

Perceived Influence of Human Capital Development on Job Performance of Business Educators in Tertiary Institutions in Delta State, Nigeria

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Abstract

The purpose of this study was to examine the influence of human capital development on job performance of business educators in tertiary institutions in Delta State, Nigerian. A descriptive survey design was adopted for the study. Three research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The study was conducted in the eight tertiary institutions where business education is being offered. These comprised of three Universities, two Polytechnics and three Colleges of Education. The population of the study comprised 175 business educators. The entire population was used due to its manageable size. The instrument for data collection was a structured questionnaire with 15 items. The instrument was structured in line with the research questions, with four-point rating scales of very high extent (VHE) 4 points, high extent (HE) 3 points, low extent (LE) 2 points and very low extent (VLE) 1 point. The instrument was validated by three research experts from Delta State University Abraka. The reliability of the instrument was determined through test re-test method. The instrument was administered to a sample of 20 business educators in Auchi Polytechnic Edo state who were not part of the sample as the entire population was used as the sample size. The first and second administrations were conducted within an interval of two weeks. Data obtained were analyzed using Pearson's Product Moment Correlation Coefficient and a reliability coefficient of 0.90 was obtained, hence the instrument was considered reliable. Data collected were analyzed with mean and standard deviation while the null hypotheses were tested using independent samples t-test statistical tool. Findings revealed that training and development to a high extent influence on job performance of business educators. Based on the findings, the study recommends that the government should encourage on-the-job training programmes for business educators so as to enhance their knowledge and skills needed for effective job performance and that school authorities should adopt mentoring strategies in order to expose employees to the necessary work ethics and rudiments that could strengthen their performance and promote mentor/mentee relationship, thereby enhancing mutual understanding and good work environment for effective performance and optimal productivity among others.

Key words: Human capital, training and development, on-the-job training, mentorship, team-building and job Performance.

Introduction

Training and development are vital tools that any organization could use to enhance employee performance. Employees are organization's workforce that help to facilitate the achievement of the organizations set goals. Achievement of goals in organizations could be facilitated via regular trainings and re-training programmes that could expose individuals to those relevant skills and expertise knowledge required for optimal performance and productivity (Armstrong, 2014). People are key factors of production in an organization. As asserted by Baron and Armstrong (2017), the key factors are the human elements that require regular training so as to remain relevant in their field and valued in the global market changing environment. Human capital development is an influential factor to the overall success of any organization which should not be overlooked especially in the educationally sector.

Human capital constitutes the key element of the market worth of organizations that is the education, abilities, knowledge and skills of people that work in the organization like the educational sector. The human elements of the organization are those, capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long term survival of the organization (Abdulle, 2016). Baron and Armstrong (2017) also state that, human elements remain the source of organizations' success, but success itself may not be recorded if these elements are not adequately invested upon and optimally utilized. Human factor also comprised the combined intelligence, skills and expertise that give the organization its distinctive character or value. Armstrong (2016) states that human capital include all human abilities, either innate or acquired, whose value can be augmented by appropriate development and investment. The author also exerts that human capital comprises the intangible resources that workers provide to their employers which ensure the sustenance and improvement of the organization. The need for human capital development therefore, remains imperative if organizations like educational institutions are to remain viable and gain its competitive advantage.

Human capital development is a continuous process and should not be stunted in any form if organizations are to survive under the complex, competitive dynamism of the world of work. Human capital development, include all the activities that can lead to improvement of quality, productivity, capability and resources. Human capital development as put by Jhingan (2015), is the process of acquiring and increasing the number of persons who have the skills, education and experience which are crucial for the growth of organization and development of a country. The author maintains that human capital development is associated with investment in man to be creative and become a productive resource. According to the People Task Force Report (2015), human capital development involves the systematic analysis, management, measurement and evaluation of people policies and practices that create value. It is important therefore that organizations should invest maximally in its workforce so as to maintain a steady advantage in the dynamic market environment.

