

STAFF DEVELOPMENT STRATEGIES FOR BUSINESS EDUCATORS' JOB PERFORMANCE IN COLLEGES OF EDUCATION IN EDO AND DELTA STATES

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Abstract

The study examined the influence of various staff development approaches to develop academic staff in Colleges of Education. The objective was to determine the extent to which mentoring, coaching and social networking influence job performance of business educators in colleges of education. Three research questions gave credence to the study. The design for the work is a survey. 101 business educators in Federal and State colleges of education formed the population as well as sample hence a census. A questionnaire was used to gather information titled (SDSJBEQ) which comprised 27 item statements. Three experts validated the questionnaire, while the reliability index was 0.76 using Cronbach alpha. The finding showed that coaching, mentoring, and social networking have influence on job performance to a high extent. It was concluded that mentoring influenced business educators' job performance to high extent, coaching influenced business educators' job performance to a high extent and social networking influences business educators' job performance to a high extent. It was therefore recommended

that concerted efforts should be made by all stake holders to sustain staff development at all times, among others.

Keywords: Coaching, Mentoring; Social-networking; Strategies; and Job Performance

Introduction

As soon as people are recruited and accepted by their organization, it is expedient that such staff are trained and developed to meet the goals of the organization. Training is seen as the teaching of the basic skills needed for a job, while development is seen as action aimed at educating people on how to enhance awareness, aptitude and proficiency to optimally prepare for greater responsibilities. Owenvbiugie (2015) defines training and development as the practices of providing training, workshops, coaching, mentoring, social networking, job rotation, conferences and other learning opportunities to inspire, challenge, and motivate employees to perform functions of their various positions to the best of their abilities and within standards set by the organisation. Alabi (2016) stated that after employees have been recruited, placed and inducted, they must be trained to fit into the organization.

Alabi (2016) further states that training is an act of increasing the knowledge and skills of an employee for doing a particular job, as no one is perfectly fit at the time of hiring. It is also believed that employees’ need constant training because of evolving improvement in technology. Training is also needed in carrying out assignments towards the realization of policies of management. The essence of training therefore is aimed at developing proficiency to meet the demands of the organization.

From the foregoing, training is the act of accelerating the proficiency of an employee in carrying out a particular assignment with ease. It encourages employees to feel that business educators are doing their utmost best in realizing organization’s goals. Training and development become very meaningful when new entrants into organization are directed through some strategies such as coaching, mentoring, and task/job rotation. If organizational policies are to be met, efficient, effective, and proficient employees are to be put in place, hence the need of staff development.

University of York (2021) defines “staff development as all the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve the effectiveness and efficiency both of the individual and the

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organization”. University of York further maintains that the essence of making available to staff with enhancement opportunities is to enable them to contribute to the overall objectives of the organization. In the same vein, Andreev (2023) defined staff development also known as employee’s development as a process of improving employees’ existing competencies and skills and developing newer ones to support the organization’s goals. Andreev emphasizes that “the role of staff development includes performance improvement; better handling of unexpected situations; learning of culture inside an organization; saves money in retaining employees; helps to grow potentially good employees into great leaders; improves employee’s engagement and motivation with good training; and gives the organization flexibility to expand, innovate and compete within its jurisdiction”. From the foregoing, staff development is to enhance employees’ competencies and capabilities for greater productivity.

The role of staff development to business educators therefore is to have relevant knowledge, skills, and competencies to handle such as course advising; result preparation; preparation and delivery of lectures; advising students on academic, vocational and career issues; assessing and grading students’ class work, assignment, seminar, projects, tests and examination papers; preparation of course materials; maintaining students’ attendance records, grading and other required records, teaching; settling disputes among students, among others. This is where human resource finds its relevance in any organization using various strategies.

Cook (2023) identifies on-boarding; courses (directed and self-directed); workshops and conferences; and mentoring as high-impact employees’ development strategies. University of Nebraska (2024) defines strategies as “methods or plans used to accomplish a goal. Strategies also represent categories of possible actions or interventions which might be useful to organization improvement related to retention of employees for greater efficiency and growth”. Staff development strategy or plan may be through mentoring.

Reeves (2023) defines mentoring as a reciprocal relationship that involves the transfer of knowledge and sharing of experiences between two individuals called the mentor and mentee. Reeves (2023) identifies knowledge and skill transfer; professional and personal growth; networking and communication skills; increased engagement and job satisfaction; and diverse perspectives and innovation as benefits of mentoring in any organization. Mentoring is seen as a symbiotic relationship that focuses on mentees training. Mundia and Iravo (2014) states that the mentoring

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programme is an important employee development method practiced in successful organizations. Apart from mentoring, staff development, is also possible through coaching.

Passmore (2016) defines coaching as a form of development in which an experienced person, called a coach, supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. Coaching is also a vulgar collaboration between two persons, one having more experience than the other person. It is a problem- solving association. It can also be seen as the process of assisting others with vital facts so that the other person learns. The major reason for coaching business educators is to assist them to solve problems to help the learners increase their performance. In educational institution or in a teaching learning environment, coaching is the act of a more experienced lecturer supporting a junior lecturer through guidance and training in achieving the school goal of teaching and learning. For coaching to be effective, there is the need for strong social networking relationship and collegiality among staff.

