
Business Educators' Perceived Career Advancement Job Satisfaction for Achieving Viable Business Education Programme in Tertiary Institutions in Nigeria

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ABSTRACT: *The study examined business educators' career advancement job satisfaction for achieving viable business education programme in tertiary institutions in Nigeria. Descriptive survey research design was adopted and was carried out in South Eastern Nigeria. The population of the study was four hundred and twenty-five business educators in South Eastern Nigeria. Due to the small size of the population, the entire population was studied; therefore, there was no sampling. The instrument for data collection was structured questionnaire. The instrument was validated by three experts. Based on their comments, some corrections were made on the questionnaire to enhance the validity of the research instrument. Cronbach Alpha reliability method was used and overall reliability coefficient of 0.97 was established. Data for the study were collected with the help of four research assistants. Data collected were analyzed using mean and standard deviation to answer research question while ANOVA was used to test the hypothesis. The study found that availability of regular training programme, ease of access to training institutions, freedom to attend workshop, seminars and conferences, freedom to organize students for academic interaction, provision for academic staff coaching, linkages with modern business organizations for training collaboration and academic staff mentoring among others are the business educators' career advancement job satisfaction for achieving viable business education in tertiary institution Nigeria. The result of the hypothesis showed that there was no significant difference in the mean ratings of business educators in the polytechnics, colleges of education and universities on the business educators' career advancement job satisfaction for achieving viable business education programme in tertiary institutions in Nigeria. Based on the findings, it was recommended, among others, that management of tertiary institution in Nigeria should develop policy regarding career development opportunities in tertiary institutions that can enhance job performance of business educators in tertiary institutions*

KEYWORDS: business education, business educators', career advancement, job satisfaction.

INTRODUCTION

Education has been described as a vital instrument for achieving government developmental objectives as well as the accomplishment of the sustainable Development Goals (SDGs). As a result, the sector has been assigned the responsibility of generating the required man-power in the right quality and quantity. The personnel so produced are expected to possess skills and knowledge that can propel and sustain the country's developmental agenda. One of the major challenges facing Nigeria as a nation appears to be getting quality teachers. Fafunwa, in Adeyemi (2022) noted that all the educational challenges that beset the nation, none is as compelling as the one relating to the training of competent teachers who directly or indirectly influence the quality and quantity of service provided by other professions (1). It is also evident that no education system can rise above the quality of its teachers (Federal Republic of Nigeria, FRN, 2014). Njoku (2008) and Akpa (2008) also agreed that the educational sector as a whole (which Business education cannot be isolated from) has suffered unquantifiable amount of the number of teachers who are dissatisfied with their job of teaching.

Business education has been variously described by scholars in the discipline. Locke (2018) noted that business education is a programme of study which aims at creating awareness in business occupations, preparing beneficiaries to be better citizens, better consumers of goods and services, and intelligent business teachers. Business education enables its recipients to acquire basic knowledge of business and the economy; acquire office occupational skills and basic entrepreneurial knowledge. Nwazor (2002) described business education as training in business skills and competencies required for use in business offices, clerical occupations and economic affairs, especially in the area of Accounting, Business Management, Office Technology and Management (OTM), Marketing, Data processing and Business Communication. Nanassy cited in Shehu (2003) maintained that business education is that aspect of the total education programme that provides the knowledge, skills, understanding and attitude needed to perform in the business world as producers and/ or consumers of goods and services that business offers. In line with this definition, Nwosu (2003) reiterated that business education is education FOR and ABOUT business, with a primary purpose of preparing individuals for gainful employment in business occupations. Whether paid employment or self-employment, the emphasis is on exposure to and acquisition of knowledge, skills and attitude relevant and adequate for employment in specific business occupations. The above definitions depict that business education is vocationally oriented and geared towards the inclusion and acquisition of functional knowledge, skills attitudes and competencies needed to function economically in today's ever-changing technology and business environment. Business education equips its recipients with the knowledge, skills and competencies needed for gainful employment in office occupations.

