

ENHANCING JOB PERFORMANCE OF BUSINESS EDUCATION TEACHERS THROUGH TRAINING AND DEVELOPMENT IN NIGERIA.

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Abstract

This paper examined the roles of training and development in enhancing job performance of teachers of Business Education in tertiary institutions in Nigeria. It explored the significance of training and development as it relates to their job performance. The paper highlighted that the teaching profession is constantly evolving, and teachers of Business Education need to stay abreast with the latest knowledge, skills, and teaching methods to be able to provide high-quality education to their students. Continuous training and development keep teachers of Business Education abreast with current educational trends, improve teacher's subject knowledge, instructional methods, teaching skills and adapt to changing industrial requirements. This paper equally looked at the types of training and development programmes available to teachers of Business Education such as induction, on-the-job, off-the-job, and online training/e-learning, and benefit therefrom which include improved teaching effectiveness, student learning outcomes, and institutional quality. However, there are challenges such as limited resources, time constraints among others. Additionally, the literature reviewed showed that training and development play a crucial role in enhancing teachers of Business Education job performance, which can be assessed through evaluations, observations, and student feedback. It was therefore recommended that regular training development opportunities should be created for teachers of Business Education among others.

Keywords: Training, Development, Job performance, Tertiary institutions, Business Education Teachers.

Introduction

The process of helping someone gain knowledge, skills, attitudes, beliefs, and habits is called education. As stated by Madani (2019), it is a powerful force behind progress. A country's economic sustainability, technological advancement, and social and economic change can all be achieved through well-organized education. Agi and Yellowe (2018) asserted that education is crucial for the growth of human resources and the transmission of suitable information, abilities, and attitudes. Business Education is the modern bridge that can stimulate job performance for economic development. According to Okon (2020), Business Education is a course of study that gives students general education as well as specialised knowledge and abilities in designated business domains, thereby preparing them for success in the business world.

Adedeji in Ogunleye (2021) asserts that Business Education teachers contribute by offering personnel the necessary information, abilities, and mindset to utilise other resources for beneficial ends, which would significantly improve or advance the performance of educators within the

organisation. Giving students the skills, values, and information they need to find profitable employment or become self-sufficient after graduation is one of the primary goals of Business Education (Nwagu & Nwaukwa, 2016). Teachers of Business Education must participate in ongoing, consistent training and development programmes in order to achieve the goals of the institutions.

Institutions provide training programmes to help teachers reach their full potential and perform better on the job. The majority of businesses choose to invest in different initiatives that cultivate new talent through long-term planning, (Khan and Baloch 2017). They will be able to adjust to current and future issues as a result. Regardless of size, employees are the primary factors that determine whether a business succeeds or fails. Therefore, having a staff that is well-trained is essential to guaranteeing that the workplace has the right people who are competent and professionally trained to achieve their goals. The goal of training and development programmes is to enhance both individual and organisational performance by giving staff members the abilities, competencies, and information necessary to succeed in their existing positions and adjust to new possibilities and challenges.

The quality or efficacy of an individual's activities or labour in carrying out a certain function or accomplishing specified goals can be referred to as job performance. According to Ismail, Suh, Ajis, and Dollah (2019), job performance is the capacity of individuals to fulfil their individual work goals, fulfil their expectations, reach benchmarks, or reach the organisational aim. When compared to benchmarks and indicators of successful teaching practices, a teacher's job performance is defined as the extent to which they exhibit the knowledge, abilities, and behaviours necessary to plan, carry out, and evaluate student learning as well as to establish a welcoming and inclusive learning environment (Matete 2020).

The most fundamental aspect of human resources management is training. It is the methodical use of formal procedures to assist individuals in gaining the information and abilities required to carry out their occupations effectively (Armstrong, 2020). Training is defined as instruction and learning activities conducted primarily to assist individuals, enhancing their knowledge and abilities to do specific tasks. Since the needs of instructors serve as the foundation for developing the program's objectives and activities, an effective training program must be able to systematically identify those needs. Numerous factors must be taken into account while determining the training demands. It is critical to realise that training analysis is a procedure used to determine whether personnel require training and what type of training they require. A training program's conception and implementation should be preceded by a needs analysis. Before creating a program to address the staff training needs, the school administration conducts a need analysis to ascertain the precise demands (Ololube, 2017).