Ashraf (2014) defines social networking as an online and off line medium of interaction which let people build relations, share ideas, communicate information and bounding society in sentimental stream. Coursera Staff (2023) states that social networking is the process of making connections and building relationships. As a result of the importance of networking, Miller-Cole (2019) listes some benefits of social networking as an avenue of exchange of ideas; making one noticeable; an avenue for newer opportunities; reassessing one’s qualification; improving one’s creative thinking; support from high profile individuals; growth in self-confidence; and develop long-lasting relationships. People who need mentoring, coaching and social networking in an organization to increase their performance include among others, business educators in institutions running business education programmes. A business educator may be able to find relevance if he/she is able to use social networking skill in searching for materials in the internet for teaching and carrying out research work. A business educator that is not vast in net-working may not be able to go far in teaching, research writing and reporting in business education programme.

Ola (2017) states that “business education deals with empowerment necessary to meet business challenges in a dynamic business world or society. It offers recipients the ability to cope with emerging changes in education, and in business where the person is expected to manifest all the skills acquired while in training”. Ola further

states that “business education is planned for training and developing recipients to expose them in the field of business, and as a professional, consequently, expanding the way for imparting competences for economic development of the society. Business educators as used in this study are those teachers or lecturers who are professionally qualified to teach business education courses in any colleges of education”.

Mbuthia (2024) defines colleges of education as teacher training institutions or a professional training college for teachers. These institutions are established to train qualified candidates to become certified teachers and lecturers. “The National Commission for Colleges of Education” is primarily responsible for overseeing and pursuing excellent training for individuals wishing to pursue a career in academia. The graduants from colleges of education are awarded the National Certificate of Education (NCE) in science, arts and vocational and technical education. Those who graduate from these colleges are referred to as business educators.

A business educator requires coaching, mentoring and social networking to improve their job performances. Performance, according to Lalwani (2024), *is the process of continuous communication and feedback between a manager and employee towards the achievement of organizational objectives. Job performance on the other hand, according to Motowildlo and Kelly in Eziechine (2023) is the employees’ participation in achieving organizational objectives. It involves the contribution of individuals to the overall success of organization in specific and measurable levels.* Hose (2020) states that an employee's job performance is determined during performance reviews, with an employer taking into account factors such as leadership skills, time management, organizational skills and productivity to analyse each employee on an individual basis. Hose (2020) concludes that job performance review is often done yearly and can determine raise eligibility, whether an employee is right for promotion or even if an employee should be fired. Jobs in an organization demand some proficiency from teachers in actualizing optimal performance, sine the teacher is at the epic centre of teaching without them learning may be in a truce. The teacher therefore occupies an assumptive position in the learning process.

Statement of the Problem

The lecturer occupies an enviable position in colleges of education that cannot be undermined. That is why managers of such colleges of education are constantly

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striving to improve on the development of their educators using various means to improve their performance level. Business educators are involved in various activities within the school system. These include teaching, setting and marking of examination question papers, preparation of students' cumulative grade point average (CGPA), and performing other administrative duties. It has been observed by the researcher, that business educators are performing their duties below standard. This may have adverse effect on the goals and objectives of business education programme as enshrined in the National Policy on Education (2013). If this trend continues unabated, various colleges of education presenting business educators for sponsorship to various training and development programmes, may stop the sponsorship. If this is allowed to happen, what will then happen to lecturers?

Purpose of the study

The main purpose of the study is to examine the impact of strategies affecting business educators' performance in colleges of education, particularly the study determined:

1. the extent mentoring influences job performance of business educators in colleges of education;
2. how coaching influences job performance of business educators in colleges of education; and
3. the extent social-networking influences job performance of business educators in colleges of education.

Research Questions

The following research questions gave credence to the study:

1. to what does mentoring influence business educators' job performance in colleges of education?
2. to what extent does coaching influence business educators' job performance in colleges of education?
3. to what extent does social-networking influence business educators' job performance?

Methodology

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Descriptive survey was employed to carry out the study. This design sought information from the population regarding staff development strategies such as mentoring, coaching and social networking. 101 Business Educators constituted the population and sample, hence a census. A questionnaire tagged Staff Development Strategies for Job Performance of Business Educators Questionnaire (SDSJPEQ) was used. The instrument was made up of 27 items from the variables of the study. A 4-Point modified weighted Scale of Very High Extent, High Extent, Low Extent, and Very Low Extent.

The instrument was validated by three experts, while the reliability index was .76. using Cronbach alpha statistical tool. 101 copies of the instrument were distributed to the respondents.

Mean and Standard Deviation were used to answer the research questions. Any mean value equal to or above 2.50 was regarded as high extent, while mean value less than 2.50 was regarded as low extent. The level of high and low extent of each cluster in the questionnaire was determined by the cluster Mean.

