

## **Business educator's human resource competencies as correlate of job performance in public universities in south-south Nigeria**

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### **Abstract**

*Management of institutions expect lecturers to produce graduates whose job performance will add values to education and organization workforce. But this development depends upon the competencies possessed by lecturers of higher institutions. Six research questions were raised and answered; while three null hypotheses were formulated and tested at .05 level of significance. The study adopted a correlational survey research design. The population of the study comprised all business educators in public universities in South-South Nigeria numbering 120 business educators. The sample size of the study was 120 business educators. The instrument was validated by two experts and the cronbach alpha was used in ascertaining the reliability and the coefficients of .077 were obtained. The data collected from the respondents were analyzed using Pearson's Product Moment Correlation Coefficient and Fisher Z analysis. The findings revealed among others that the relationship between human resources competencies and Business educator's job performance is positive but very high correlation. Based on the findings, it was recommended that management of institutions should make plans for lecturers' competencies needs in order to guarantee the attainment of goals and objectives of Business Education programme.*

**Keywords:** 1.Human Resource, 2.Job Performance, 3.Competencies, 4.Business Educator

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### **Introduction**

The competitive nature of institutions' goals and objectives in the 21<sup>st</sup> century have spurred management of institutions to strive for excellent performance which is directly linked with production and service delivery for competitive advantage. Consequently, tertiary institutions have continued to place emphasis on the competency of lecturers for effective job performance. Lecturers' competencies contribute toward achieving optimum realization of institutional goals and objectives. Competency in job performance is a vital human capital variable that has many dimensions to make it realizable. Competency as will be used in this study is the knowledge, skill, attitude, experience, ability and trait that enable individuals to have interactions with one another at work for accomplishment of an appointed task, instructional delivery, goal realization and general performance of task in an educational institution. The task of instruction and service delivery in educational institution requires human resource competencies which remain critical for successful job performance especially in business education programme.

Business education programme as an aspect of the vocational discipline acquired at all levels of tertiary institution. Business education lecturers are considered as critical human resource that implement the goals and

objectives of field of Business education in tertiary institutions. This task is done through work-related activities, instructional delivery and administrative duties expected of them. In addition, they are experts who consciously or systematically carry out the administration of teaching, learning process and conducting research in the programme with the primary aim of managing students to attain the desired academic goals resulting to qualified and knowledgeable manpower in business field, office personnel, businessmen and women who will perform and succeed in the place of work. These assignments and duties are in the realm of human resource management since they involve human beings.

Human resource competencies are coherent and planned approach to managing people effectively to achieve effective and efficient job performance. Armstrong, (2012) defined human resource management as an approach that require ability, knowledge, skill and competency of staff to ensure the adequate implementation and achievement of the goals and objectives. The Society of Human Resource Management (2015) specify communication, business acumen, leadership, motivation, talent acquisition, performance appraisal/assessment, collaboration research, critical evaluation; human resource information system and strategic contributions competencies as some of the expected human resource competencies in the 21<sup>st</sup> century for effective job performance.

The job performance of Business educators' is considered relevant in implementing the content of Business education instruction. Job performance consist of behaviour that one do or achieve in their job that are related to goals and objectives of the programme (Motoridli, Boman and Schnit, 2017). Job performance entails the actions taken by Business educators' to get their tasks accomplished efficiently. These tasks are mainly teaching, conducting of research, supervision and other administrative functions (Chukwuedo & Igbinedion, 2014). They organized and deliver lectures to both undergraduate and graduate students, assessment, grading of students' academic work, assignments, papers, compiling, administering, and grading of examinations scores. Again assess, revise curricula, course content, course materials and methods of instruction. Business educators' collaborate in addressing teaching, research and assist students' gaining learning opportunities and so on. Sometimes are involved in students' admission, registration, and placement programmes.

Human resource competencies in business education programme could be perceived as the combination of theoretical knowledge, technical skill and practical understanding of human resource competencies among business educators to reflect valued skills for specific tasks and how valued knowledge can be applied to the task of enhancing effective job performance. These competencies involve the ability to know when and how to collaborate and research, communicate and motivate students for optimal academic performance with the aid of human resource information system within a specific time frame. Notable human resource competencies expected of business educators' in this context include communication, motivation, research collaboration, human resource information system, assessment and among others.

Communication is one of the human resource competencies expected to be demonstrated by business educators for effective job performance. This competency, no doubt, stand a crucial parts in delivering the steady interaction between educators of business field in order to realize the overall set goals and objectives of the programme. Communication competency requires the lecturer's knowledge and skills to convey ideas to students, transfer and translate information from one level of the institution, using appropriate media in articulating thoughts and ideas clearly. It is interesting to note that this competency is expressed in Business communication process, public relations and presentation of written paper works. This competency involves series of interrelated activities such as information mechanism that stimulate and channel the exchange of ideas, suggestion, feeling and opinion between business educators and students, which often form the basis for motivation as propelling force in the behaviour of individuals.

Motivational competencies remain vital in ensuring good relation in conveying teaching techniques, research policies and practice in providing better work performance (Armstrong, 2012). Motivation competencies help Business Educators in attaining good resource with knowledge for better administration. Business educators are make good relationship with students with view to attain the programme goal and objectives. Motivation are enhanced by Business Educators' if they set the direction, encourage and stimulate students' achievement, provide

support and effort for them to attain set goals, improve performance and gain accomplishment. The job performance of business educators is considered very important to students in terms of how to motivate them to participate, and improve performance or be gainfully employed. Appropriate motivation on the part of the business educators to thirst for more knowledge through research collaboration that can enhance performance.

Research collaboration is a part of human resource competencies. The role of research collaboration cannot be over-emphasized when it comes to lecturers' professionalism for job performance in tertiary institutions. However, it's considered it be the act of working collaboratively to achieve a common goal of producing new scientific knowledge (Katz, & Martin, 1997). It is the exchange of ideas on what experiments to do next, what hypotheses to test, what new instrumentation to build, how to relate their latest experimental results to theoretical models, and so on. For example, one person may be good at constructing, operating and maintaining scientific instrumentation and another at analyzing the data produced. Collaboration thus ensures a more effective use of their talents as determined by the details of the curriculum and programme which include planning class work, setting expectations, developing the capacity to research, and publications as reward of good job performance. The performance of these business educators are often measured from the job quality, employability rate, supervision styles, teamwork and teaching process of their graduates with the aid of information resource system.

