



Relationship between Human Capital Development and Job Performance of Business Educators: A Study in Tertiary Institutions in Ekiti State, Nigeria

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2023/v49i31155

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/107847>

Original Research Article

Received: 11/08/2023

Accepted: 19/10/2023

Published: 11/11/2023

ABSTRACT

The study was on relationship between human capital development and job performance of business educators in tertiary institution in Ekiti state. Three research questions were raised and three hypotheses 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 departments 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

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for content and face validity. The internal consistency of the instrument was ascertained using Cronbach alpha with a 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: Human capital development; job performance; business educators.

1. 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" [1]. Whereas Dessler [2] has mentioned that performance of employees can be enhanced by "recruiting, screening, training and appraising". Beardwell [3] have described "human capital development as modern improvement that continuously redesign the employment relationship". Delaney and Huselid [1] 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 [4] 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 [5], 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 [6] 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's 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" [7]. 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.

"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" [8]. 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 their 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 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, advice and give continuing advice and support to assist individuals who are made to learn and develop their expertise" [9]. 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 make 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.

"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" [10]. "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" [10]. 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.

1.1 Significance of the Study

The findings of this study when published in revered journal will be of immense benefit to government, business educators, students and researchers.

The findings of this study will draw the attention of the government towards various strategies in which human capital development of business educators can be developed which may lead to attainment of business education stated goals and objectives.

The findings of this study will provide information to business educators on how human capital development could improve their job performance through training, mentoring and performance appraisal.

The findings of this study will help business education students to be equipped with relevant skills, knowledge and altitude that will make them employable in the world of work through constant training of business educators.

The study will also be beneficial to future researchers and other scholars who want to carry out further research in this area.

1.2 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 seem 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.

1.3 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.

1.4 Research Questions

The following research questions were raised to guide the study:

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?

1.5 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.

2. 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 ranging from strongly disagree (1), disagree (2), agree (3), and strongly agree. The entire questionnaire were correctly filled and returned. The instrument was validated by three experts from the department of business education, Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, Ekiti State. The Cronbach alpha was used in ascertaining the reliability of the instrument after administering the instrument to 15 business educators at the University of Benin, Benin City, Edo State. Pearson Correlation Coefficient was used to answer research questions and to test the hypotheses.

2.1 Research Question 1

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

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 ($r=.65$, $N=40$).

2.2 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.

2.3 Research Question 2

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

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 ($r=.82$, $N=40$).

2.4 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.

2.5 Research Question 3

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

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 ($r=.54$, $N=40$).

2.6 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.

3. RESULTS AND DISCUSSION

The findings from research question one revealed 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 [11]; Amir and Amen [12]; Kalapa [13] 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 [14]; Oladimeji and Olatunji [15] 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 [16] who found that mentoring significantly predict job performance.

Table 1. Correlation between training and business educators’ job performance

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

Table 2. Correlation between mentoring and business educators’ job performance

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

Table 3. Correlation between performance appraisal and business educators’ Job performance

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

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 [17]; Piya [18] 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 institutions 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 predicts job performance.

4. LIMITATION OF THE STUDY

The study involved all the business educators in tertiary institutions in Ekiti state. It means that the study cannot be generalized on business educators in other levels of tertiary institutions or categories of education except similar studies are conducted involving such educators.

5. CONCLUSION

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

6. RECOMMENDATION

Consequent upon these findings, the study recommends that:

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.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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Peer-review history:

The peer review history for this paper can be accessed here:
<https://www.sdiarticle5.com/review-history/107847>