

**INFLUENCE OF HUMAN RESOURCES DEVELOPMENT PROGRAMMES ON
BUSINESS EDUCATORS JOB PERFORMANCE IN TERTIARY
INSTITUTIONS IN DELTA STATE**

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Abstract

This study was carried out to determine the influence of human resources development programmes on business educators' job performance in tertiary institutions in Delta State. The study adopted a descriptive survey. The population of the study comprised 154 business Educators in tertiary institutions in Delta State. The entire population was used as sample for the study. The research instrument used to collect data for this study was a questionnaire. The content and face validity of the instrument was carried out by four experts in Business Education and two experts in Measurement and Evaluation. These screening processes ensured the content and construct validity of the instrument. The Cronbach alpha method was used to determine the internal consistency of the instrument which yielded 0.83 r value. Two research questions and two null hypotheses were formulated for the study. The data collected was analyzed using mean, standard deviation and t-test using SPSS. The hypotheses formulated were tested at 0.05 level of significance. The results led to the conclusion that human resources development programmes influence business educators' job performance. Based on the findings, it was recommended that job rotation and professional mentoring should be utilized by business educators in tertiary institutions in Delta state.

Keywords: Business educators, Human resources, Staff development programmes, tertiary institutions, and Job performance

Introduction

Human resource development is a process of developing skills, competencies, knowledge and attitude of people in an organization. This will enable them to achieve the aims and objectives of the organization. Human resource development imparts the required knowledge and skills in employee through effective arrangement of training and development programmes. However, well trained employees prove to be a good source of gaining competitive advantage. Houger (2006), opined that training and retraining is one of the ways of developing organizational intellectual property through building employees competencies. Tertiary institutions, therefore, need to design its human resource development programmes in ways that will make them achieve their goals and objectives.

There are various staff development programmes that can influence job performance in any tertiary institution such as, computer skill training, research, conferences, workshops, coaching, job rotation, on-the-job training, induction or orientation, seminar, career development training, courses offered by universities/ formal education and training, off-the-job training, professional associations, performance appraisal, social networking, job shadowing, field trips, inter-visitation, teacher oriented programmes among others.

Job Rotation is where an individual is moved through a schedule of assignments designed to give that individual a breadth of exposure to the entire operation in an organization. The term job rotation can also mean the scheduled exchange of persons in offices, especially in public offices. Career development is to match an employee's career aspirations with opportunities and challenges available within the organization, while off-the-job training is more specific. It attempts to give a person skills needed to perform in a particular situation or complete certain tasks.

Job rotation is "the process of switching a person from job to job" which increases an employee's capability and value to an organization. Job rotation can be defined as the performance by an employee of a new assignment on a temporary basis for an agreed period of time. Job rotation is position-oriented, with management determining the need for a specific job to be done. Job Rotation is where an individual is moved through a schedule of assignments designed to give that individual a breadth of exposure to the entire operation. The term job rotation can also mean the scheduled exchange of persons in offices, especially in public offices.

An understanding of job rotation is necessary to decipher the needs of the individuals and groups within the organization in order to utilize maximize experience which translates to high performance workplace. High Performance Workplace strives to get the best in people as a means to achieve sustainable results. Job rotation involves lateral transfers of employees between jobs in an organization. In this, Senge (1999) implies systematic movement of employees from one job to the other. The portfolio remains constant but employees performing them are moved from one portfolio to the other, (Champion, 1994). According to Metin. (1998) job rotation is important in two aspects namely; an employee who rotates without changing the portfolio accumulates experience more than the one who does not hence, it is an effective tool for career development. Consequently he/she accumulates experience in more departments hence; it

is easier to train him to become a generalist. Job rotation is a strategy conducted by organizations either private or public to improve employee performance and productivity (Schultz 2010).

Job rotation is implemented in line with the business goals and human resource strategies of the organization. Job rotation can also be used to alleviate the physical and mental stresses endured by employees when working in the same position, year after year. By allowing employees to rotate to other positions, the risk factors for some types of musculoskeletal disorders may be reduced. Individuals learn several different skills and perform each task for a specified time period.

