

The relationship between human capital development and Job performance of business educators: A study in tertiary institutions in Ekiti State, Nigeria

Abstract

The study was on human resources as **correlates** of business education job performance in tertiary institution in Ekiti state. Three research questions were raised and three hypothesis were formulated and tested at 0.05 level of significance. The study adopted correlational survey research design. The population of the study comprised 40 lecturers in business education and Office Technology and Management from three Universities and Federal Polytechnic, Ado Ekiti respectively. All the lecturers were used since the population was manageable. The instrument used was a questionnaire titled Human Resources and Job **Performance** Questionnaire (HRJPQ). The instrument was given to experts in Business Education for content and face validity. The internal consistency of the instrument was ascertained using **cronbach** alpha with **coefficient** value of 0.89. The findings revealed that There was a high positive relationship between training and business educators' job performance, There was a very high positive relationship between mentoring and business educators' job performance and There was moderate positive relationship between performance appraisal and business educators' job performance. The findings also revealed that training, mentoring and performance appraisal is significant positive predictor of business educator's job performance. Based on the findings, it was recommended that Management of tertiary institutions in Ekiti state need to establish a widely spread evaluation scheme to enhance performance of business educators, they should also offer training programs to business educators based on training needs which is identified through regular performance appraisal review and provide mentoring programme for them to meet their expected performance.

??? **Keywords**

Comment [KS1]: Correlate

Comment [KS2]: Performance

Comment [KS3]: Cronbach

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Introduction

Human capital development best practices are adopted by the organization to improve the overall performance of employees, which ultimately leads to increased organizational effectiveness (Delaney and Huselid, 1996). Whereas Dessler (2003) has mentioned that performance of employees can be enhanced by "recruiting, screening, training and appraising". Beardwell, (2004) have described human capital development as modern improvement that continuously redesign the employment relationship. Delaney and Huselid (1996) also defined that in human capital development practices commitment play a key role. Simple term aim of human capital development is to enhance the skills of employee, increasing their level of

commitment which leads to increase the organization performance, output and efficiency. Globalization and job market saturation has resulted in greater focus on human capital. All the countries reiterate more human capital growth towards speeding up the economic development by allocating essential time and hard work.

Human resources management is a planned approach to managing people for effective job performance. Deku (2014) defined human capital development as the process by which organization help their employees in a continuous and planned way in order to acquire or sharpen the abilities required to perform various functions associated with their present or expected future roles; develop their general skills as individuals, discover and utilize their inner potential for their own and organizational development purposes. Human capital is the greatest asset for every organization. According to Armstrong (2010), human capital development is a continuous process and must not be stunted in any form, if organizations are to survive under this complex, competitive dynamism of the world of work. Human capital development, include all activities that can lead to improvement of quality, productivity, capacity and resources.

In the current global market, education is composed by competitors, regardless of its deposition. To develop a competitive advantage, it is important that tertiary institutions truly leverage on the work force as a competitive weapon. A strategy for improving workforce performance to derive higher value for the educational institutions has become an important focus. Educational institutions seek to optimize their workforce through comprehensive human capital development programmes not only to achieve educational goals but most important is for a long term survival and sustainability. Maran, (2008) opined that to accomplish this undertaking, educational institutions will need to invest resources to ensure that employees have the knowledge, skills and competencies they need to work effectively in rapid changing

and complex environment. As such and in response to the changes, most firms have embraced the notion that human capital development has good competitive advantage that will embrace higher job performance.

Job performance is the sum total of an **employee** execution of an assigned task. It also seen as work **related** activities expected of an employee and how well those activities were executed, in essence is an important criterion for organizational outcome. Employee job performance can also be seen as the ability of organizations to keep workforce that is effective and also meet the operational objectives of the organization through the implementation of strategies (Sanyal & Hisam, 2016). The component that constitute business educators' job performance in tertiary institution includes; teaching researching, publication and administrative task. In order to ensure high job performance of business educators in tertiary institutions there is need to ensure human capital development practice through training and development, performance appraisal and mentoring.

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Training is a learning process that aims to permanently improve the ability and behavior of the employees by enabling them to acquire new skills knowledge and altitude for more efficient performance (Meromoria & Ganka, 2011). Training is considered fundamentally important to human capital development. Training can be in form of conferences, workshops, and seminars. It allows employee to step outside **daily** routine with others in their field and explore new ideas and perspectives. Once business educators are employed, the need for re-training and development becomes important from time to time. This is important because human resources is the most dynamic of all resources of any organization. The main objective of training of business educators is to ensure development of their skills and competencies so as to improve their job performances. The performance of business educators may be enhanced

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through mentoring of young or newly recruited business educators by experienced ones so as to develop skills and knowledge needed to meet the standard performance expected from them.

