Required Competencies for Business Educators' Job Performance in Tertiary Educational Institutions in Edo and Delta States

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Abstract

Business educators' job performance has been linked to the pedagogical, problem-solving and networking competencies. Using a descriptive survey, this study investigates the extent to which business educators in Edo and Delta States, Nigeria, required such competencies for their job performance, Nigeria. 127 business educators participate in the study, and the researchers analyze the data using mean and standard deviation. The finding reveals that business educators need pedagogical, problem solving and networking competencies to high extent for job performance. Therefore, this study recommends higher education institutions to embed pedagogical, problem-solving, and networking competencies in the business education curriculum as they are very critical for job performance in today's digitalized and competitive business environment.

Keywords:

Competencies, Job Performance, Pedagogical Competency, Problem-Solving, Competency, Internet Networking Competency

INTRODUCTION

Employers view business educators as a source of competitive advantage to help grow their education institutions. In today's competitive education market, a business educator who possess the necessary competencies not only for successfully delivering education, but also accomplishing administrative and leadership tasks, have the leverage to be recruited by the employers. Such business educators are more valuable for employers as they are more flexible to be assigned for both academic and administrative positions, depending on the changing needs and strategic planning of the education institutions.

However, pre-service business educators receive intensive training from higher education institutions primarily to develop pedagogical skills and business education curriculum

understanding, to ensure they are capable of implementing their basic functions as teachers. Business education programs comprise of four main components; general education, entrepreneurship and business courses, teaching methodology and teaching internship (Esene, 2012). It usually takes three to four years to obtain a degree in business education program, depending on whether they enroll in College of Education or universities. Business education programs offered by the universities require longer period (i.e., eight semesters) to complete compared to the College of Education, which require only six semesters.

The most important component of a business education program that significantly help to develop current competencies for better job performance is the teaching internship. It involves pre-service business educators' attachment to an education institution, such as schools or colleges that enable them to practice the theory they learnt from the courses. In those institutions, pre-service business educators will have exposures to various economic and social backgrounds of students that require the pre-service business educators to apply and experiment with the most appropriate teaching methods. Ultimately, students' readiness to become independent, employable and active economic participant signals business educators' job performance.

According to Bullock (2013), job performance regards with values created by workers that lead to organizational effectiveness. Values can only be created if a worker have adequate and necessary competencies. In education field, pedagogical, problem-solving, and internet networking competencies are essential to create organizational efficiency and effectiveness. Pedagogy is a scientific practice and method of aligning instructional strategies, teaching styles, and assessments to deliver knowledge to students, or society in general. For business educators, they are expected to convey contemporary business knowledge using creative instructional strategies based on the course learning outcomes to ensure students' preparedness to solve problems emerged in the dynamic business environment through systematic management and proper analysis.

Meanwhile, problem solving competency is a skill that allow systematic process of transforming data into meaningful information by applying analytical, logical and creative thinking skill to create informed decision. Subsequently, available resources can be utilized and allocated to support the decision. It requires business educators to identify feasible opportunities so that continuous knowledge expansion can be achieved.

On a different note, internet networking competency is a skill to access different teaching and learning resources available online. Due to rapid knowledge growth in the education field in terms of instructional strategies, assessment and contents, business educators need to continuously update their knowledge to ensure students' fit future job market requirements. Internet has enabled access to unlimited information worldwide through various platforms such as social media and websites. Thus, internet networking competency determines whether a business educator able to find valuable information online for better job performance.

Employment rate in Nigeria showed a concerning statistics as a high number of graduates remain unemployed after graduation. According to the Federal Bureau of Statistics (2018), unemployment data of tertiary education institutions graduates exhibits a gradual increase, indicating an issue in the existing education system. Employers have reported graduates' dismal

performance during job interviews and inadequate competencies to achieve expected job performance. Considering the importance of pedagogy, problem-solving and internet networking competencies for education institutions, this study investigates the extent to which business educators in Edo and Delta States, Nigeria, required such competencies for their job performance.