Professional mentoring will help the less experienced person (the Mentee) to be assisted by an experienced person (the Mentor) in developing specific skills and knowledge that will enhance the less experienced person's professional and personal growth. Professional mentoring involves having the more experienced employees coach the less experienced employees. It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington, 2005). The practice is often applied to newly recruited graduates in the organization by being attached to a mentor who is an older staff member or from another institution. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

Mentoring is defined as a professional relationship in which an experienced person (the Mentor) assists another (the Mentee) in developing specific skills and knowledge that will enhance the less experienced person's professional and personal growth. Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular in various disciplines including business education as its potential is realized (Allen, et al 2006). A mentor is a person who gives another person help and advice over a period of time and often also teaches them how to do their job. Mentoring is to support and encourage people to manage their own activities in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be. In fact, it is a partnership between a mentor and mentee normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect. Wang and O' Dell (2002) also viewed mentoring as a means to facilitate professional development and provide emotional support to novice members of the school community.

A mentor is a guide who helps the mentee to find the right direction and who can help to develop solutions to career issues. Mentoring provides the mentee with an opportunity to think about career options and progress. Wood (2004) noted that a mentor should help the mentee to believe in herself and boost her confidence, perseverance and performance as well. A mentor should ask questions and challenge, while providing guidance and encouragement.

Mentoring allows the mentee to explore new ideas in confidence. It is a chance to take a close look at yourself, your issues, opportunities, activities and what you want in life. Mentoring is all about becoming more self-aware through the guidance, assistance and direction of a professional or expert, taking responsibility for the mentee's life and directing his life in the desired direction, rather than leaving it to chance (Wood, 2004).

Employee mentoring is a vital aspect of employee development strategies that can benefit individuals in the world of work.

Employee mentoring is usually beneficial especially in achieving organizational goals. As it helps to build the performance confidence of the employees, the mentee problem or career/occupation remain the Centre of guidance. Thus, the mentee must take the initiative and do the legs work in the relationship. The final responsibility for action taken as a result of mentoring lies with the mentee. In a nutshell, professional mentoring is a complex relationship and focuses on both short-term and long-term professional development goals. Though a mentor may be mentee's peer, however, a mentor is a person who is more experienced. In their interaction, the mentor performs the following roles: teaches the mentee about specific issues; coaches the mentee on a particular skill, facilitates the mentee's growth by sharing ideas, challenges the mentee to move beyond his or her comfort zone, creates a safe learning environment for taking risks and focuses on the mentee's career, occupational and total personal development.

Mentoring is an essential aspect that helps an employee to forge ahead, adjust, perform and overcome some inevitable technical difficulties, work and social psychological challenges. Organizational role players as well as employees require this professional social service in order to constantly focus on their responsibilities, improve their performance and equally cope with both work environment and technological changes.

A number of studies have addressed the characteristics, skills, and competencies of mentors. Strong and John (2001) summarised the required skills of mentors as guiding, leading, advising, supporting, coaching, educating, enabling, organizing, managing and counseling. According to Bullough (1997), a new teacher must be assigned to an experienced teacher during the first year of employment. The teacher will then have a definite person to call on when questions arise about the curriculum on building procedures for positive result, mentoring can be pursued with different types of goals and objectives in mind and it may be approached from various perspectives. Wang and Odell (2002) came up with two different approaches to mentoring. These approaches are the humanistic situated apprentice and critical constructivist approach, each with its roots in major concepts of learning. The humanistic perspective focuses first on helping a novice teacher to overcome challenges on a more personal level and to feel comfortable in the teaching profession, mentoring with a situated apprentice perspective emphasizes the adjustment to the school culture and the prevailing norms of teaching, and supports the development of techniques and skills necessary in a particular context. They explained the constructivist approach as a means of engaging novice teachers and mentors in collaborative inquiry with equal participation.

Similarly, Gold (1996) identified on the hand, personalized approach to mentoring, where the novice teacher is encouraged to develop his or her self-efficacy and to come to terms with personal and professional needs as well as learning to address these. Considering the importance of mentoring, Villain (2002) asserted that the use of mentoring programmes to orient and support new teachers can be highly effective. Huling-Austin (1998) contended that assigning an appropriate support teacher is likely to be the most powerful intervention in an orientation programme. In a study conducted for beginning teachers, Huling-Austin reported that having a support teacher was the single most helpful aspect of the orientation programme, because it gave them someone to turn

to on a daily basis as problems arise. He concluded that having a mentor who teaches the same grade level or subject content as the new teacher is highly desirable in order to provide a full range of assistance. A mentor, who can address issues including classroom management and instructional methodology as well as content knowledge, and experience in a similar discipline or grade level is needed for fast development.