The business educators have the responsibility of classroom instruction for achieving business education objectives in tertiary institution. The business educator is one who is well trained and well groomed in principle and in practice in the broad field of business education. Business educators hold the key in all business education or business studies instruction both in tertiary institutions and in secondary schools respectively. Where this fails to be obtained and where

no business educators are employed and allowed to teach business education subjects, such a situation becomes a misnomer. Often, non-business educators, lecturers and teachers are described as inter-loppers. Such business educators do not possess adequate and fundamental knowledge of the principles and practice of business education (Agomuo, 2005). In essence, business educators are the prime engine for the achieving viable business education.

Job satisfaction in business education just as in other disciplines has many definition and many studies have been conducted to measure job satisfaction in different type of organizations. Atunenyi, (2010) defined job satisfaction of as an individual's positive emotional reactions to a particular job. The term job satisfaction in business education has been defined by various scholars especially those in business education. It has been explained as the feelings of a business educator after executing his job or a task given. It is the ability of the performed job to fulfill the human needs of the person who performed the job (Aminu 2007). A satisfied business educator may never even think about looking for another teaching job elsewhere. However, a dissatisfied business educators may always be on the lookout for new job opportunities in order to quite for a greener pasture. Constant quite or transition from one job to another or from one institution to another kills or frustrates academic programme objective of business education. This scenario can also result in the loss of experiences gained over time by business educators and equally affected achieving business education objectives (Devaro, 2018). Job satisfaction, in the context of this work is defined as the extent to which business educator are comfortable with their general working environment, remuneration as well as the associated freedom to always discharge their functions. Job satisfaction also relates to the degree of social and psychological quality of life that is associated with the job.

Job satisfaction variable that is very essential for discussion in this study is career advancement opportunities which mean the various training and development openings for business educators in tertiary institutions. Career advancement opportunities also defines the degree of chances as well as the availability of training programmes that business educators can exploit and undergo in order to become more advanced, more experienced and more exposed to various versions of his work. Training and development opportunities are important elements of career growth of business educators. The job satisfaction of business educators is heightened when they discover in the course of their work that opportunities exist for their academic advancement in the broad field of business education (Bolarinwa and Lawal, 2007). Seniwoliba (2015) pointed out that career advancement involves the gradual or programmed up-grading in experience that will help the business educator become more productive in his work. There is no doubt that the career development opportunities enable the business educators to acquire more skills, attitude and knowledge that can prompt improved output amongst business educators. Seniwoliba (2015) noted that where everything concerning employers provisions are lacking, employee career advancement, work consumables are lacking, employee relations are lacking, good reward systems are lacking, all these collectively affect employees psychologically. The experiences are worrisome and constituted greater part of job dissatisfaction agencies. However, where opportunities for growth exist, there is the need that the beneficiaries will be eager to put up their best to achieve business education programme objective in order to qualify for such opportunities. Evidently, where this is tenable, the spirit of job satisfaction will favorably be looming in favour of business educators, but if on the other

hand, dissatisfaction will set in. Marriner-Tomey (2018) noted that dissatisfaction within an organization is as a result of inappropriate career ladder, lack of promotional opportunities, poor work environment and uncooperative attitude of Heads of Departments/units. Osakwe (2014) also noted that career development opportunities enable business educators to acquire more skills, attitude and knowledge that can promote improved output.