In this current global market dynamism where educational industries are faced with competition, its disposition notwithstanding, it should be of priority to the industries to truly

leverage on their workforce through training and development for optimal services as a competitive weapon in their various institutions. Investing on organizations' workforce such as business educators in tertiary institutions could improve acquired skills and abilities that promote relevance in workplace. Training of the workforce presents a prime opportunity to expanding knowledge base and understanding in handling responsibilities (Armstrong, 2014). It also builds confidence which in turn enhance the overall performance of the organization. The author emphasizes the need for a routine training and re-training activities in organizations so as to maintain high level productivity and relevance in the world of work. Training programmes as identified by Armstrong and Baron (2018) include, on-the-job trainings like conferences, seminars, workshops, mentorship, team building activities among others.

On-the-Job-training is the provision of training to foster the increase in professionalism that could further enhance productivity. Lack of training causes frustration and job dissatisfaction (Wright & Davis, 2018). Well trained individuals, know the scope, expectations and depth of their job whereby being able to add building blocks to their profession as they progress through their career (Priti, 2015). Training and re-training is vital for job efficiency. Giving room for training professionals like business educators could of great measure enhance their attitude to work, as training expose trainees to new innovations, acquainting them with the technical know-how in application of new strategies for effective job performance. On-the-job-training involves giving employees the opportunity to undergo in-service training like professional conferences, workshops/apprenticeship programmes, job instructions/orientation programmes, seminars among others. Seminars provide opportunities for academia as business educators to come together and discuss topical issues as it concern their jobs. In-service-trainings are the heart of employees' utilization, production, productivity, commitment, motivation and growth (Amadi, 2018). In-service training is an indispensable part of job efficiency that assists employee to attain lofty height in job performance. Consequently, it is necessary for business educators to be trained and re-trained in order to maintain high level of performance and productivity. In-service training could be anchored through mentorship and other forms of employee development programmes.

Mentorship is an employee training system under which a superior or more experienced person (the mentor) is assigned to act as adviser, counselor or guide to a junior worker (mentee) or new employee. It mostly involves one-on-one interaction, group mentoring, coaching, distance-mentoring, taking responsibility among others. Mentorship according to Adams (2016) provides guidance and clear understanding of how the organizational goal could be achieved and it also helps in identifying weakness as it focuses on areas that need improvement. The author maintains that, mentorship assists employees in developing talents, maintaining objectivity, retain job values and allows growth independent of employees as they gain balance in taking responsibilities. Mentorship does not only help in retaining job values but also gives employee a sense of belonging and it is one of the ways of developing human capital in any organization. Mentorship could be used to match more experience employees with less experience individual and newly employed. This implies that mentoring business educators could be

boaster of job performance and may also improve employees' relations, thereby results to efficient team building activities.

Team-building is a collective term for various type of activities used in enhancing social relationships and definition of roles within the team. There are various activities involve in team building which include – communication activities, problem solving/decision making activities, planning activities, activities of building trust, committee assignment among others. These activities when properly harnessed could motivate people to work together, develop their strength and address their weaknesses (Armstrong, 2014). Team-building according to Lencioni (2016), encourages collaboration, improve productivity and increase creativity rather than competition. The author maintains that team building works better in a harmonious and suitable work environment (employees' welfare), encourages moral building and efficient job performance.

Job performance is the amount to which employee accomplish a specific task. It is the record of outcomes produced on a specific job function and activity during a given period of time. Job performance is an important criterion for organization's success and result outcomes. It is the sum of anticipated value to the organization which comprised the different sets of behavior carried out by individual employees over a given period. In the words of Motowidlo (2018), job performance is the employees' participation to achieve organizational goals and objectives. This could mean that goal accomplishment and success in organizations such as institutions of higher learning may likely depend on a set of behavior of educators over a given period of time.