Human resource information system involves the use of computer based information system for managing administration of information resource processes and policies. This competencies includes knowledge and skills of computer operation in order to process and perform information gathering and analysis for effective job performance. Information system is consist of systematic procedure for collecting, storing, maintaining, retrieving and validating the data required for effective evaluation of a student's and lecturers performance (Parry & Tyson, 2011). This competency helps to integrate work productivity with classroom activities to maximize learning process in order to assess and utilize information required in matching the strength and weakness of instructional delivery with the required skills to perform in workplace. This competency shows the display of awareness of information system and its potential to enhance learning understanding the current technology and the application process in work situation. In some cases, Business educators are exposed to jobs in form hard and software packages installation like word processing, excel, Coral Draw, desk top publishing and power point using various search engines in obtaining information through the internet, intranet and communication technology. These technologies are used to provide and improve the quality of information management which often stores information in database needed for assessment.

The role of the assessment competency cannot be over-emphasized when it comes to business educators' professionalism in tertiary institutions. Students' assessment competencies comprise knowledge strategies, techniques, tools and instrument in gathering information to determine the extent students can demonstrate desired learning objectives. Business educators' assessments competencies can be demonstrated in their job process which also reflects on learning outcome of the students. Tests, essays, presentations, examinations, surveys and interviews among others are generally methods of assessment. This competency provides ideas about the use of multiple indicators, both formative and summative to monitor and evaluate student's progress, to reform teaching that will provide evidence that students have attained knowledge, skills and disposition with grade formation. Grades from scores are source of information regarding students' achievement and are usually use in measuring students learning objectives in Business Education programme. Scores may not show how students learning objectives have been achieved, other factors not related to students learning objectives in class participation. Business Educators' may use difference in grading pattern and practices. However, scores may be able to determine Business Education programme assessment in relation to programme goals and objectives consistent in courses available in field of Business education.

The variation in the demographic characteristics of Business Educators' is a possible moderator of its' choice in human resource competence for effective job performance. Business Educators' gender (Male and Female) and ownership of universities (Federal and State) are some the demographic characteristics to be determined. Flectchl (2010) refers to demographic variables as biographical factors, gender, race and institutional type as determinants to performance achievement among employees. The author stated further that good workforce

demography practices in the area of human resource competencies are believed to enhanced employee and organizational performance. This is because managing demography involves managing the cultural differences in people's skills, ideal and abilities in achieving a common goal, and doing it in a way that gives the business educators a competitive edge. Thus, this study will also investigate the moderating roles of gender and tertiary institution ownership. Tertiary institutions in South-South especially the universities have been observed to be on increasing rate with recent development in business education programme, due to the quest for knowledge in the field. Sequel to this, emphasis on achieving optimum job performance with human resource competencies for Business Educators' remains a priority.

In recent times, there have been unprecedented outcry and complaints concerning the lack of administrative competencies and poor job performance of business educators' in tertiary institutions in South-South Nigeria leading to poor product delivery. Obi and Udonquak (2008) noted in their study that more than 86% of business education lecturers in institutions are without the right combination of human resource competency required for their job performance in terms of instructional delivery of the programme. Some of the human resource competencies needed for instructional delivery process by business educators' are communication, motivation, research collaboration, human resource information system and assessment competencies etc.

The ultimate goals and objectives of the business education programme are to be able to produce graduates that are competent and easily absorbed into the world of work. But in the context of present day Nigeria, it appears that most graduates including business education graduates seem not to have exhibited these competencies that are required of them, hence they linger on the unemployment queue longer than necessary and that is why some of them go as far as re-training to hone their skills and competencies such as in ICT.

For effective job performance by the business educators to influence the correct acquisition of skills and competencies of the product in order to function in the world of work, they need human resource competencies in communication, motivation and so on. Empirical evidence has however shown that these competencies have been studied but human resource information system, assessment competencies and research collaboration competencies have not been studied. These would add the much needed competencies to their job performance and this is the gap the study has addressed.

The main purpose of this study is to correlate human resource competencies of Business Educators' to their job performance in public Universities in South-South Nigeria. Specifically, the study determine the;

1. relationship between communication competencies and job performance of Business Educators' in public universities in South-South Nigeria;
2. relationship between motivational competencies and job performance of Business Educators' in public universities in South-South Nigeria;
3. relationship between research collaboration competencies and job performance of Business Educators' in public universities in South-South Nigeria;
4. relationship between human resource information system competencies and job performance of Business Educators' in public universities in South-South Nigeria;
5. Relationship between assessment competencies and job performance of Business Educators in public universities in South-South Nigeria.

### **Hypotheses**

The following null hypothesis guided the study and was tested at 0.5 level of significance.

1. There is no significant difference in the relationship between human resource competencies and job performance of male and female Business Educators in Public University in South-South Nigeria
2. There is no significant difference in the relationship between human resource competencies and job performance of state and federal University Business Educators in public university in South-South Nigeria
3. There is no significant difference in the relationship between human resource competencies and job performance of accounting option and office technology management (OTM) option Business Educators in Public University in South-South Nigeria

## **Theoretical Framework**

The theoretical framework of this study is based on Competency-Based theory; and AMO (Ability, Motivation and Opportunities) theory.

### ***Competency-Based Theory***

Competency-based theory was propounded by Williams in 1909. The theory emphasized that employee values is dependent on the ability which is the outcome of his training, experience and practice in line with accepted standard of workplace. Competency-based theory identifies the competencies required of high performers in the key position throughout the institution. This is to eliminate any competency gaps that exist through effective selection, training and development and ensure that effective performance is recognized and rewarded. Stove and Bieber (1997) noted that this theory helps to create forward-looking human resource decision by clarifying the knowledge, skills and behaviour needed as a foundation upon which to build training, professional development, leadership and performance appraisal. Competency-based theory can be used to support the entire human resource management platform within an organization and also in classroom management. The theory helps the human resource practice to focus on relevant competencies required in classroom management and instructional delivery process. The integration of the expectations of the business and organization world into training and the outcome is one the main features of the competency-based theory. It is related to the key strategic goal of human resource competencies in developing highly competent people who will achieve their goals quickly and, thus, will maximally increase their input into achieving the goals of the organization (Armstrong, 2012).

Competency-based learning (education) refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. Schools use competency-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life. To help schools establish a philosophical and pedagogical foundation for their work, the Great Schools Partnership. Moreover, Competency-based HRM is a core strategy to help align internal behavior and skills with the strategic direction of the organization as a whole.