LITERATURE REVIEW

Individuals and corporate organizations need people who are competent to enable them excel in one form of occupation or another. This is why the University of Nebraska (2020) defined competency as not only what a person must know and do, but also how a person does it. It further stated that competency is the sequence of apparent and expedient capabilities or attributes a person possesses that contributes to their performance in a job setting that may ultimately result in organizational objectives. In the same vein, Management Study Guide (2020) identified competency as a set of observable behaviors of an individual measured by performance. The competencies needed by organizations for job performance include pedagogical, problem-solving and networking. National Institutes of Health (2021) stated that competencies maybe regarded as the knowledge, skills, abilities, and behaviors that help a person or group of persons or organisation to perform creditably well. It added that knowledge is the information learnt from experience or study. Skill on the other hand is application of knowledge or ability repeatedly, while ability is the natural tendencies to conduct tasks intelligently. Behavior is the observed response of a person to a certain degree.

In the same vein, Cognology (2019) sees competency as the ability to perform assignment conscientiously. It added that competencies are categorized into behavioural and functional. Behavioural competencies it called skills. This is the ability to engage in doing something, and how it is done in relation to other individuals especially those in leadership capacities. These sets of skills are observed by others because they are inherent in humans. Functional competencies on the other hand, are sometimes called technical competencies that enable humans to manipulate machinery, and designing a dress. Beckett (2018) argued that competencies enable a person to apply certain skills or a combination of the skills to accomplish a task effectively and efficiently. The researcher further stated that skills plus knowledge plus abilities equal competencies. Many authors see skills and competencies as the same; however, Beckett (2018) maintained that competencies are more encompassing than skills because competency looks deeper into a person's knowledge and abilities than just possessing skills. It determines if a person has the right behavior to succeed in their duties.

Best-Job-Interview.com (2020) identified 12 core competencies for job success as decision-making, teamwork, work standards, motivation, reliability, problem-solving, adaptability, planning and organizing, communication, integrity, initiative and stress tolerance. In the same vein, University of Nebraska (2020) posited that accountability, adaptability,

communication, customer/quality focus, inclusiveness, leadership, occupational knowledge/technology orientation and team focus are core competencies needed by an organization for effective job performance. Abdul (2017) maintained that a teacher must possess some competencies that will make them excel in their teaching profession. These include pedagogy, professional, personality and social. The researcher further stressed that pedagogy competency is required to be able to understand the characteristics of students as well as understand the needs, the backgrounds and their interests.

Pedagogical competencies and job performance

Adegbola (2019) defined pedagogical competence as the manifestation of individual's behavior in a classroom setting. Mahardika (2019) also defined pedagogical competence used by the teacher to direct the affairs of his classroom for effective classroom management. Abdul (2017) opined that that pedagogy competency is required to be able to understand the characteristics of students as well as understand the needs, the backgrounds and their interests. It is the theory and practice of teaching that makes teachers excel more than others in the teaching profession. Nintiyas and Jailani (2018) stated that pedagogical competence is seen as teachers on top of managing the learning process that includes planning the learning process, as well as performing the assessment of the learners. It also consists of knowledge and skills which help the teacher to rely on their knowledge thereby making teaching and learning worthwhile (as cited in Akayak and Bakar, 2013, p. 10). In the same vein, Chandan (2018) sees pedagogy as an instruction that concerns with the theories for effective teaching and learning. Chandan (2018) further stated that teachers' pedagogical competence is the comprehension of all the learning processes which includes curriculum development, lesson plans, and teaching and learning processes that enhance teaching and learning. It is also the ability to appraise curriculum planning, assessment and all the activities in the classroom. In contrast, Emiliasari (2018) argued that pedagogic competence determined the achievement of students' learning outcomes. It is also the ability of the teachers to manage the learning of the students from the planning stage to the evaluation process. This involves educational preliminary stage, students' distinguishing traits, curriculum planning and development, lesson plan, and evaluation of learning outcome (as cited in Mulyasa, 2007, p. 24).

Problem-solving competencies and job performance

Smrutika (2019) defined problem-solving competency as the act of finding a solution to an identified problem. Indeed.com (2020) sees problem-solving skills as those skills a leader possesses to help identify the source of a problem for an effective solution. It is further argued that problem-solving skills could be enhanced with better analytical, research, creativity, communication, interaction, decision making and teamwork skills. Doyle (2020) emphasized that problem-solving competency is regarded as personal strength that is learnt through education or training that aids educational frontiers in the discharge of their duties in the most desirable manner. These include ideation, analysis of various ideas, evaluation, and implementation of plans,

assessing plans and answering various questions. In the same vein, Ferris State University (2017) identified problem-solving as the process of crafting, appraising and implementing various means to achieving the desired result. University of Bradford (2020) maintained that problem-solving leaders need employees who are able to set goals, who have ideas that are flexible, imaginable and resilient, take responsibility, confident and able to take challenges as normal. Problem solvers are enquiry-minded and able to convert threats into opportunities because of their innovative ideas and creative thinking**.**