Orland (2001) asserted that when a novice is attached to a mentor the anticipatory behaviour gives way to implementation or adjustment. In the case of Colleges of Education and University Lecturers that are entering a new job, they must adapt well and quickly to their environment and teaching assignment because they have students who are counting on them. Experienced Lecturers in the system can do many things formally and informally to help new Lecturers to learn the rules and get off to a good start

Ogundele (2005) grouped these programmes as follows: programmes that aim at correcting certain deficiencies which were known at the time of appointment; programmes which enable staff to acquire higher qualifications for greater responsibility and status with the school system; and programmes that make professional teachers. Human resources development programmes are planned activities which focus on increasing and enlarging the capabilities, improving the technical and conceptual skills of lecturers so that they can possess the necessary abilities to handle complex situations and better perform their job. Through renewal activities, lecturers avoid becoming rustic.

Teachers must have access to adequate on-the-job training and professional development support; they should be motivated to use new teaching and learning methods and techniques. The Federal Republic of Nigeria (2004) in the National Policy on Education made provision for development of teachers by stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum, and that in- service training for teachers and head teachers shall be regulated. This therefore emphasizes the importance and the need for every staff to be constantly upgraded and updated to keep abreast with the rapid changing society through staff development programmes. Business educators are not left out of professional development.

Business educators have been defined in many ways. Prominent among them is that, the transformation of business education curriculum in reality in all levels of education is under the expertise of business educators. according to Osuala (2004), a business educator is any person who plays a critical role in making business education viable and visible in the community, plays the critical role of agent of change in business education, delivers high quality instruction in business education and is able to identify problems facing teaching and learning in the field as well as speculate solutions to such problems. The goal of business education is therefore to produce competent, skillful and dynamic business teachers, offices administrators and business men and women that will effectively compete in the world of work. The achievement of the specified primary aim of business education programme depends on the quality of business educators. thus business educators are key individuals in the implementation of business education programmes, whose quality of training and development could mar or improve the educational outcome of the learners.

Theoretical Framework (Human Capital Development)

The theory used in this study is the human capital theory formulated by American economist Gary S. Becker (1994). Human capital theory suggests that education, training, and development, and other knowledge have a positive impact on productivity and wages. The theory further distinguishes between on-the-job training to include general and organizational-specific training. These suggestions have direct implications for human resources development. It is the responsibility of human resources development practitioners to provide these investments in people (employees) and to determine the impact of these education and training interventions. Human resources development has the ability to determine return on investment on the education and training provided employees.

The theory of human capital has created a uniform and generally applicable analytical framework for studying not only the return on education but also on calculating a return on investment for on-the-job training, schooling, and “other knowledge” (Becker, 1994). The determination of return on investment continues to be the responsibility of human resources development scholars and practitioners. According to Fitzsimons (1999), the reformulation of human capital theory can be correlated to significant stress on education and training as a key to participation in the new global economy. Organizational leadership is being able to realize that in order to yield above average returns on strategic direction; investments must include providing education and training to human capital.

The application of Becker’s human capital theory to human resources will help to enhance human development in the general society, it is necessary to apply the theory of human capital to educational system, by such means productivity is enhanced and diversified labour force. Babalola (2003) asserts that the contribution of education to economic growth and development occurs through its ability to increase the productivity of an existing labour force in various ways.

Statement of the Problem

A change in teaching and learning facilities seem to have taken its relevance in business education in Nigeria. The issue of Human resource development programmes is continually manifested in the areas of office equipment, office information systems, and teaching and learning facilities, which are changing very fast on daily basis. Methods of teaching, learning and evaluation in business education are also now more involving and complex. The employers now require more knowledgeable and competent employees in their offices.

This might make business education graduates not to exhibit the considerable skills and knowledge that is required in the world of work. However, many influential citizens have resorted to sending their children and wards to tertiary institutions abroad. The reason for this trend is not known. Could it be that lecturers are not doing their job as expected in spite of the various training and development programmes embarked upon by them? Or inadequate commitment to human resources development programmes? Business educators therefore, have a key role to play in achieving the goals and objectives of business education as stated in the national policy on education. This has made the issue of training and development programmes so important.