Competency models translate organizational strategies, goals and values into specific behaviors. Critical issues in competency based education focuses on the primary facets of competency-based education, emphasizing the setting of goals and assessment procedures in education. Competency-based instruction measures what participants have learned as opposed to what instructors think they have taught. Competencies are not taught as a whole in a single course- their components are presented/ taught throughout the curriculum several courses assist in the attainment of each competency. Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. These strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others. Competency-based theory is one model favorable among many academic institutions and accreditation agencies because it links theory to practice to education. Competency-based theory is a model that focuses on the demonstration and application of learning, rather than on the time spent taking courses or generally any approach that substitutes the assessment of student learning for competencies based.

In the organization, competency and its application become the most important sources of economic development and the value of institutions. Human resource competencies of lecturers seem to be a potential source of value especially in terms of significant in this perspective, because the long-term increase in the value of an institution requires a high level of competency potential of its lecturers. The position of institutions functioning within competency-based is increasingly depends on the quality of its human resources, Thus human resource management plays a strategic task in the institutions and is perceived as a potential source of institutions and organizations workforce in the 21<sup>st</sup> century. However, developing a study based on the human resource management competencies required of the Business Education lecturers remains a delicate task, because it must take into account the expectations of the institution and the implementation of goals and objectives that can be considered and evaluated by the relevant bodies. Individuals are encouraged to become more active in their own development.

Competency-based theory aligns human resource system to training and development acquired, thus, human resource competencies can be developed with programs to meet future needs. Lastly, competency-based theory addresses the issues about skills, knowledge and characteristics required and acquired what knowledge, ability and behaviour that will have the most impact on performance success. This promotes shared understanding about how to perform effectively and what it takes to succeed.

Human resource competencies are characteristics that enable individuals to perform their actions successfully and in an exemplary manner. Indication, formation and evaluation of competencies are crucial for the functioning of the competency-based human resources management theory. The goal of human resource competencies is to discover such characteristics of a lecturer that allow them to perform their tasks successfully and in an exceptional manner, as well as to specify the rules of human resource functioning with a special consideration given to the competencies in classroom management. This theory makes it possible to stimulate the effectiveness of actions and to utilize people's competencies in order to gain the strongest possible competitive advantage. Within this theory, differences in individual abilities to achieve specified results of work are taken into consideration. Exceptionally skilled and competent employees perform their tasks much more effectively than other persons that hold the same position and achieve fully satisfying results. An organization that is able to spot an exemplary employee and support their development may definitely be more effective without increasing the number of employees.

The competency-based theory is a set of coherent and mutually related practices of human resources competencies in all its areas: from individuals' entering an organization (for example, the processes of recruitment, selection and induction), through their effective functioning (for example the processes of performance appraisal and research), development (for example the processes of training and non-training development activities). In the competency-based human resources competencies, all practices (and processes) of human resource management are based on the theory (a set of skills and competencies required from the employees to effectively function in an organization. Specifically, competencies may serve as the foundation for the following, strategic job performance planning, recruitment and selection, developing job descriptions and evaluating jobs, training and development, performance appraisal, career planning and the employee remuneration system.

Williams (1909) carried out an experiment titled job and performance output level between proficiently trained and relatively untrained groups of employees. The purpose was to find out the group of employees who perform better in the organization. They were kept under observation for a long lapse of time in industrial production activities. The author noted that the proficiently trained experimental groups of industrial employees recorded higher performance output level in each case or observation than their untrained counterparts that serve as the control groups. It was equally recorded that with the application or use of various incentive strategies, the performance output of his proficiently trained experimental group of employees were still found to be higher as employees' commitments and satisfaction triggered higher effort. On the other hand, the control groups without proficient training programme were found to be dissatisfied with higher incentive. As they did not possess the job and performance ability, the higher incentive resulted to frustration and subsequent lower job and performance output.

In view of this, the researcher concluded that lecturers' job performance is dependent on skills, knowledge and ability, (competencies) which is perceived as a product of training, experience and practice. Hillage and Pollard (1998) noted that it was on the platform of expansive services, a mismatch to individual demands, the emergence of the notion of lifelong learning which was gaining prominence in the early nineteenth century that spurred William's experiment and the subsequent development of job and employability theory in Europe. The author noted that all these factors are held to make a focus on an individual's ability to gain initial job performance, secure suitable and sufficiently fulfilling work. In view of this, Hillage and Pollard (1998) stated that job in this understanding become more important than the simple state of being employed.

The philosophy of business education is for the recipient to acquire ability and knowledge through adequate training process required in their future professions and to have a functional relevance both in institution of learning and the society. The introduction of competencies-based theories focus will enable business education lecturers to

realize that working as professionals, lecturers should continue to develop competencies that are able to react and anticipate future development plan in their work and beyond (Jenewein, Knauth & Zulch, 2002). It is important to mention here that the acquisition of human resource competencies will enable business education lecturers to have a better knowledge, understanding of their role in managing students in the programme and the institution at large. The abilities exist and role perception is clear, then there is a high tendency that business education lecturer's job and performance output will equally be high.

Basically, prospective Business Education lecturers need to possess human resource competencies that can survive test of time in order to help them in classroom management and instructional delivery process. Business education lecturers in tertiary institutions place a high priority in the engagement of students that have utility human resource competencies for the accomplishment of immediate and future tasks. The development of competency-based should be pursued vigorously by the business education programme. The institutions and business education programme should also facilitate this mission in order to achieve successful partnerships on employability of their product (Dubois & Rothwell, 2008)).

Competency-based theory viewed performance from the perspective of lecturers rather than from the perspective of a job held by an employee, and organizations that apply this solution integrate all aspects of human resources competencies and not around issues related to tasks or jobs (Dubois & Rothwell, 2008). The practical aspect of competencies management implementation, thus, achievement of established, current and future goals of an institution has been emphasized. Competency-based theory has been extended at the beginning of the 18<sup>th</sup> century in connection with discussions about problems and ways of modernization of the institution workforce. This workforce focuses not on the transfer of knowledge, which constantly outdates, but on mastering the core competences that allow them to acquire knowledge on their own. Competency based theory in human resource management is well-known to the institutions all over the world, and today it is discussed from different angles and is being viewed from different perspectives.