Networking competencies and job performance

Networking according to Cleverism (2020), is the process of exchanging information with person or persons. Amanda (2020) stated that networking is about relationships with people. Ezenwafor, Onokpauna, and Nna-Emmanuel (2017) stated that social media networking is a strategy in which people interact with one another to share, and discuss ideas within a business and across the globe. The authors opined that social media networking have gone a long way to bring about changes to communication between and within organizations, communities and individuals. It allows organizations to associate with fellow contemporaries in diverse ways in order to enhance business opportunities. The authors further stated that social media networking is a tool that empowers business organizations, lecturers and other interested parties to connect people for the benefit of one another in today's digitalized world. It helps lecturers to interface with one another for better performance (as cited in Smith and Taylor, 2004, p.685).

METHODOLOGY

A descriptive survey design was employed. A survey collects information from a few representatives of the population for economic purpose especially when it involves scattered and large population. According to McCombes (2019), descriptive research is needed when the study attempts to measure the quality, occurrence, trends, relationship, and types of research. The population of this study comprised of 127 federal and state business educators in Edo and Delta States tertiary institutions and all of them were surveyed because the population size is relatively small. A self-developed questionnaire entitled "Required Competencies for Job Performance Questionnaire" (RCJPQ) was used to gather the data. The instrument contained two sections; A and B. Respondents' demographic information was collected in Section A, while items on required business educators competencies were asked in Section B. The response category for the study was rated 4, 3, 2, and 1. Reliability of 0.89 was obtained using Cronbach alpha formula. Mean$(\bar{x})$ and standard deviation (SD) were employed for data analysis.

RESULTS

Table 1 revealed the composite mean obtained is 3.19. The mean ranged from 2.86 to 3.39, indicating that business educators in the sample agreed that all the six items of pedagogy competencies are highly necessary for their job performance.

Table 1. Pedagogical competencies required for job performance

S/N	Item Statements on Pedagogy	Mean	SD	Remarks
1	Linking curriculum with life experiences	3.39	0.63	HE
2	Motivating students' learning	3.35	0.54	HE
3	Combining experiential and lecture methods	3.23	0.61	HE
4	Combining discussion, focusing and structuring Methods	3.23	0.66	HE
5	Using a flipped classroom.	2.86	0.72	HE
6	Social/interactive strategies.	3.09	0.79	HE
	Composite Mean	**3.19**	**0.48**	**HE**

Table 2 revealed the respondents' mean value ranged from 3.18 to 3.42. It equally revealed that the standard deviation which ranged from 0.56 to 0.67. The mean values show that business educators require the six items of problem-solving competencies to a high extent. The composite mean of 3.32 revealed that business educators require problem-solving to a high extent.

Table 2. Problem-solving competencies required for job performance

S/N	Item statements on Problem-solving	Mean	SD	Remarks
7	Use initiative to provide solutions	3.33	0.58	HE
8	Fit in teams/groups to achieve	3.18	0.56	HE
9.	Initiative without supervision	3.27	0.60	HE
10	Develop viable instructional ideas	3.32	0.61	HE
11	Simplify complicated situations.	3.42	0.62	HE
12	Apply knowledge effectively	3.35	0.67	HE
	Composite Mean	**3.32**	**0.48**	**HE**

Table 3 revealed the respondents' mean value which ranged from 2.92 to 3.21, while the standard deviation ranged from 0.66 to 0.83. The mean values show that business educators need the six items internet networking competencies to a high extent. The composite mean of 3.07 revealed that business educators require internet networking to a high extent.

Table 3. Internet networking competencies required for job performance

S/N	Item statements on Problem-solving	Mean	SD	Remarks
13	Internet search engine for teaching	3.21	0.76	HE
14	Internet interaction with students	2.96	0.83	HE
15	Emails use in teaching	3.17	0.74	HE
16	Students group chart	3.14	0.66	HE
17	Television and other multimedia devices	2.92	0.73	HE

| 18 | Panel discussion and students' reactions | 2.97 | 0.75 | HE |
| | **Composite Mean** | **3.07** | **0.56** | **HE** |