Studies directed towards investigating the influence of human resources development programmes on business educators' job performance in Nigeria are scarce. The researchers found a need for attention to be given to human resources development programmes on job performance. Thus, this study, sought to determine the influence of human resources development programmes on business educators' job performance.

Purpose of the Study

This study examines the influence of human resource development programmes on business educators' job performance in tertiary institutions in Delta State. Specifically, the study determines extent:

1. Job rotation influences business educators job performance in Delta State tertiary institutions;
2. Professional mentoring influences business educators job performance in Delta State tertiary institutions;

Research Questions

The following research questions were formulated to guide the study:

1. To what extent will job rotation influence the job performance of male and female business educators in Delta State tertiary institutions?
2. To what extent will professional mentoring influence the job performance of married and single business educators in Delta State tertiary institutions?

Hypotheses

The following hypotheses were tested in this study:

- H₀₁: There is no significant mean difference between the response of male and female business educators on the influence of job rotation on job performance.
- H₀₂: There is no significant mean difference between the response of married and single business educators on the influence of professional mentoring on their job performance.

METHODOLOGY

The study adopts a survey research design. A survey research according to Nworgu (2006) is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group, through the use of questionnaire or interview from the people. The population of this study consists of all the one hundred and fifty-four (154) business education Lecturers in the eight (8) public tertiary institutions in Delta state. This includes business educators in university polytechnics and colleges of education. The entire population of 154 was used for the study. This is because the population is manageable; hence there is no sampling and sampling technique. In carrying out this study, the researchers employed the use of questionnaire titled "Human resources development assessment questionnaire" (HRDAQ) with two sections in collecting relevant data necessary for the study. Section A consists of personal data of business education lecturers such as sex, and marital status and section B consists of questions on the perception of the respondents on human resources development and job performance. It has a four point modified scale question type of very high extent (VHE) 4

points, high extent (HE) 3 points, low extent (LE) 2 points, and very low extent (VLE) 1 point. In this study 11 items of interest that will measure the influence of human resources development programmes on job performance were selected to make up this scale. The content and face validity of the instrument was carried out by four experts in Business Education and two experts in Measurement and Evaluation. These screening processes ensured the content and construct validity of the instrument. To ensure the reliability of the instrument, a trial test was carried out on 20 business education lecturers in Anambra State, who were not part of the study. The data generated were collected and analyzed. The Cronbach alpha method was used to determine the internal consistency of the instrument. The reliability coefficient obtained from the instrument was 0.83. This shows that the items are internally consistent and stable. Therefore, the instrument was considered to have high enough reliability measure for this kind of study. The data collected were statistically analyzed using descriptive statistics of frequency, mean (\bar{x}), and standard deviation (SD) and inferential statistics of t-test. The frequency, mean and standard deviation was used to answer the research questions, while the t-test was used to test the null hypotheses at 0.05 level of significant. Decision rule was based on mean value of 2.50 such that any calculated mean (\bar{x}) equal or greater than 2.50 was regarded as high extent while any mean (\bar{x}) less than 2.50 was regarded as low extent. On the basis of the hypotheses, the null hypotheses will be upheld if the t-calculated value is less than the t-critical value of 0.05. However, if the t-calculated is greater than t-critical, the null hypothesis is rejected.

RESULT/FINDINGS

Mean and Standard Deviation of Job Rotation on Job Performance

Item Statements	N	Mean	Std. Deviation	Remark
There are job rotation opportunities for business educators in Delta state tertiary institutions	154	3.7074	.52864	HE
Job rotation provides opportunity for business educators to master modern technologies	154	3.4094	.54192	HE
Job rotation develops employees' knowledge and skills	154	3.4414	.51561	HE
Job rotation has the capacity to influence the job performance of business educators.	154	3.5255	.50270	HE
Job rotation promotes innovation and creativity	154	3.4065	.51501	HE
Job rotation improves organizational performance	154	3.4304	.54105	HE
Valid N (listwise)	154			

Key: HE – High Extent

Source: Field Study 2019

The above table indicates that the respondents agreed that job rotation influences ones level of job performance to a high extent. The values of all items are above the average of mean of 2.50

Research Question 2: To what extent will professional mentoring influence the job performance of business educators in Delta State tertiary institutions?
 Data collected to address this research question are summarized in table 7

