars/workshops interact positively with their colleagues, learn new skills and become well equipped for their teaching jobs. Participating in seminars/workshops is therefore necessary for professional development of the teacher who is expected to be a front liner in the process of national transformation.

### Conclusion

Managing human capital development has been described as a process of evolving and implementing relevant training programmes whereby teachers are equipped with professional artistry needed to improve their performance. These programmes may be in form of in-service training, seminars/workshops and similar interactions geared towards improving job performance. The paper found that attendance to in-service training and teacher participation in other retraining programmes have relationship with national transformation. The teacher needs to regularly upgrade his knowledge in order to effectively cope with the present time knowledge



explosion and to impart current relevant skills to the students who are also agents of national transformation.

### Recommendations

Based on the findings of the study, the following recommendations are made.

- Teachers should be exposed to regular in-service training programmes by the government. Relevant agencies such as Secondary Education Board (SEB) and State Ministry of Education should ensure that there is a well articulated policy on staff re-training in order to have on ground teachers whose activities can

contribute to national transformation.

- A school-based training programmes should be introduced in Ebonyi state school system especially at the secondary level to enable secondary school teachers be up-to-date in knowledge and skill.
- Secondary school teachers should be sponsored to participate in academic or professional seminars/workshop which will enhance increase in their knowledge and predispose them for national transformation. Both the government and other stakeholders in education can take up the sponsorship.

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