DISCUSSION

The findings revealed that business educators require pedagogy competencies to a high extent for their job performance. This is in agreement with the finding of Adegbola (2019) who stated that pedagogical competence is the manifestation of individual behavior in a classroom setting. The researcher further stated that for a teacher to be effective and efficient in the classroom, he has to possess pedagogical competencies. The finding is also in consonance with Mahardika (2019) who maintained that pedagogical competence helps to manage learning and the learners in the understanding of the learners and learning process. The finding agrees with Lehto, Kairisto and Liisa (2011) who showed that pedagogical competency is a necessary requirement for teaching as it focuses on learning approaches for the development of knowledge and its use. The study of Noor (2014) is in correlation with the finding of the current study which stated that business educators require pedagogical competence in technology-driven classroom, smart interactive boards, interdisciplinary learning, flipped classroom, and digitization in teaching.

The finding is in consonance with Abdul (2017) who opined that that pedagogy competency is required to be able to understand the characteristics of students as well as understand the needs, the backgrounds and their interests. It is the theory and practice of teaching that makes teachers excel more than others in the teaching profession. The finding is in agreement with Nintiyas and Jailani (2018) who stated that pedagogical competence is seen as teachers on top of managing the learning process that includes planning the learning process, as well as performing the assessment of the learners. It also consists of knowledge and skills which help the teacher to rely on their knowledge thereby making teaching and learning worthwhile (as cited in Akayak and Bakar, 2013, p. 10). The finding agrees with Chandan (2018) who opined that pedagogy is an instruction that concerns with the theories for effective teaching and learning. Chandan (2018) further stated that teachers' pedagogical competence is the comprehension of all the learning processes which include curriculum development, lesson plans, and teaching and learning processes that enhance teaching and learning. It is also the ability to appraise curriculum planning, assessment and all the activities in the classroom.

The finding is in agreement with Emiliasari (2018) who believed that pedagogic competence is a competence that seems to decide the success of the outcome of teaching and learning process as well as the students' learning outcomes. It is also the ability of the teachers to manage the learning of the students from the planning stage to the evaluation process. This involves educational preliminary stage, students' distinguishing traits, curriculum planning and development, lesson plan, and evaluation of learning outcome (as cited in Mulyasa, 2007, p. 24). The finding is in agreement with USAID (2013) which emphasized that teachers need pedagogical competencies to a high degree by knowing well the students' characteristics, and how they interact with one another in the classroom. It makes the lecturer to be closer to students. It also helps the teacher to develop curriculum which culminates to designing of syllabus and lesson plan. USAID further maintained that pedagogical competencies enable teachers to create an enabling

educational environment for teaching and learning through the use of media. It helps students' potentials to be developed through healthy competitions among students. They concluded that through pedagogical competencies, the teacher is able to communicate effectively with his students.

The finding is also in consonance with Apelgren and Giertzswedish (2010) who maintained that pedagogical competence is the power and readiness to promptly put into use real state of mind, understanding, and skills which help to promote learning in the most talented way. The finding is in agreement with Rahman (2014) who opined that teacher pedagogical competence is the will power to secure learning processes from planning to evaluation stages so that desirable outcomes of the learner will be achieved. In the same vein, the finding agrees with Mahavaran and Laverie (2010) who stressed that pedagogical competence is the ability of a person to put together learning materials and skills in combination with knowledge and experience to obtain optimal result. The study is in agreement with Tsafe (2013) who opined that pedagogical competency enable the teacher to understand the content of the lesson, and directs the students to understand the complexities of learning experiences by students in learning difficult concepts in mathematics. In the same vein, the finding is in consonance with Marzano and Toth (2023) who agreed that pedagogical competencies help in the learners' achievement. The finding is in consonance with Liakopoulu (2011) who opined that teachers' pedagogical competence is vital in becoming a professional teacher. The finding collaborates Alsubaie (2016) who stated that in the curriculum development process, teachers are the most important tools for implementing the curriculum designed for the schools by experts.

Findings in Table 2 revealed that business educators require problem-solving competencies to a high extent. The finding is in consonance with Smrutika (2019) who maintained that problem-solving competency is needed to find a solution to the problem at the right time. The finding is also in consonance with Ezenwafor and Olaniyi (2017) who stated that business educators greatly need real-life problem-solving skill to excel in self- employment and enhance entrepreneurial development. The finding is in agreement with Miron (2012) who opined that the business educators are expected to have three kinds of skills prominent in problem-solving, namely analytical, logical, and creative skill to enhance effective job performance. Adaku's (2013) finding is in agreement with the finding of the current study which revealed that problem-solving skills are highly demanded due to occasional changes in the acquisition of skills fueled by technological progress. The author further stated that problem-solving skills in business management entail the ability to simplify complicated situations, the ability to use initiatives effectively, and the ability to engage in innovative thinking to provide solutions to organization's problems.