Table 7: Mean and Standard Deviation of Professional Mentoring on Job Performance

Item Statements	N	Mean	Std. Deviation	Remark
Professional mentoring for business educators will motivate business educators to higher job performance	154	3.9316	.25013	HE
Professional mentoring prepares business educators' to effectively deliver instruction	154	3.9615	.20121	HE
The mentoring/coaching programme organized by senior lecturers in my institution can equip junior lecturers with skills and knowledge	154	3.9645	.20150	HE
Lack of business educators' access to professional mentoring has affected learning output negatively in Delta state tertiary institutions	154	2.9674	.10174	HE
Valid N (listwise)	154			HE

Source: field study 2019

The table indicates that the respondents agreed with all the items showing that professional mentoring to a very extent influence job performance of business educators. The mean of these items are above the mean average of 2.50.

Hypothesis 1: There is no significant mean difference between the response of male and female business educators on the influence of job rotation on job performance. Data collected to address hypothesis 1 are summarized in table 11

Table 11: The t-test Analysis of job rotation on job performance by sex

Sex	N	Mean	SD	DF	t-value	p-value	decision
Male	90	3.6000	.43632	152	-.282	.778	S
Female	64	3.6250	.44917				

Key: S – Significant

Source: Field Study 2019

Table 11 shows that the t-test comparison of male and female business educators. Considering the fact that the t-value of $-.282$ is less than $.778$, it means that there is a significant difference between the response of male and female business educators on the influence of job rotation on job performance.

Hypothesis 3: There is no significant mean difference between the response of married and single business educators on the influence of professional mentoring on their job performance.

Data collected to address hypothesis 3 are summarized in table 13

Table 13: The t-test Analysis of professional mentoring on job performance by marital status

Sex	N	Mean	SD	DF	t-value	p-value	decision
Single	42	3.4762	.27130	152	.462	.644	S
Married	108	3.4259	.26707				

Key: S – Significant

Source: Field Study 2019

Table 13 shows that the t-test comparison of single and married business educators. Considering the fact that the t-value of $.462$ is less than $.644$, it means that there is a significant difference between the response of single and married business educators on the influence of professional mentoring on job performance.

Discussion of Findings

Influence of Job Rotation on Job Performance

The findings from research question one reveals that job rotation influence job performance of business educators in Delta state tertiary institutions. In other words, job rotation can influence job performance to a high extent. This finding agrees with the study by Tarus (2014), who observed that job rotation significantly predicted High job performance. The findings further indicate that organizations can improve performance by enhancing job rotation strategy. Job Rotation is where an individual is moved through a schedule of assignments designed to give that individual a breadth of exposure to the entire operation. Furthermore, Schultz (2010), asserted that Job rotation is a strategy conducted by organizations either private or public to improve employee performance and productivity. Plowman (2010), believe that Job rotation benefits employees who participate by reducing job burn-out, apathy, and fatigue, which ultimately increase the level of employee satisfaction and motivation

Influence of Professional Mentoring on Job Performance

The findings from research question two reveals that professional mentoring influences job performance of business educators in Delta state tertiary institutions. In other words, professional mentoring influences job performance to a high extent. Mentoring is a professional relationship in which a mentor assists the mentee in developing specific skills and knowledge that will enhance the less experienced person's professional and personal growth. Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular in various disciplines including business education.

This finding agreed with the study of Taruru et al (2015), which found out that mentoring improves employee performance. This especially, helps to reduce staff attrition in the industry.

Conclusion

One of the factors that significantly influence employee' job performance is Human resources development programmes. Given the fact that human resources development programmes is an avenue for business educators to gain promotion and recognition, its positive impact and implication on job performance should not be overlooked. Based on the findings of this study, it is therefore concluded that there is need for the management of these tertiary institutions to ensure proper implementation of these training and development programmes. Business educators' should be enlighten on the importance of human resources development programmes such as job rotation and professional mentoring which no doubt would improve the quality of their job performance / output.

Recommendations

1. Job rotation should be encouraged among business educators. This will help to prevent business educators from being demoralize.
2. Professional mentoring relationship should be encouraged by school administrators to help the inexperienced business educators improve on their job performance.
3. The institutions and business educators should explore all the opportunities offered by human resources development programmes in the country.

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