Typically, training consists of organised learning exercises designed to impart particular knowledge, skills, or procedures pertinent to an individual's position or work. In order to enhance performance in tasks or duties within a specified time limit, it frequently consists of formal instruction, practical practice, and feedback. Accordingly, one of the best ways to improve employee performance and accomplish organisational goals and objectives is through training (Afroz, 2018). It is crucial that development be a part of any effective training programme. Since they are not born with the requisite skills, business education teachers need to get training in order to function successfully. Ismailova, Choriev, and Aripjanova (2020) affirmed that teachers need regular training to keep up with the increasing competitiveness and parental expectations, especially for those teaching technical or engineering-based courses. They can participate in a range of training and development programmes to help them do their work more effectively and efficient.

Let us examine the various and relevant forms of training that can enhance job performance of teachers of business education in Nigeria.

Induction Training

Induction is the process of receiving and welcoming an employee when they first join an organization like school. Giving them basic information they need to settle down quickly and happily

and start work with ease. It is a method of acclimatizing a new hired worker to the altered environment and acquainting them with the organization's procedures, guidelines, and goals. Thus, induction is the process of educating, and acclimatizing a new hire to their position in the company. When new teachers join an institution, they are provided usually with induction training. A tour around the facility, health and safety information, a summary of the programs and curriculum among others are organized. Specialised training on any tasks and abilities needed to perform the job, the institution's vision and mission, policies like vacation time and absence policies, and an introduction to coworkers are typically included.

Induction is one of the programmes that every institution has to provide to help instructors advance their careers. According to Feiman-Nemser (2017), induction is a lifetime process and component of teachers development that begins with basic teacher education, continues throughout a teachers career and ultimately concludes with retirement in terms of teachers' professional growth. An introduction programme should address the professional, social, and personal requirements of incoming teachers. Heller (2014), noted that induction is crucial for new teachers in particular since they may not be familiar with their coworkers, the workplace, and the environment when they first start working there.

On-the-Job Training

Under the supervision of seasoned educators, mentors, or trainers, business education instructors participate in this training programme by doing tasks firsthand. This practical method enables information and skills to be acquired and applied right away to actual work scenarios. According to Vasanthi and Rabiyyathul (2019) on-the-job training include coaching, mentoring, job rotation, cross-training, apprenticeship, job instruction, understudy, committee assignment, and internship. The main subjects that the trainee employee has to study are usually the main focus of this approach. To improve their attitudes, they may equally get training for a management role. This can be done through one-on-one exchange or rotation of jobs. Workers will receive training for a number of occupations in succession.

Teachers of business education are exposed to many relevant departments, responsibilities, and functions in the organisation. Their skill set is expanded, their adaptability is encouraged, and their comprehension of the institution's processes is deepened. Through cross-training, an employee can get instruction in several areas within the same organisation to become familiar with their responsibilities. The real job that has to be done will include this instruction. For this reason, it is also known as cross-training or interdepartmental training. Employees that receive cross-training in a corporation will be better able to comprehend the relationships between various departments.

Understudy as a form of training involves the subordinates learning how to manage the task by watching the super-ordinates or seniors. When the trainee has a lot of duties to manage, this approach will be used. During job training, the trainer will provide the trainee with step-by-step instructions. Teachers and educators often favour this approach. In committee assignments; skilled workers will be grouped together in a committee to accomplish a certain task. This provides opportunity for staff members to comprehend and address personality challenges.

By increasing their job knowledge and teaching abilities, business education instructors can gain from on-the-job training. According to Brotherton and Etzel (2019), it offers the essential and distinctive talents required for the current position.

Off-the-Job Training

Employee training in educational institutions outside of the workplace, such as universities, colleges of education, or training facilities, is referred to as off-the-job training. According to Noe (2010), off-the-job training is any type of formal training that takes place outside of an employee's regular work environment, such as attending workshops, seminars, or online courses, where they learn new skills and information. Similarly, off-the-job training was characterised by Colquitt, Lepine, and Wesson (2021) as a sort of training that takes place outside of the workplace, when employees

attend official training programs, workshops, or courses to gain new skills and information related to their jobs.