The finding is in consonance with Doyle (2020) who emphasized that problem-solving competency is regarded as personal strength that is learnt through education or training that aids educational frontiers in the discharge of their duties in the most desirable manner. These include ideation, analysis of various ideas, evaluation, and implementation of plans, assessing plans and answering various questions. The study finding agrees with Ferris State University (2017) which identified problem-solving as the process of crafting, appraising and implementing various means to achieving the desired result. The finding is in agreement with University of Bradford (2020) which maintained that problem-solving leaders need employees who are able to set goals, have ideas that are flexible, imaginable and resilient, take responsibility, confident and able to take

challenges as normal. Problem solvers are enquiry-minded and able to convert threats into opportunities because of their innovative ideas and creative thinking**.** The finding is in agreement with Nafees (2011) who maintained that problem-solving involves solving problems through higher order cognitive approach by forming a mental picture of the things, coming together, expressing views, understanding, managing, thinking and analyzing concepts to help and create procedures through learning to solving problems.

Findings showed in Table 3 revealed that business educators require internet networking competencies for job performance. This finding is in consonance with Cleverism (2020) which maintained that networking competencies are needed for ideation and relationships for optimal performance. The finding is in consonance with Amanda (2020) who stated that networking is needed to establish and nurture long-term, mutually beneficial relationships with the people you meet. The finding is also in agreement with Emeosoba and Ezenwafor (2014) who believed that networking competency is required by business educators for job performance in project writing and virtual teaching. Similarly, the current study finding agrees with the finding of Ademola (2014) which showed that business educators require internet facilities for the job performance. The finding also correlates with Ofili and Idris (2017) who showed that networking competencies are required for job performance.

The finding is in agreement with Cleverism (2020) which sees networking as the process of exchanging information with person or persons. The finding is in consonance with Amanda (2020) who stated that networking is about relationships with people. The finding agrees with Ezenwafor, Onokpauna, and Nna-Emmanuel (2017) who maintained that social media networking is a strategy in which people interact with one another to share, and discuss ideas within a business and across the globe. The authors opined that social media networking have gone a long way to bring about changes to communication between and within organizations, communities and individuals. It allows organizations to associate with fellow contemporaries in diverse ways in order to enhance business opportunities. The authors further stated that social media networking is a tool that empowers business organizations, lecturers and other interested parties to connect people for the benefit of one another in today's digitalized world. It helps lecturers to interface with one another for better performance (as cited in Smith and Taylor, 2004, p.685).

CONCLUSION

Business educators in Edo and Delta States require problem-solving, pedagogical, and internet/networking competencies to a high extent for their job performances. It was also concluded that gender does not influence business educators' skills in their job performance. It could, therefore, be concluded that competencies of pedagogical, problem-solving and internet networking competencies are essential strategic factors in attaining business educators' job effectiveness and efficiency in today's digitalized, global, and competitive business work environment. The study recommended that business education curriculum may be constantly reviewed to reflect, internet networking competencies and current technology competencies at all levels of training required to meet the challenges in today digital, global and competitive work environment. Business educators are to take advantage of training and retraining opportunities and deliberate personal development to increase their internet networking, pedagogical, educational

technology, and internet networking competencies in teaching and learning. Lecturers should be updated on pedagogy, problem-solving and internet networking knowledge and skills in teaching and learning for business educator' job performance. The Government at all levels should make stringent investment and policy statements on business educators' continuous training and retraining programmes in institutions, faculties, and at departmental levels for teachers' effective and efficient job performance.

Two States were used for this study in a country of 36 States in Nigeria. Hence, more samples might generate different findings. The findings might not be used for entire Nigeria. This is an obvious limitation. Responses from respondents may have suffered from respondents' personal biases which may have affected the findings of the present study. Despite that, the study has empirically established that business educators require pedagogical, problem-solving, and internet networking competencies for their job performance in the 21st Century digital work environment. Future researchers are recommended to expand the findings of this study by verifying the perceived competencies required of business educators' job performance in tertiary educational institutions in South-South Nigeria through inferential analyses.

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