Statement of the Problem

One of the aims of human capital development is to provide a climate for employees to discover, develop and use their knowledge to add value to organizations. The process of developing human capital requires creating conducive environment in which employees such as business educators could learn new ideas, acquire new competencies, developed skills and aptitude that will enable them perform optimally in their given assignments. Developing business educators could be considered as one of the most important activities that need to be carried out in institutions that run business education programme.

Business Education is a programme of study that is practically oriented in nature with objectives geared towards equipping its recipients with knowledge, understanding attitude and skills necessary to be able to fit into the world of work or becomes self-reliant (National Policy on Education (NPE), 2014). The practical nature of business education demands that regular training and re-training of its man power be a priority in order to swiftly achieve the objectives and goals of the programme. With acquired skills and abilities via training and re-training programmes, business educators would be exposed to current trend of doing things especially in discharging their various duties either as lecturers or administrative heads. In most tertiary institutions, observation seems to reveal that some business educators do not have good records as regards job effectiveness which could be traceable to lack of training programmes in such institutions. Among these

categories of educators that lack job efficiency, are those who do have the privileged to undergo in-service-training programmes. Others fall into the category that were privileged to be trained and re-trained but still do not seem to possess the requisite knowledge needed for proficiency in job performance, thus performing below expectation. In affirmation, Alika and Stan (2014) state that most business educators who do not possess the requisite knowledge and skills needed for effective job performance lack training, and that some that have gone through training and development programmes also performs below expectations in their given assignment. Bases on the afore going which stands a worry to this study, it becomes imperative that further investigation be carried out to actually ascertain what could be the real cause of this backdrop and probably profile solution for further references. It is on this basis, that this study examined the influence of human capital development on job performance of business educators in tertiary institutions in Delta State Nigeria.

Purpose of the Study

This study investigated the perceived influence of human capital development on job performance of business educators in tertiary institutions in Delta State, Nigeria. Specifically, the study investigated the:

1. Extent of on-the-job-training influence on job performance of business educators in tertiary institutions in Delta State.
2. Extent of mentorship influence on job performance of business educators in tertiary institutions in Delta State.
3. Extent of team-building activities influence on job performance of business educators in tertiary institutions in Delta State.

Research Questions

The following research questions guided the study.

1. To what extent do on-the-job trainings influence job performance of business educators in tertiary institutions in Delta State?
2. To what extent does mentorship influence job performance of business educators in tertiary institutions in Delta State?
3. To what extent do team-building activities influence job performance of business educators in tertiary institutions in Delta State?

Hypotheses

The null hypotheses formulated were tested at 0.05 level of significance.

Ho1: There is no significant difference between the mean rating of male and female business educators on the extent of influence of human capital development on job performance in tertiary institutions in Delta State.

Ho2: There is no significant relationship between human capital development and job performance of business educators in tertiary institutions in Delta State.

METHOD

A descriptive survey design was adopted for this study. Descriptive survey involves the collection of data for the purpose of describing and interpreting existing condition, prevailing practices, beliefs, attitude and on-going process (Creswell 2014). This design was considered suitable for the study since it allows the collection of relevant information from respondents through the use of questionnaire without any form of manipulation. Three research questions guided the study and two null hypotheses formulated and tested at 0.05 level of significance. The study was conducted in the eight tertiary institutions in Delta State which comprised of three Universities, two Polytechnics and three Colleges of Education where business education is offered. The population of the study comprised 175 business educators. The entire population was used due to its manageable size. According to Creswell (2014), if the population is small, the entire population can be used as sample size. The instrument for data collected was a structured questionnaire with two sections, A and B. Section A contained demographic variables of each respondent such as, Gender while section B consist of fifteen (15) items drawn from the three research questions. Research question one contain items 1-5; research question two items 6-10 and research question three items 11-15. The responses were in a four point rating scale of very high extent (VHE) 4points, high extent (HE) 3points, low extent (LE) 2points and very low extent (VLE) 1point. The instrument was validated by three research experts from Delta State University Abraka. The reliability of the instrument was determined through test re-test method. The instrument was administered to a sample of 20 business educators in Auchu Polytechnic Edo State, who were not part of the sample as the entire population was used as sample size. To measure the degree of consistency, first and second administration were done within an interval of two weeks. Data obtained were analyzed using Pearson's Product Moment Correlation Coefficient and a reliability coefficient of 0.90 was obtained, hence the instrument was considered reliable. The researcher administered copies of questionnaire to respondents with the help of eight research assistants, one each from the institutions under review. The completed copies were retrieved at the interval of two weeks. Data collected were analyzed with mean and standard deviation while the null hypotheses were tested using independent sample t-test statistical tool. The research questions were analyzed using mean (\bar{x}) and standard deviation (SD). Where values of 2.50 were regarded as high extent, values below 2.50 were regarded as low extent. The mean scores were reported at two (2) decimal places. The null hypotheses were tested using t-test statistics at 0.05 level of significance. Where calculated value exceeds the critical value, null hypothesis was rejected and if otherwise accepted.