Results

Question 1: Does mentoring influence business educators’ job performance in colleges of education?

Table 1: Analysis of mentoring influence business educators’ job performance in Colleges of Education

SN	Indicators	Mean	S.D	Remark
1	The use of coaching to enhance my job performance	3.37	1.17	HE
2	The use of coaching to increase my engagement	3.28	0.9	HE
3	Coaching improves my daily activities	3.10	1.00	HE
4	Coaching enables my deeper level of understanding	3.07	0.96	HE
5	Coaching generates high level of commitment	3.11	1.00	HE
6	Coaching improves my workplace culture	3.10	0.99	HE
7	Coaching builds confidence in me Coaching improves communication skill	2.98	1.09	HE
8	Coaching improves communication skill	3.05	1.04	HE
	Cluster Mean		3.13	HE

HE: High Extent

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The Cluster Mean of 3.13 shows that business educators stated that coaching influenced their job performances to a high extent.

Research Question 2: To what extent does mentoring influence business educators' job performance in colleges of education?

Table 2: Mentoring Responses

S/N	Items	Mean	S.D
	Remark		
1.	The way mentoring helped to develop skills to do job HE	3.00	1.17
2.	Mentoring helped to improve performance HE	3.11	.97
3.	Mentoring helped professional growth HE	3.18	.98
4.	Mentoring helped in job engagement HE	3.12	.99
5.	Mentoring helped in job satisfaction HE	3.20	.99
6.	Mentoring helped to improve student-teacher relationship HE	3.27	.95
7.	Mentoring helped to develop initiatives for innovation HE	2.92	.56
8.	Mentoring helps in thinking ability HE	3.01	.74
9.	Mentoring helps in promoting networking skills HE	2.99	.79
Cluster Mean		3.01	
HE			

HE: High Extent

The Cluster Mean of 3.01 reveals that business educators affirmed that mentoring influences their job performance to a high extent.

Research Question 3: Does social-networking influence business educators' job performance?

Table 3: Social Networking Responses

S/N	Social Networking	Mean
S.D Remark		
1.	Social networking allows build relationship with colleagues .98 HE	2.97
2.	The ways social networking allows to share ideas .91 HE	2.83
3.	The way social networking allows to make informed-decision 1.08 HE	2.99
4.	The way social networking allows for exchange of ideas .98 HE	2.93
5.	Improves creative thinking ability 1.04 HE	2.75
6.	Allows to get support from high profile individuals 1.07 HE	2.79
7.	Helps to grow self-confidence for effective performance 1.05 HE	2.78
8.	Helps to get newer opportunities 1.02 HE	2.84
9.	Enables to develop long-lasting relationship 1.12 HE	3.16
10.	Makes on visible in a group 1.03 HE	2 78
Cluster Mean		2.88
HE		

HE: High Extent

The Cluster Mean of 2.88 concludes that business educators indicated that social networking has influenced their job performance to a high extent.

Discussions of Findings

The discussions of the results obtained in this study were organized according to research questions that guided the study. Table 1 showed that coaching has a significant influence job performance. This is because business organizations especially Colleges of Education may be passing through challenging times in their environments as business educators are leaving their jobs in in large scale moving

away from one educational sector to another in search of greener pastures in the spirit of competitiveness. In agreement with this submission, Rop and Cherotich (2023) states that coaching activities played an important role in establishing a positive and significant relationship with employee performance. In tandem with the finding, Hodges (2023) maintains that coaching enhances employee engagement, facilitates skill development, promotes leadership and accelerates problem solving.

Mentoring has a role to play in influencing the performance of business educators. This is premised on the fact that organizations are ensuring to retain and develop workers that are performing beyond average. Mentoring encourages workers to be committed thus ensuring increased organizational productivity and success.

In support of this claim, Wifa, Amah, and Okocha (2022) states that a tailored mentoring program in any organization with the current globalized economy in the form of motivation, learning and inspiration among others to a great extent is expected to close the talent, skill, knowledge and experience gap among employees bringing about speed and efficiency, trust and consistency, quality work performance etc. among employees of those organizations commonly associated with induction, career and personal development and personal change. In the same vein, Adeniyi, Tende, Odonye (2024) state that psychological support has a statistically significant positive relationship with employees' performance.

Social networking influences job performances. This is because today, business is faced with monumental difficulties on a global scale ranging from decline in oil revenue and rising cost of goods and services. The result is confirmed by Ashraf and Javed (2014) when they affirm that using social networking has strong impact on employee performance.

Conclusion

In view of the findings of this study, the following conclusions were made:

It was believed that coaching has influence on business educators' job performance. Mentoring influenced job performance to a high extent, Social networking influenced job performance to a high extent.

Recommendation

In line with the conclusion of this study the following recommendations were made:

1. Management of various schools should ensure continuous use of coaching, mentoring and social-networking approaches to enhance optimal performance of staff.

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2. Dedicated and committed staff should be rewarded intrinsically and extrinsically to enhance job performance of business educators in Colleges of Education.

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