Competency-based theory is related to this study in the following ways, first it emphasizes the need for classroom management, instructional delivery and administrative duties of business education lecturers to have better understanding of the human resource management practice and perform optimally in the institutions. Secondly, the needs to direct business education programme and training of employers need thereby close the gap that exists between the classroom management, instructional delivery and administrative duties of lecturers. Lastly, the need for Business Education lecturers to be abreast with the current human resource management competencies can help improve their job performance. Therefore, it applies to the study in that this study focuses on the human resource management competencies of Business Education lecturers to improve job performance and the need to be abreast with the current human resource management competencies required for effective job performance in the 21<sup>st</sup> century institution workforce.

### ***Ability, Motivation and Opportunities Theory***

AMO theory was originally proposed by MacInnis and Jaworski 1989. The ability, motivation and opportunity theory was later reviewed by Boxall and Purcell (2003). The theory states that performance is a function of ability, motivation and opportunity to participate in any given task. The origin of the AMO theory is traceable to the theoretical discourse between industrial psychologists, who have traditionally viewed performance as a function of knowledge and experience that sharpen individuals' ability to perform, emphasize on the motivational component to performance and opportunity was later added into the theory to capture all those exogenous variables that prevent individual from performing well (Rassarín & Nguyen, 2014). In AMO theory, opportunities are used to describe the circumstance that allow for or facilitate people to perform behaviour. Opportunity reflects the extent to which a situation is conducive to achieving a desired outcome.

The AMO theory suggests that there are three independent work system components that shape employee characteristics and contribute to the success of the organization. According to the theory, organizational interests are best served by a system that attends to the employees' ability, motivation, and opportunity (AMO). Since its emergence in 2000, the ability, motivation and opportunity (AMO) framework (Appelbaum, Bailey, Berg &

Kalleberg, 2000; Boxall & Purcell, 2003) has been largely accepted for explaining the linkage between human resources management and performance. In fact, many of the articles published after 2000 that explore the performance linkage use this theoretical framework either explicitly or implicitly (Pauwe & Boselie, 2005). The origins of the theory lie in the theoretical discourse between industrial psychologists, who assume that performance is a function of training and acquisition (thus ability), and social psychologists, who believe that motivation is essential to ensure performance (MacInnis & Jaworski, 1989). Later, Vroom (1964) adopted an interactive relationship considering both ability and motivation, and explaining performance by the function  $P = f(A \times M)$  (Blumberg & Pringle, 1982). As can be seen, this function considered that only personal dimensions affect performance, and was not capable of explaining the external environment effect. With the aim of solving this issue, Blumberg and Pringle (1982) developed a new theory, broadening the concepts of motivation and ability, and introducing a new one, opportunity, which they considered the missing dimension.

The AMO theoretical framework has been widely accepted in human resource management practice in terms of competency approach as literature for explaining the linkage between human resources competency and performance. However, it remains clear that this theory has been fully demonstrated. AMO theory is an excellent and structured framework that provides a better understanding of the relationship between competency and performance. Moreover, the effectiveness of the theory proposal appears to be beyond doubt. In fact, a well-trained and skilled employee will perform better, and a motivated worker will be ready to "go the extra mile". Likewise, if the work environment does not provide adequate opportunities, both abilities and motivation might become meaningless. However, many other factors could influence the positive effects of job. As a matter of fact, not only contextual factors, but also individual beliefs, personal affinities, or personal circumstances (among others) might affect the implementation of these practices and the subsequent outcomes.

As a result, performance was a function of capacity to perform (including different variables such as age, knowledge, level of education and energy level), willingness to perform (including variables such as motivation, job satisfaction, personality, values, and expectations), and opportunity to perform (that included variables such as working conditions, tools, materials, leader behavior, procedures and time) (Blumberg & Pringle, 1982). These authors pointed out that all three elements (opportunity, capacity, and willingness) must be present for performance to occur, assuming an interactive theory ( $P = f(O \times C \times W)$ ). Also, low levels of any of the dimensions would considerably decrease levels of performance (Blumberg & Pringle, 1982).

The AMO framework was initially proposed by Bailey (1993), who suggested that ensuring the employee's discretionary effort needed three components: employees had to have the necessary skills attitudes and experience, they needed appropriate motivation and employers had to offer them the opportunity to participate (Appelbaum et al., 2000). Based on this theory, and drawing on the concept of high performance work systems (HPWS), the theory was developed by (Appelbaum, Bailey, Berg and Kalleberg (Appelbaum et al., 2000), and its acronym stands for the three elements that enhance together employee performance: individual ability (A), motivation (M), and the opportunity to participate (O). According to the theory, people perform well when they have the capabilities, they have the adequate motivation, and their work environment provides opportunities to participate (Boxall & Purcell, 2003).

Hence, the theory is comprised of basic concepts of psychology (Kroon et al., 2013), which are related to three systems that shape individual characteristics: ensuring that employees have the appropriate abilities, motivating employees to enhance discretionary behavior, and empowering them toward organizational outcomes (Harney & Jordan, 2008). Ability dimension is usually defined by the acronym KSA (knowledge, skills and abilities) (Morris & O'Regan, 2013). Thus, Ability-enhancing practices aim to improve those three components. Examples of these practices are employee skills techniques or formal training (Kroon et al., 2013; Raidén et al., 2006). Motivation deals with an employee desire to perform, which can be enhanced by extrinsic or intrinsic motivation. Examples of motivation-enhancing practices are incentives or career opportunities (Munteanu, 2014; Raidén et al., 2006). The AMO theory introduces as well the opportunity dimension, on the basis of job design theories (Hackman & Oldham, 1980) or empowerment literature (Gerhart, 2005; Kroon et al., 2013). Hence, opportunity takes into consideration not only individual characteristics but also the work environment. Practices

contributing to the opportunity dimension are, for instance, quality circles or team working. As a matter of fact, some researchers consider that AMO influence in performance is more complicated than expected, because it depends not only on the existence of a set of practices, but also on the employee subjective perceptions of these practices (Boxall, 2007). That is to say; one must distinguish between intended, actual and perceived human resources. Moreover, the theory point out that the employee based perspective adopted by the organizations could be better explained from a managerial perspective (Boxall, 2007).