Results

Research Question 1: To what extent do on-the-job trainings influence job performance of business educators?

Table 1: Mean (\bar{X}) rating of respondents on the extent of influence of on-the-job training on job performance

S/N	Items Statement	\bar{X}	SD	Decision
1	Professional conferences influence job performance	3.52	0.67	VHE
2	Orientation programmes influence job performance	3.41	0.58	HE
3	In-service training influence job performance	3.26	0.61	HE
4	Regular seminar attendance influence job performance	3.55	0.61	VHE
5	Internship training influence job performance	3.32	0.58	HE
Grand Total		3.41	0.61	HE

The analysis of research question one as shown in table 1 indicates that the mean response of respondents ranged from 3.26 – 3.55. The results showed that on-the-job training has influence on job performance of business educators in Delta State. With an aggregate mean of 3.41 above the criterion mean of 2.50, it signifies high extent influence of on-the-job-training on business educators' job performance.

Research Question 2: To what extent does mentorship influence job performance of business educators?

Table 2: Mean (\bar{X}) rating of respondents on the extent of influence of mentorship on job performance of business educators

S/N	Item Statement	\bar{X}	SD	Decision
6	One-on-one interaction influence job performance	3.43	0.54	HE
7	Group mentoring influence job performance	3.58	0.53	VHE
8	Coaching by a superior officer influence job performance	3.60	0.66	VHE
9	Regular assigning of responsibilities by mentor influence job performance.	3.63	0.59	VHE
10	Interaction between mentor and mentee influence job performance.	3.27	0.68	HE
Grand Total		3.50	0.60	HE

The analysis of research question two in table 2 revealed that the mean response of respondents ranged from 3.27 -3.63. The result showed that mentorship has influence on job performance of business educators in tertiary institutions in Delta State. With an aggregate mean score of 3.50 above the criterion mean of 2.50, it signifies high extent influence of mentorship on business educators' job performance.

Research Question 3: To what extent do team-building activities influence job performance of business educators?

Table 3: Mean (\bar{X}) rating of respondents on the extent of team-building activities influence on job performance of business educators

S/	Item Statement	\bar{X}	SD	Decision
11	Communication activities influence job Performance	3.38	0.61	HE
12	Building trust activities influence job performance	3.31	0.66	HE
13	committee assignments influence job performance	3.35	0.60	HE
14	skill based team building activities influence Job performance	3.57	0.62	VHE
15	personality based team building activities Influence job performance	3.30	0.67	HE
Grand Total		3.38	0.63	HE

The analysis in table three indicates that the mean response of the respondents, ranged from 3.30- 3.57. The result showed that team-building activities have influence on job performance of business educators in Delta State. With an aggregate mean of 3.38 above the criterion mean of 2.50, it signifies high extent influence of team-building activities on job performance of business educators in tertiary institutions in Delta State, Nigeria

Ho1: There is no significant difference between the mean rating of male and female business educators on the extent of influence of human capital development on their job performance in tertiary institution in Delta State.