Mentoring is the process of making use of unique and trained personnel to guide, advise and give continuing advice and support to assist individuals who are made to learn and develop their expertise (Clutter, 2002). It is also a help from one person to another through sharing of knowledge, work or ideas. Through mentoring employees are prepared for optimum future performance and groomed for advancement in their chosen career. Through mentoring, the experienced business educators can assist the young or newly recruited business educators to progress in their career and making their potentials to be realized. They can involve in professional relationship with the young educators at the workplace for them to develop skills and knowledge needed to achieve high job performance. The performance of these business educators can be monitored and evaluated periodically through performance appraisal.

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Performance appraisal Performance appraisal (PA) is the process of evaluating how well employees perform their jobs when compared to a set of standards, and then communicating that information to those employees (Fan, 2013). Such appraisal also has been called employee rating, employee evaluation, performance review, performance evaluation, and results appraisal. Performance appraisal sounds simple enough; and research shows that it is widely used for administering wages and salaries, giving performance feedback, and identifying individual employee strengths and weaknesses. Performance appraisal can be used to evaluate business educators' job performance in tertiary institutions so as to identify their strength and weakness in order to improve their effectiveness and efficiency.

Statement of the problem

It has been observed by the researcher that in most tertiary institutions, it appears that many business educators have lost interest in their profession and seems rather dissatisfied with their jobs, as a result of no provision for appropriate training to enhance their skills and experiences. This inadequate training of business educators has often led to lackadaisical altitude to work and poor job performance. Poor human capital development of business educators make it difficult for them to perform optimally. This study therefore intends to determine how human capital development can improve job performance of business educators.

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Purpose of the study

The main purpose of this study is to investigate the relationship between human capital development and Job performance of business educators in tertiary institutions in Ekiti State.

Specifically, the study seeks to investigate the relationship between:

1. training and Job performance of business educators in tertiary institutions in Ekiti State.
2. mentoring and Job performance of business educators in tertiary institutions in Ekiti State.
3. Performance appraisal and job performance of business educators in tertiary institutions in Ekiti State.

Research Questions

The following research questions was raised to guide the study:

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(1) What is the relationship between training and Job performance of business educators in tertiary institutions in Ekiti state?

(2) What is the relationship between mentoring and Job performance of business educators in tertiary institutions in Ekiti state?

(3) What is the relationship between performance appraisal and Job performance of business educators in tertiary institutions in Ekiti state?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between training and Job performance of business educators in tertiary institutions in Ekiti state.
2. There is no significant relationship between mentoring and Job performance of business educators in tertiary institutions in Ekiti state.
3. There is no significant relationship between performance appraisal and Job performance of business educators in tertiary institutions in Ekiti state.

METHODOLOGY

The study adopted correlational survey research design. The population of the study comprised 40 business educators from the four tertiary institutions offering Business Education and Office Technology and Management Programme in Ekiti State. The institutions are Federal University, Oye-Ekiti, Ekiti State University, Ado Ekiti, Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, and Federal Polytechnic, Ado-Ekiti. The entire population was used for the study since it was manageable. A structured questionnaire that was divided into two parts was used for data collection. Part A was on personal data of respondents while part B contained a total of 26 opinion statements designed in a 4-points rating scale showing: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighted 4,3,2, 1 respectively. The entire questionnaire were correctly filled and returned. The instrument

Comment [KS13]: A Likert scale is a rating scale that quantitatively assesses opinions, attitudes, or behaviors.

was validated by three experts from the department of business education, BamideleOlumilua University of Education, Science and Technology, IkereEkiti, Ekiti State. The Cronbach alpha was used in ascertaining the reliability of the instrument after administering the instrument to 15 business educators in University of Benin, Benin City, Edo state. Pearson Correlation Coefficient was used to answer research questions and to test the hypotheses.

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Research Question 1: What is the relationship between training and Job performance of business educators in tertiary institutions in Ekiti state?

Table 1: Correlation between Training and Business Educators' Job performance

Variables	trainingjob performance		
Pearson correlation	1	.65	
Training	Sig (2-tailed)		.001
	N	4040	
	Pearson correlation	.65	1
Job performance	Sig (2-tailed)	.001	
	N	40	40

Data presented in table 1 shows the correlation coefficient between the training and business educators' job performance. There was a high positive relationship between training and business educators' job performance ($r=.65$, $N=40$).

Hypothesis 1: There is no significant relationship between training and Job performance of business educators in tertiary institutions in Ekiti state.

The result from table one above reveals that probability value of 0.001 is less than 0.05. Therefore, the null hypothesis is hereby, rejected and this means that there is significant relationship between training and business educators' job performance.

Research Question 2: What is the relationship between Mentoring and Job performance of business educators in tertiary institutions in Ekiti state?