This view claims that well-designed human resource competencies bundle of practices do not guarantee an effective implementation, and focus on line manager's capacities to implement HR practices (A), their motivation to enable them (M), and the organizational support for undertaking the changes needed (O) (Ozcelik & Uyargil, 2015). Besides, the variety of competencies and measures of performance across investigations, make it difficult to state firm conclusions about which approach is decisive for performance. In fact, the selection of competencies seems to be based more on intuition about their influence over performance, than on substantial empirical evidence (Green & Nolte, 2015). As a result, it remains unclear which are the linking mechanisms between bundles of practices and organizational outcomes, although many investigations mention the AMO theory in their theoretical framework, not all of them test the theory in their further analysis and, even doing it; it seems that many of them do not apply the theory as it was first proposed. Hence, this theory aims to find out those studies that have thoroughly tested the theory, as well as the approach used by them among multiplicative or summative. Furthermore, it also aims to clarify how different researchers measure the effectiveness of the theory, that is to say, which measures of performance they use in their analysis.

According to Akinrola (2008), there are conditions that must apply in the application of AMO model and they are

- There must be an adequate amount of business educators with the required ability (skills, experience and knowledge) to improve performance on current and future jobs
- They must be satisfactory motivation for them (Business educators) to engage their abilities. These motivation variables may be financial or non-financial but will almost certainly include collaborations among co-staff and heads
- There must be an opportunity to engage in discretionary behaviour thus, the job descriptions. Opportunities are the invitations to participate are get involved in the process. This is where opportunities may exist, and certainly can be created, which provide avenue for wider participation and involvement so that individuals can contributes knowledge and ideals on possible ways things should be done and how to respond to specific change.

Competencies practices can influence a firm's future return through the embedding of resources in people which is called human capital (Becker, 1962). The core concept of human capital is that people possess skills, experience, and knowledge that have economic value to firms (Snell and Dean, 1992). This human capital theory was first proposed by Schulzt (1960) to examine the economic value of education, but more recently it has been used human resource practices field. Firms attain human capital through recruiting employees with high level of skills and knowledge, much of these skills and knowledge are intangible, including such abilities as solving problems, coordinating, and making decisions in new situations (Becker, 1962). These intangible skills and knowledge constitute idiographic resources which create competitive advantage to firms (Barney, 1991). Competencies are of value to a firm but it is transferable, it is embodied in employees, who are free to move from one place to another, especially for employees with general competencies (Jacoby, 1991). The contribution of competencies to a firm's performance largely depends on employees' willingness to perform. This is consistent with the AMO theory (abilities, motivation and opportunity to participate) proposed by Appelbaum et al (2000) and Bailey et al (2001). The AMO theory states that a firm performance is a function of employees' ability, motivation and opportunity to participate. Firms can generate competitive advantage through improving employee ability, motivation and provide employees opportunities to participate in value creation, which will result in higher productivity and better organizational performance (Appelbaum et al 2000; Bailey et al 2001; Miller and Le Breton Miller, 2005). This theory explains how the competency functions from the individual employees' perspective.

Human resource competencies therefore impact on individual performance if given encouragement, discretionary effort, developed skills and competencies, and provide business education lecturers with the

opportunity to perform (Armstrong, 2012). The theory also provides the basis for the development of human resource management competencies through human resource system that regard employees interest namely in the skills and knowledge required, the motivational tools in place the quality of the job task. Human resource management appears to lean heavily on the theory of Ability, Motivation and opportunity derived from the field of organizational behaviour.

Competencies-enhancing human resource competencies are those competencies that are designed to improve business education lecturer's knowledge, skills and experiences, they include comprehensive recruitment, job rotation, performance appraisal, motivation, rigorous selection, and training & development, while the motivation-enhancing human resource management practices are those practices implemented to promote Business education employees' motivation. Typical examples include developmental performance appraisal/management, promotion, compensation, autonomy, career development, and job security. Similarly, the opportunity-enhancing human resource management practices are designed to enable business education lecturers to use their abilities and motivation to attain organizational objectives. Practices that are used to enhance opportunities include job design, employee involvement, work teams, career planning, and communication/information sharing among teammate. It is advocated that the use of human resource management practices that increase business education lecturer's knowledge, skills, and abilities (KSAs), that motivate them to leverage the KSAs, and empowering them to do so, will consistently create growth and prosper for its organizations.

AMO theory in the field of human resource competencies suggests that three independent work system components shape individual and aggregate employee characteristics and thereby contribute to success of the institution or organization. These are mechanisms to ensure the business education lecturers has the appropriate skills and abilities, mechanisms to energize and motivate them to engage in desired behaviours, apply discretionary behaviour and prevent and resolve process exception and work systems that empower business education lecturers to contribute their individual and collective efforts toward organizational outcomes. The AMO theory is relevant to this study in the sense that human resource competencies of business education lecturers can be influenced using ability and motivation which in turn create the opportunity for job performance. These human resource abilities can be said to be knowledge, experience, skill, behaviour and trait. While motivation can be translated to be reward, performance feedback, professional development, tasks and engagement, specialization of tasks and access to information amongst others.

The human resource competencies ought to motivate Business Education lecturers to display high level of behavioural commitment to performance, thus, the perceived competencies are required to be gainfully employed and achieve the set job performance. Performance is considered as a function of employee Ability (A), Motivation (M) and Opportunity to participate (O) in workforce process. The significance of the AMO theory to this study also, acknowledges the importance of the individuals (Business Education lecturers) to the workforce. The ability acquired of business education lecturers to meet the specific goals and objectives of organization is a motivating factor. Hence, when business education lecturers recognize the fact that human resource competencies are seen as the factor that will improve job performance, it may spur their knowledge and commitment to performance owing to the fact that there is a light after the turning. In other words, institutional interests are best served by the human resource management practice that attends to business education lecturer's interests, namely their level of competencies, motivations and the quality of job performance.

Chukwugbo and Okwuanaso (2005) conducted a study on the decision-making, communication and operational competencies expected of Business Teacher Education employees seeking job performance outside the school system. The researchers raised four research questions for the study. The purpose of the study was to ascertain the opinion of employers on decision-making, critical thinking, communication and operational competencies expected of business teacher education employees' aspiring for managerial posts outside the school system". This study was carried out in Anambra State of Nigeria using the private business establishments registered with the State Chamber of Commerce comprising of businesses of micro, small, medium and large scale sizes which were either of productive or service in nature. The population of the study was 325 registered private business

establishments. The questionnaire was used as instrument for data collection from the respondents, which were analyzed using Analysis of Variance (ANOVA) and t-test statistical tools.

The study found among others that the responses among employers of various sizes of the establishment (micro, small, medium and large scale) have a significant difference on operational competencies they expect from Business education employees aspiring to managerial positions. This result according to the researchers implied that size of organization and competency expectations determine how employers place their employees on the job. While the nature of establishments (productive or service) and employers' sex (male or female) did not have significant difference on employers' expectations of communication and decision-making competencies of business education employees aspiring to be managers, which hereby showed that size over rule nature of establishment in what was expected of prospective managers.