Table 4: t-test of difference between mean rating of male and female business educators on the influence of human capital development on their job performance

Variable	N	\bar{X}	SD	df	t-cal	t-crit	Decision
Male	102	3.54	0.58	173	-30.80	1-96	NS
Female	73	3.22	0.49				

The result in Table 4 reveals that the calculated t-calculated value of -30.80 is less than the table value of 1.96 at 0.05 level of significance with a degree of freedom at 2.46. With this result, the null hypothesis of no significance is accepted. This implies that there is no significance difference in the mean rating of male and female business educators'

responses on the influence of human capital development of their job performance in tertiary institutions in Delta State.

Ho2: There is no significant relationship between human capital development and job performance of business educators in tertiary institutions in Delta State.

Table 5: t-test on the mean rating of business educators on the relationship between human capital development and job performance in tertiary institutions in Delta State.

Variable	N	\bar{X}	SD	df	t-cal	t-crit	Decision
Male	102	3.67	0.65	173	-25.06	1.96	NS
Female	73	3.31	0.58				

The result in table 5 indicates that the calculated t- calculated value of -25.06 is less than the table value of 1.96 at 0.05 level of significance with a degree of freedom of 2.46. With this result, the null hypothesis of no significant is accepted. This indicates that there is no significant relationship between human capital development and job performance of business educators in tertiary institutions in Delta State.

Discussion of Findings

The findings from research question one in table 1 revealed the extent of the influence of on-the-job training on job performance of business educator in tertiary institutions in Delta State. The responses which indicate high extent influence of on-the-job training on performance corroborates with Priti (2015), who affirms that well trained individual, know the scope, expectations and depth of their job and would be able to add building blocks to their profession as they progress through their career.

The findings from research question two as presented in table 2 showed extent of mentorship influence on job performance of business educators in Delta State. The respondents indicate that mentorship has high extent influence on job performance of business educators in Delta State. This finding is in consonance with Adams (2015), who maintains that mentorship assist employee in developing talents, maintaining objectivity, retain job values and allows growth independent of employees as they gain balance in taking responsibilities

The findings from research question three as shown in table 3 revealed extent of influence of team-building activities on job performance of business educators. All responses indicate high extent influence of team-building activities on job performance of business educators in tertiary institutions in Delta State. This finding is in agreement with Lencioni (2016), who states that team-building encourages collaboration, improve productivity and increase creativity rather than competition. The author maintains that team building works better in a harmonious and suitable work environment (employees' welfare) and encourages effective performance.

The result of hypothesis one as in table 4 revealed that there is no significance difference between the mean rating of male and female business educators in job performance. Hence the null hypothesis was retained as the t-calculated value of -30.80 is less than the t-critical of 1-96 at 0.05 level of significance.

From the findings in hypothesis two as indicated in table 5 revealed that there is no significance relationship between human capital development and job performance of business educators in tertiary institutions in Delta State, as a result the null hypothesis was accepted since the t- calculated value of -25.06 is less than the critical value of 1-96 at 0.05 level of significance.

Conclusion

The study indicates that on-the-job training, mentorship and team-building activities are part of human capital development programmes. The study further revealed that on-the-job training, mentorship and team-building activities have high extent influence on job performance of business educators in tertiary institutions in Delta State Nigeria.

Recommendation

Consequent upon findings, the study recommends the following.

1. Government should institute training and re-training programmes for business educators as this may help in ensuring the acquisition of novel and right skills, abilities and expertise knowledge required for effective job performance.
2. School authorities should adopt mentoring strategies that can expose employees to the necessary work ethics and rudiments that could strengthen their performance and could also encourage mentor and mentee relationship thereby enhancing mutual understanding and good work environment that promote effective performance and optimal productivity.
3. Institutions should create team-building activities to encourage taking responsibilities with less or no close monitoring.

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