Table 2: Correlation between mentoring and Business Educators' Job performance

Variables		training	job performance
	Pearson correlation	1	.82
Mentoring	Sig (2-tailed)		.000
	N	40	40
Job performance	Pearson correlation	.82	1
	Sig (2-tailed)	.000	
	N	40	40

Data presented in table 2 shows the correlation coefficient between mentoring and business educators' job performance. There was a very high positive relationship between mentoring and business educators' job performance ($r=.82$, $N=40$).

Hypothesis 2: There is no significant relationship between mentoring and Job performance of business educators in tertiary institutions in Ekiti state.

The result from table two above reveals that probability value of 0.000 is less than 0.05. Therefore, the null hypothesis is hereby, rejected and this means that there is significant relationship between mentorship and business educators' job performance.

Research Question 3: What is the relationship between performance appraisal and Job performance of business educators in tertiary institutions in Ekiti state?

Table 3: Correlation between performance appraisal and Business Educators' Job performance

Variables		training	job performance
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	Pearson correlation	1	.54
Training	Sig (2-tailed)		.004
	N	40	40
	Pearson correlation	.54	1
Job performance	Sig (2-tailed)	.004	
N	40	40	

Data presented in table 3 shows the correlation coefficient between performance appraisal and business educators' job performance. There was a moderate positive relationship between performance appraisal and business educators' job performance ($r=.54$, $N=40$).

Hypothesis 3: There is no significant relationship between performance appraisal and Job performance of business educators in tertiary institutions in Ekiti state.

The result from table two above reveals that probability value of 0.004 is less than 0.05. Therefore, the null hypothesis is hereby, rejected and this means that there is significant relationship between performance appraisal and business educators' job performance.

Discussion of Findings.

The findings from research question one revealed that that there was a positive high relationship between training and job performance of business educators in Ekiti state tertiary institutions. It means that when there is appropriate and periodic training of business educators, there will be tendency for better performance. The findings corroborates with the findings of Dinith, Geethani and Mendis (2018), Amir and Amen (2013), and Kalapa (2016) that affirmed that there is strong positive relationship between training and development and employee performance.

The study also revealed that training is a significant predictor of business educators' job performance in tertiary institutions in Ekiti state. It is worthy of note that when there is effective training of business educators, they will be able to develop skills and competencies needed to meet the standard performance expected from them. This will in turn produce skilled graduates that will perform well in the world of work. This finding is in agreement with Ramkrishna (2022) who found that training and development significantly predict job performance.

The findings from research question two revealed that there was a very high positive relationship between mentoring and job performance of business educators in Ekiti state tertiary institutions. This implies that if the experienced business educators can mentor the young or newly recruited business educators, they will develop skills and knowledge needed to achieve high job performance. This finding is in consonance with Nkiru and Sylvester (2015) and Oladimeji and Olatunji (2020) who affirmed that there is strong relationship between mentoring and job performance.

The study also revealed that mentoring is a significant predictor of business educators' job performance in tertiary institutions in Ekiti state. This implies that when there is mentoring relationship which involves exchange of wisdom, learning and development of skills between experienced and less experienced business educators, it will improve their performance on the job. This finding is in agreement with Cheronon, Towelt and Njeje (2016) who found that mentoring significantly predict job performance.

The findings from research question three revealed that there was a moderate positive relationship between performance appraisal and job performance of business educators in Ekiti state tertiary institutions. This implies that performance appraisal of business educators will

enhance their job performance. Through periodic evaluation of business educators' performance, the management will be able to examine their personal strength and weakness in order to improve effectiveness and efficiency. The finding corroborates Sophia (2016) and Piya (2021) who affirmed that there is average relationship between mentoring and job performance.

The study also revealed that performance appraisal is a significant predictor of business educators' job performance in tertiary institutions in Ekiti State. This implies that effective performance appraisal of business educators will improve their job performance. For business educators in tertiary institution to meet their expected performance, the management must intensify more on their periodic evaluation. The finding is in consonance with yousif and Ahmed (2020) who affirmed that performance appraisal significantly predict job performance.

Limitation of the Study

Conclusion

Based on the findings, it can be concluded that training, mentoring and performance appraisals are related with varied degree of relationship. It can also be concluded that these independent variables has a significant relationship with job performance. It therefore implies that effective implementation of training programme, mentorship programme and performance appraisal in tertiary institutions in Ekiti State will improve business educators' job performance.

Recommendation:

Consequent upon these findings, the study recommends that:

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1. Management of tertiary institutions in Ekiti State need to establish a widely spread evaluation scheme to enhance performance of business educators according to business education objectives.
2. Management of tertiary institutions in Ekiti State should offer training programs to business educators based on training needs which is identified through regular performance appraisal review.
3. More Experienced business educators should adopt mentoring of young or less experienced business educators, through career support, knowledge transfer and psychosocial support that have strong positive effects on their performance in achieving business education objectives.
4. Institutions should continuously carry out proper analysis of the current and future human resources needs of business educator.

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