The above study is related to this present study because both studies are addressing similar moderating roles on competencies of Business Education employees for job performance. The former study focused on decision-making, communication and operational competencies expected of Business Teacher Education employees seeking job performance outside the school system while the present focused on strategic contribution, human resource information system, and motivation and performance appraisal competencies of Business Education employees for job performance within the institution. The present study has a wider range of coverage in terms of content and geographical variables than the former study.

This research work has carefully reviewed the relevant literature relating to human resource management competencies required by business education lecturers for their job performance in universities in South-South Nigeria. This research work carefully examined two theories that formed the theoretical framework for the study. The competency-based and AMO theories were used in explaining the competencies required of Business Education lecturers for job performance. The study further examined the various human resource management competencies which include; communication, motivation, research collaboration, human resource information system and students' assessment competencies. The study also examined the job performance of business education lecturers. Several empirical studies have been reviewed in this research work from various scholars in the field of Business education, competencies and human resource management including area of communication and motivation. However, research collaboration, assessment and information system competencies in the educational sectors have not been studied. Thus, this is the gap the study filled.

## **Methodology**

This study utilized a correlational survey design since it was basically an inquiry into the relationship among human resource competencies and job performance of Business Educators in public universities in South Nigeria. The population for the study is one hundred and twenty (120) Business Educators in Federal and State Universities in South Nigeria. The data was extracted from the office of the Head of Department of the respective Universities. All one hundred and twenty (120) Business Educators in the public universities constituted the sample because of the limited number of subjects. Therefore, there was no sampling. The instrument that was used for generating data collection for the study was a questionnaire. The questionnaire was titled "Human Resource Competencies Rating Scale" (HRCRS). The items in Section B and C was rated on Modified Likert 4-point rating scale of Very High (VH-4), High (H-3), Moderate (M-2), and Low (L-1). The instrument for the study was subjected to face validity by the researcher's supervisor, one other expert from Curriculum Instruction Technology Department, and one expert from Educational Evaluation Department both from the University of Benin. The Cronbach's alpha method was used to ascertain the measure of internal consistency of the instrument. The instrument was administered once to 20 business education lecturers in Ebonyi state university, Abakiliki who will not be part of the sample of the study.

The instrument was administered to the respondents by the researcher with the help of six research assistants from various public universities enlisted for the study and assisted in the distribution of the questionnaire. The Statistical Packages for Social Sciences (SPSS) version 22.0 was used for the analysis. The descriptive and inferential statistical tool was employed in analyzing the results. Pearson's Product Moment Correlation Coefficient

(PPMCC) was used to answer the research questions, while Fisher Z was used to establish the nature of differences in relationship between independent and dependent variables of the study, testing the hypothesized relationship at .05 level of significance. Decision rule on the positive correlation was based on r-value where calculated r-value between +.01 and +.29 was regarded as positively low correlation, +.30 and +.39 was regarded as positively moderate correlation, +.40 and +.69 was regarded as positively high correlation and +.70 and above was regarded as positively very high correlation. While the negative correlation was based on r-value where any calculated r-value between -.70 or higher was regarded as negatively low correlation, -.69 and -.40 was regarded as negatively moderate correlation, -.39 and -.30 was regarded as negatively high correlation and -.29 and -.0 was regarded as negatively very high correlation. For the hypotheses, the probability value (p) was used. If p-value is less than or equal to .05, the null hypotheses would be rejected, but if again p-value is greater than .05, the null hypotheses would be retained.

**Presentation of Results**

Data analysis for the research questions

Data collected to answer the research questions were analyzed using the Pearsons’ Product Moment Correlation Statistics (PPMCS), and the results are shown in Tables 2 to 9.

**Research Question One:** What is the relationship between Business Educators’ communication competencies and job performance?

The result of the analysis of the responses to the research question is shown in Table 2

**Table 2 : Relationship between Business Educators’ communication competencies and job performance**

Variable	N	R	Sig	Remarks
Communication Competencies	120	.241	.008	Positively low Correlation
Job Performance				

**Sources: Computed from Field Work, (2020)**

The analysis in Table 2 shows the relationship between Business Educators’ communication competencies and job performance. The table shows that the correlation coefficient of .241 is positively low and the R-value is significant at p-value of 0.008, because it is less than alpha value of 0.05. It therefore the relationship between Business Educators’ communication competencies and job performance is positive but low correlation.

**Research Question Two:** What is the relationship between Business Educators’ motivational competencies and job performance?

The result of the analysis of the responses to the research question is shown in Table 3

**Table 3: Relationship between Business Educators’ motivational competencies and job performance**

Variable	N	R	Sig	Remarks
Motivational competencies	120	.327	.000	Positively Moderate correlation
Job Performance				

**Sources: Computed from Field Work, (2020)**

Table 3 shows the relationship between Business Educators’ motivational competencies and job performance. The table shows that the correlation coefficient of .327 is positively moderate and the r-value is significant at p-value of 0.000, because it is less than alpha value of 0.05. It therefore the relationship between Business Educators’ motivational competencies and their job performance is positive but moderate correlation.

**Research Question Three:** What is the relationship between Business Educators’ research collaboration competencies and job performance?

The result of the analysis of the responses to the research question is shown in Table 4

**Table 4: Relationship between Business Educators’ research collaboration competencies and job performance**

Variable	N	R	Sig	Remarks
Research collaboration competencies	120	.376	.000	Positively Moderate correlation
Job Performance				

**Sources: Computed from Field Work, (2020)**

The data obtain in Table 4 shows the relationship between Business Educators’ research collaboration competencies and job performance. The table shows that the correlation coefficient of .376 is positively moderate and the R-value is significant at p-value of 0.000, because it is less than alpha value of 0.05. It therefore the relationship between Business Educators’ research collaboration competencies and their job performance is positive but moderate correlation.

**Research Question Four:** What is the relationship between Business Educators’ human resource information system competencies and job performance?