Online Training/E-Learning Platforms

These digital resources can cover a wide range of topics and can be accessed anytime, anywhere, making it convenient for teachers to participate in them according to their schedules. Online training/e-learning platforms can be used to access online courses that offer teachers flexible and self-paced training opportunities. One kind of off-the-job training and development program is peer learning and mentoring connections among business education teachers, where more seasoned mentors and colleagues impart information to less seasoned or newer ones. Martinez, Perez, and Gomez (2020), asserted that business education teachers learn about return on investment (ROI), skills development, completion rates, and score assessment through training activities conducted on an e-learning platform. Getting professional certificates or credentials pertinent to their positions is one way that this unofficial method promotes cooperation, information exchange, and skill development inside the organisation.

According to Dietz and Zwick (2021), training is the most important component of human resources development. Training is sometimes necessary for teaching positions since certain courses need a diverse combination of skills, knowledge, and talents to impart the necessary knowledge to pupils (Hamdani, Zill-e-Huma, Warraitch, Suleman, Muzzafar, Minhas, & Wissow 2021). Training and development have become essential in today's environment, especially to fulfil the growing demands of the teaching profession. It is also significant since it improves the skills of educators (Hamdani et al., 2021). One of the primary pillars of human resource management is training and development, which is crucial for fostering an employee's critical abilities and competence for improved performance. The goals of teacher training and development, according to Chukwu (2015), are to raise the standard of instruction and learning as well as the effectiveness of those in charge of administration and instruction.

The following can only be accomplished via training and development:

- The rapid growth of information technology (ICT) makes it easier for teachers of business education to adapt to the rapidly evolving educational system. Programmes for training and development assist educators to staying current with emerging approaches, technology, and trends in education (Ottestad, 2017). This makes it possible for them to adjust to changing student demographics, curriculum requirements, and educational regulations, guaranteeing that their instruction stays current and successful in satisfying the needs of a wide range of students.
- To influence students' knowledge and abilities, training and development programs give business education instructors the chance to learn and use new teaching techniques, technology, teaching strategies, technical rationale, and instructional materials (Noe 2017). Teachers can increase their effectiveness in teaching, better support students, and create a positive learning environment by developing their knowledge and classroom management skills. This will increase their efficiency and productivity, lessen teaching monotony, and eliminate unemployment from society.
- The information that teachers acquire by study, practice, and experimentation is what determines how well they perform on the job. Teachers' self-confidence and will to succeed in their positions may both be increased by taking part in training and development programs. They are more willing to take chances, attempt novel strategies, overcome obstacles, and feel competent and have the requisite knowledge and abilities, which can boost their work satisfaction and academic achievement.
- Goldstein, (2020) stated that training Increase the productivity of business education teachers both now and in the future; improve high-quality work; increase the skills, knowledge, and performance that aid in effectively imparting knowledge to students; decrease teacher

supervision; increase opportunities for advancement; and increase job security and job satisfaction.

- In addition to helping to improve teachers' moral character, zeal, and dedication to their work, training and development also help to identify areas for growth in order to create new leaders and support succession planning, which solves placement issues and prepares business education teachers for demanding responsibilities.
- Engaging in ongoing training opportunities allows educators to expand their expertise, explore new areas of interest, and stay intellectually stimulated, which can positively impact their job performance and overall job satisfaction (Guskey, 2020). Training and development stimulate teacher creativity by introducing them to various teaching approaches and in-depth understanding of concepts. It provides space for teachers to apply their innovative ideas and develop unique approaches to learning. Through training, teachers gain knowledge and skills that strengthen their confidence in carrying out daily tasks (Douchy and Segers 2018). Training and Development helps identify and overcome weaknesses, so teachers feel more confident in facing challenges in the classroom. Training and development create a culture of lifelong learning among teachers.
- Training and development programs can help clarify the expectations that managers and the organization at large have for its employees. It encourages a culture based on performance, where employees set achievable goals based on clear organizational objectives. Training provides the foundation, while development helps teachers develop and grow sustainably in their careers. Training helps teachers to be equipped with the latest knowledge and skills needed to implement curriculum changes. Development allows teachers to be in track of the latest developments in technology and teaching methods.
- Specific requirements or difficulties that teachers have in their classes or schools can be addressed by specially designed training programs. Targeted training may provide instructors the skills and techniques they need to be successful, whether they are incorporating technology into their courses, managing diverse student populations, or helping kids with special needs (Gullo, and Ponton 2022).