The result of the analysis of the responses to the research question is shown in Table 5

**Table 5: Relationship between Business Educators’ human resource information system competencies and job performance**

Variable	N	R	Sig	Remarks
Human resource information system competencies	120	.351	.000	Positively Moderate correlation
Job Performance				

**Sources: Computed from Field Work, (2020)**

The analysis of Table 5 shows the relationship between Business Educators’ human resource information system competencies and job performance. The table shows that the correlation coefficient of .351 is positively moderate and the r-value is significant at p-value of 0.000, because it is less than alpha value of 0.05. It therefore, the relationship between Business Educators’ human resource information system competencies and their job performance is positive but moderate correlation.

**Research Question Five:** What is the relationship between Business Educators’ assessment competencies and job performance?

The result of the analysis of the responses to the research question is shown in Table 6

**Table 6: Relationship between Business Educators’ assessment competencies and job performance**

Variable	N	R	Sig	Remarks
Assessment competencies	120	.302	.001	Positively Moderate correlation
Job Performance				

**Sources: Computed from Field Work, (2020)**

Table 6 shows the relationship between Business Educators’ assessment competencies and job performance. The table shows that the correlation coefficient of .302 is positively moderate and the r-value is

significant at p-value of 0.001, because it is less than alpha value of 0.05. It therefore means that the relationship between Business Educators’ assessment competencies and job performance is positive but moderate correlation.

Data analysis for the hypotheses

Three hypotheses were formulated and tested in this study using Fisher Z statistic at 0.05 level of significance. The results of the hypotheses are presented in Tables 7 to 9.

**Hypothesis One**

There is no significant difference in the relationship between human resource competencies and job performance of genders application with Business Educators in Public Universities in South Nigeria.

The result for the analysis of this hypothesis is presented in Tables 7.

**Table 8 : Fisher Z statistic showing difference in the relationship between human resource competencies and job performance of male and female Business Educators**

Type	N	R	Zr	Z.Cal	Z.Tab	Decision
Male	82	.0.52	0.57	2.00	1.96	Significant
Female	38	0.23	0.23			

**P-Value is Significant at 0.05 level (2-tailed)**

**Sources: Computed from Field Work, (2020)**

Table 7 shows significant difference in the relationship between human resource competencies and job performance of male and female Business Educators in public university. The table shows that the correlation coefficient value of human resource competencies and job performance of male business educators is 0.52 while that of female is 0.23. The z-calculated value of 2.00 is higher than the critical value of 1.96. Therefore, null hypothesis which states that there is no significant difference in the relationship between human resource competencies and job performance of male and female Business Educators in Public University in South-South Nigeria is therefore rejected. Consequently, there is a significant difference in the relationship between human resource competencies and job performance of genders implication Business Educators in Public Universities in South Nigeria.

**Hypothesis Two**

There is no significant difference in the relationship between human resource competencies and job performance of state and federal universities gender implications Business Educators in public universities in South Nigeria.

The result for the analysis of this hypothesis is presented in Tables 8.

**Table 8: Fisher Z statistic showing difference in the relationship between human resource competencies and job performance of state and federal university Business Educators**

Type	N	R	Zr	Z.Cal	Z.Tab	Decision
State	59	.0.41	0.43	-0.64	1.96	Not Significant
Federal	61	0.48	0.52			

**P-Value is not Significant at 0.05 level (2-tailed)**

**Sources: Computed from Field Work, (2020)**

The data analysis of Table 8 indicates significant difference in the relationship between human resource competencies and job performance of state and federal university Business Educators in public university. The table depicts that the correlation coefficient value of human resource competencies and job performance of state university business educators is 0.41 while that of federal university is 0.48. The z-calculated value of -0.64 is less than the critical value of 1.96. Therefore, null hypothesis which states that there is no significant difference in the relationship between human resource competencies and job performance of state and federal university Business

Educators in public university in South-South Nigeria is therefore retained. Therefore, it can be deduced that, there is no significant difference in the relationship between human resource competencies and job performance of state and federal universities Business Educators in public universities in South Nigeria.

**Hypothesis Three**

There is no significant difference in the relationship between human resource competencies and job performance of accounting and office technology management (OTM) option Business Educators in public universities in South Nigeria.

The result for the analysis of this hypothesis is presented in Tables 9.

**Table 9: Fisher Z statistic showing difference in the relationship between human resource competencies and job performance of accounting and office technology management (OTM) option Business Educators**

Type	N	R	Zr	Z.Cal	Z.Tab	Decision
Accounting	56	0.52	0.60	1.35	1.96	Not Significant
OTM	64	0.39	0.41			

**P-Value is not Significant at 0.05 level (2-tailed)**

**Sources: Computed from Field Work, (2020)**

The data analysis of Table 9 depicts significant difference in the relationship between human resource competencies and job performance of accounting and office technology management (OTM) option Business Educators in public universities in South Nigeria. The table shows that the correlation coefficient value of human resource competencies and job performance of accounting business educators is 0.52 while that of office technology management (OTM) business educators is 0.39. The z-calculated value of 1.35 is less than the critical value of 1.96. Therefore, null hypothesis which states that there is no significant difference in the relationship between human resource competencies and job performance of accounting and office technology management (OTM) option Business Educators in public university in South-South Nigeria is therefore retained. Therefore, there is no significant difference in the relationship between human resource competencies and job performance of accounting and office technology management (OTM) option Business Educators in public universities in South Nigeria.

**Discussion of Findings**

The findings of research question one revealed that the relationship between Business Educators’ communication competencies and job performance is positive but low correlation. This finding is in line with that of Adeola (2014) who found that there was low employees’ performance in the institutions that were studied, and also concluded that 40% of employees are without good communication competencies in the institutions. Asward, Nnema & Okpara (2013) in their study revealed that Business Educators’ communication competencies has low significant relationship with job performance of teachers in teaching and learning attitudes. Communication helps to convey knowledge, ideas to students. This finding corroborates the findings by Ugbebor (2018) who noted that the job performance of business educators in Edo and Delta States is with high positive correlation

The data output of research question two showed that the relationship between Business Educators’ motivational competencies and their job performance is positive but moderate correlation. The finding also revealed that Business Educators’ motivational competencies has a positive relationship but moderate correlation with job performance. This finding corroborates the findings by Hill and Tande (2006), Chew and Chan (2008), Stone, Bryant and Wier (2010), Msengeti and Obwogi (2015), and Tonui (2017) who found a positive but moderate correlation between employee performance and motivational competencies. Ekankumo, Kemebaradikumo and Braye (2011) found a relationship between business educators’ motivational competencies and job performance. The finding however is contrary to the finding by Hamed and Khan (2012) who found that motivational competencies have an insignificant impact on business educators’ job performance.