Challenges of Training and Development of Business Education Teachers

The following challenges affect training and development in our institutions of learning in Nigeria:

Many administrators are unaware that business education teacher training and development programs are expensive. Teachers' experience, skills, and attitude will improve as a result of training and development programs, but if they are not given enough incentives and good pay both during and after the training, their morale may suffer, which will lower their performance on the job. Due to the emergence of information communication technology (ICT), teaching and learning methods, principles and instructional materials are changing by the day, this makes it difficult in keeping up with industry developments and technological advancements. Many business education teachers do not want to adjust to technological trend. Knowledge acquired and passed should be useful and relevant in the real-life educational teaching-learning situation. Some concepts and academic principles thoughts are too academic, obsolete and difficult to apply in real life teaching and learning situation.

In certain institutions, training and development are carried out according to a hierarchy. For example, a business education teacher who is due for retirement may be sent on a training course, or a teacher who does not require a specific training may be sent for it simply because they are a highly ranked teacher. Since the instructor who attended the program would not be able to share the knowledge they learnt, the Institute stands to gain next to nothing from them. After receiving training, some instructors occasionally leave the school to work at another one, and the information they acquired there is not applied at the training institution.

Assessing and evaluating student outcomes is another barrier in training and development. The majority of organisations don't assess training and development results. Exams, microteaching, written or verbal feedback from the instructor, or even feedback from students can all be used to

evaluate a business education teacher and determine whether the training they have received will enhance the teaching and learning process and, consequently, increase their productivity. Job performance would be described as the ability to combine skillfully the right behavior towards the achievement of organizational goals and objectives. Job Performance refers to the extent in which individuals accomplish their job responsibilities, meet organizational expectations and contributes to the achievement of organizational goals and objectives (Kuncoro & Dardiri, 2017). Teachers of business education find it challenging to access training and development to enable them successfully influence students' knowledge and skills. They may not be promoted also from one cadre to another within the institutions, this is because they may exhibit a dysfunctional and casual attitude towards their work, which will lead to low job performance.

Conclusion

The importance of training and development in improving teachers of business education in job performance has been emphasised in this paper. This suggests that teachers must get ongoing training and development to be abreast with the newest information, abilities, and pedagogical approaches. This will enhance teaching efficiency and effectiveness thereby resulting to quality products from our institutions of learning and rating of the institution.

Effective training and development programmes might be difficult to administer, but the advantages greatly exceed the drawbacks. The professional development of teacher of business education must thus be given top priority by education stakeholders and legislators. Quality education can be achieved through regular training programmes and collaborations with companies and sectors in the environment. By so doing teachers can function at a high level and provide trainees a top-notch education, which will eventually help to create a workforce that is capable and creative.

Recommendations

Based on literature reviewed the following recommendations were put forth for policy option and implementation.

1. The management of training institutions should workout and implement a well-designed induction training programme for new teachers of business education to facilitate their quick adjustment, integration, improve their job performance, thereby lowering the attrition rate.
2. Provide teachers with flexibility in curriculum design and teaching methods, allowing them to innovate and adjust to changing student needs. Additionally, establish a formal mentorship program that pairs seasoned educators with new hires, facilitates frequent check-ins and feedback sessions between mentors and mentees, and encourage mentors to share their wealth of knowledge, resources, and teaching plans with mentees.
3. Create an all-encompassing evaluation framework that evaluates teachers' work performance, including their instructional strategies, student outcomes, and professional growth; offer frequent, formal and informal feedback sessions to assist teachers in identifying areas for growth; and promote reflective teaching practices by encouraging peer and self-evaluation. This should be done continually
4. Collaborate with nearby organisations, sectors, and associations to offer hands-on knowledge; experience; resources; create internship and job shadowing opportunities for students to allow them to put their academic understanding into practice. Encourage the use of educational technologies, such as learning management systems, multimedia tools, and online resources. This will give teachers the training, assistance, funds they need to successfully incorporate technology into their teaching plans to improve their digital literacy and online teaching abilities.

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