The findings of research questions three depicted that the relationship between Business Educators' research collaboration competencies and their job performance is positive but moderate correlation. This finding is in agreement with that of Muogbo (2013) who found a significant relationship between research collaboration and job performance in Nigeria universities. The result revealed that research collaboration has a positive but moderate correlation with job performance. It means that when business educators collaborate, they will perform better in the institution. It also corroborates the findings of Twawari (2012) who also found a positive correlation between research collaboration and job performance. This finding corroborates that of Sign and Kassa (2016) that there is a relationship between research collaboration and job performances of university lecturers.

The data analysis in research question four showed that the relationship between Business Educators' human resource information system competencies and their job performance is positive but moderate correlation. It means that when there is proper human resource information system for business educators, there is possibility of better knowledge management. This finding support that of Iie and Okolocha (2005) who found that business educators can work as data processing officers, network administrators, and information system managers. It means that business educators can also be relevant in areas of data transmission, data input, data generation, data storage, protocol officer and system marketing. The finding corroborates with the finding of Chuwugbo and Okwuanaso (2005) who found positive relationship between Business Educators' human resource information system competencies and job performance.

This result is supported by the research of Kovach et al., (2002) which examined the concept of Electronic Human Resource Management known as eHRM, which is the adoption of technology in the delivery of human resource information system due to the global digital revolution, which is a perfect tool instructional service delivery by institutions for the manipulation of the performance and behaviour of students on whom they rely on for the success of their institutions. They further opine that the need for educators to acquire human resource information system competencies that will make them technology proponents is inevitable. The findings of this research are also supported by the study of Mukherjee (2001), which argue that business educators need the capability to impact technology for the practice of human resource management, and utilize information system or internet-based straits in delivering instructions. The researcher also argues that the speed at which technology and innovations are being developed is on the increase. Ulrich et al., (2012), which also emphasized that the application of human resource information systems has been in effect in the enhancement of efficient delivery processes, with regards to payroll processing, benefits, healthcare costs, record keeping, and various administrative functions.

The data output of research question five showed the relationship between Business Educators' assessment competencies and job performance is positive but moderate correlation. The finding also revealed that assessment competencies have a moderate correlation with business educators' job performance. It means that assessment competencies are capable of bringing out the best from business educators and also motivating them to perform in the institution. This finding corroborates the findings by Tonui (2017) who found a relationship between assessment competencies and employee performance.

The findings of hypothesis one revealed that there is a significant difference in the relationship between human resource competencies and job performance of male and female Business Educators in Public University in South-South Nigeria. This finding corroborates the findings by Chukwuka and Nwakoby (2018) who found a positive and significant difference in relationship between human resource management competencies and performance. It also corroborates the findings by Harel and Tzafirir (1999), Akinrole (2008), Ahmad and Shazad (2011), Bowra, Sherif, Suede and Niazi (2012), Aleem, Bowra, Hamed and Khan (2012), Gyensare and Asare (2012), Abubakar and Abubakar (2013), Shabbir (2014), Jouda, Ahmad and Daheez (2016) who found that there is a significant difference in relationship in human resource management practices and job performance of employees. It also corroborates the findings Ezealii, Jim & Nnokike (2016) who did not find any significant relationship of competencies on job performance in terms of male and female and moderating variables.

The results of hypothesis two depicted there is no significant difference in the relationship between human resource competencies and job performance of state and federal university Business Educators in public universities in South Nigeria. This finding supported that of Miller and Wheeler (1992), who found no significant difference in

the relationship of business educators' human resource competencies on ownership of institutions on staff performance. Owais, Gohar, Wahab & Marium (2016) who found human resource competencies are having a positive significant difference in the relationship on job performance of banking sectors managers. However, organizational ownership has more impact on organizational performance. This finding supported that of Long (2008) who found significant relationship between human resource competencies and job performance of organizational employees. This finding also contradicts the finding by Boselie (2005) who found no significant relationship between human resource competencies and performance.

The data output of hypothesis three indicated that there is no significant difference in the relationship between human resource competencies and job performance of accounting and office technology management (OTM) option Business Educators in public universities in South Nigeria. This finding is positively related to that of Ahmad (2011) who found significant differences in relationship between human resource competencies practices and employees' performance. This finding also contradicts the findings by Chukwuka and Nwakoby (2018) who found insignificant influence of human resource management competencies on employees' performance. It also contradicts the findings by Msengeti and Obwogi (2015) who found that human resource competencies practice (among accounting and office technology management) has a weak influence on employee performance. This finding corroborates the findings by Nwachukwu & Chladkova (2017) who found that negative correlation between human resource competencies and job performance.

### **Summary**

The main purpose of the study was to ascertain the extent to which business educators' human resource competencies as a correlates of job performance public universities in South- South Nigeria. The content variables covered in this study include communication, motivation, research collaboration, human resource information system, assessment competencies and job performance in order to give direction and focus for the study, the researcher raised six research questions and they were answered. The researcher also formulated three hypotheses tested them also. The population of the study was 120 which were made up of 10 public universities in South-South Nigeria. The data collection was done with the help of six research assistants who were properly guided for the exercise. The data collected was analyzed using frequencies, percentages, mean, standard deviation, Pearson Product Moment Correlation Coefficient and Fisher Z.

The findings of the study are as follows:

- There is a significant difference in the relationship between human resource competencies and job performance of male and female Business Educators in Public Universities in South Nigeria.
- There is no significant difference in the relationship between human resource competencies and job performance of state and federal university Business Educators in public universities in South Nigeria.
- There is no significant difference in the relationship between human resource competencies and job performance of accounting and office technology management (OTM) option Business Educators in public universities in South Nigeria

### **Conclusion**

Based on the findings of this study, it was concluded that Business educators' human resource competencies significantly correlates job performance of public universities in South- South. It can also be concluded that human resource competencies significantly correlates of job performance. University should therefore strive to strengthen those Human resource competencies that are capable of improving the job performance of business educators' and subsequently promotes high performing business educators.

### **Recommendations**

Based on the findings of the study, the following recommendations were made.

- Institutions should continue to plan for its human resource competencies needs in order to guarantee the performance of competent business educators;

- Institution of higher learning should make conscious effort to ensure that their human resource competencies is fair in order to engaged business educators that can perform without stress;
- Government should continue to invest in the training and re-training of business educators in order to continually boost their job performance;
- School authorities should encourage their business educators to attend Human resource management programmes and courses that will boost their productivity;

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