In tertiary institutions business educators are essential assets for achieving viable business education programme through instructional process. According to Adeyemi (2022) the quality of business education programme depends so much on the quality of the programme offering as well as the quality of the teachers available for achieving the programme objective. It is the business educators that are responsible for business education instruction or teaching where quality of business educators are involved in the business of classroom instruction, there is no doubt that the quality of instruction will motivate students learning. Afshan (2013) conceptualized that, the quality of teaching workforce needs to be improved in order to enhance business education standards and those standards require improvement through training and professional development of business educators, professional career development like sponsorship for business educators to attend conferences and availability of regular training programme for business educators to acquire technological skills to meet the technological challenges for achieving viable business education objectives in tertiary institutions. This implies that the quality and standard of business education programme in tertiary institutions in Nigeria is often determined, amongst other factors by career advancement job satisfaction of business educators, because it is the career advancement job satisfaction that elicits the desired commitment, dedication and motivation to achieve the objectives of business education programme. Paschal, Nyoni, and Mkulu, (2020) noted that teaching and learning does not happen overnight; it is the process that needs training and retaining of the teachers business educators inclusive. Okoye (2016) noted that for business educators to nurture and feel the task of job satisfaction, the institutional management is expected to provide career advancement opportunities for business educators like sponsorship for business educators to conferences and availability of regular training programme for business educators to acquire technological skills to meet the technological challenges for achieving viable business education objectives and to prompt the desired psychological feeling of the workforce. However, studies on career advancement of business educators in tertiary institutions in Nigeria are still in the embryonic stage compared to that in other country. There is still a knowledge gap in research on the academic' career advancement in Nigeria even though it has been well studied abroad but in a wider sector of employment. It is on the premise of all these shortcomings that this research seeks to ascertain business educators' career advancement job satisfaction for achieving viable business education programme in tertiary institutions Nigeria.

Statement of the Problem

Education has been identified to be among the tool for development. Many countries across the world have built schools for students to learn as well as universities, polytechnics and colleges are being established to prepare teachers to teach in schools. Paschal and Nyoni and Mkulu (2020) noted that for any education institution to achieve its goals it must ensure the quality of its teachers business educators inclusive by training and re-training them. Many studies conducted in the world have revealed that, it is important for business educators' to be

developed in ensuring business education programme quality as well as students' academic achievement. However, in spite of the innate readiness of business educators to insist achieving viable business education in tertiary institution, the career job satisfaction of business educators has often been played down on. In tertiary institutions in Nigeria, employers of business education has not provided career advancement opportunities for business educators like sponsorship for business educators to conferences and availability of regular training programme for business educators to acquire technological skills to meet the technological challenges for achieving viable business education objectives. This unfortunate experience has further caused the disengagements of experienced business educators in some tertiary institutions. It has equally affected the quality of business education programmes designed for implementation in some tertiary institutions. It is on the premise of all these shortcomings that this research seeks to ascertain business educators' career advancement job satisfaction for achieving viable business education programme in tertiary institutions Nigeria

Purpose of the Study

The main purpose of this study is to ascertain the business educators' career advancement job satisfaction for achieving viable business education programme in tertiary institutions in Nigeria.

Research Question

What are the business educators' career advancement job satisfactions for achieving viable business education programme in tertiary institutions Nigeria?

Hypothesis

The following null hypotheses were formulated and tested at 0.05 level of significance.

HO₁: There is no significant difference in the mean ratings of business educators in the Polytechnics, Colleges of Education and Universities on the business educators' career advancement job satisfactions for achieving viable business education programme in tertiary institutions Nigeria.

METHODOLOGY

The descriptive survey research design was used for this study. The area covered in this study was the South Eastern geopolitical zone of Nigeria. The South Eastern geopolitical zone is made of up Abia, Anambra, Ebonyi, Enugu, and Imo States. The population of the study consisted of four hundred and twenty five (425) business educators identified during a preliminary visit by the researchers to each of the public tertiary institutions in South Eastern Zone of Nigeria. Since the population was handy and manageable, the researchers used the entire population of four hundred and twenty five (425) business educators. There was no sampling. The instrument for data collection was a structured questionnaire designed by the researcher. The instrument was validated by three experts; two were selected from Department of Business Education and one from the Measurement and Evaluation option in Science Education; all in Ebonyi State University, Abakaliki. These specialists vetted the items in terms of sentence structure and adequacy, as well as item clarity and suitability of the instrument for data analysis. The views and suggestions of these experts aided the researcher in correcting and

modifying the items to produce the final draft of the instrument. The instrument was administered to thirty (30) business educators in tertiary institutions in the South-South geopolitical zone of Nigeria. Data collected from the respondents were analyzed using the Cronbach Alpha approach to determine the reliability coefficient. The reliability co-efficient of 0.97 was obtained for the entire items which shows a very high internal consistency for the instrument. Copies of the questionnaire were distributed to the 425 respondents in their respective public tertiary institutions in South Eastern Zone by the researchers and five research assistants while the researcher's supervised the exercise. The descriptive statistic of mean and standard deviation were used to answer the research questions. The decision for the mean score for the study was obtained by adding all the weights assigned to the response options and dividing the sum by the number of the responses as follows:

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

This implies that 2.50 served as the mean value that was used in taking decision. Hypothesis were tested using ANOVA statistic at 0.05 level of significance. The result of hypothesis tested with ANOVA was accepted when the p-value was greater than 0.05 alpha value and rejected when the p-value was less than or equal to 0.05 alpha value.

RESULTS

What are the business educators' career advancement job satisfactions for achieving viable business education programme in tertiary institutions?

Items 1-11 of the research instrument are used to collect data to answer this research question. The results are summarized as in Table below.

Table 1: Mean rating on Business Educators' Career Advancement Job Satisfaction Indicators for Achieving Viable Business Education Programme in Tertiary Institutions

S/N	Item	SA	A	D	SD	\bar{x}	S.D	Remarks
1	Availability of regular training programme for Business Educators	122	107	114	58	2.73	1.04	Agreed
2	Ease of access to training institutions	185	113	56	47	3.08	1.03	Agreed
3	Ease of sponsorship for Business Educators to conferences	165	116	59	61	2.96	1.08	Agreed
4	Career advancement opportunities for Business Educators	179	87	81	54	2.95	1.09	Agreed
5	Proximity of training institutions to place of work	170	112	75	44	3.01	1.02	Agreed
6	Freedom to attend workshop	174	110	39	78	2.94	1.14	Agreed
7	Attendance to conferences	136	81	86	98	2.63	1.18	Agreed
8	Organizing students for academic interaction from time to time	141	83	108	69	2.73	1.11	Agreed
9	Provision for academic staff coaching in Business education	162	116	67	56	2.95	1.06	Agreed
10	Linkages with modern business organizations for training collaboration	161	120	39	81	2.90	1.14	Agreed
11	Academic staff mentoring in Business education	142	77	73	109	2.62	1.22	Agreed
	Grand Mean					2.86	1.10	Agreed

The results in Table 1 reveal that all the item statements have mean values above 2.50. This implies that the respondents agreed that all the eleven item statements as business educators' career advancement job satisfactions for achieving viable business education programme in tertiary institutions.

Testing of Hypothesis

There is no significant difference in the mean responses of business educators in the polytechnics, colleges of education and universities on the business educators' career advancement job satisfactions for achieving viable business education programme in tertiary institutions. Responses collected for items 1-11 in the research instrument are used to test this hypothesis. The results are as summarized in Table 2 below.

Table 2: ANOVA Result on the Business Educators' Career Advancement Job Satisfactions for Achieving Viable Business Education Programme in Tertiary Institutions

S/NO	Source	Df	Sum of Squares	Mean Square	F.cal	F.prob	Decision	Difference
1	Between Groups	2	14.603	7.301	6.848	0.001	Reject HO	Significant
	Within Groups	398	424.309	1.066				
	Total	400	438.912					
2	Between Groups	2	10.308	5.154	4.935	0.007	Reject HO	Significant
	Within Groups	398	415.636	1.044				
	Total	400	425.945					
3	Between Groups	2	6.498	3.249	2.806	0.061	Accept HO	Not Significant
	Within Groups	398	460.862	1.157				
	Total	400	467.361					
4	Between Groups	2	13.816	6.908	5.952	0.002	Reject HO	Significant
	Within Groups	398	461.934	1.160				
	Total	400	475.750					
5	Between Groups	2	11.736	5.868	5.708	0.003	Reject HO	Significant
	Within Groups	398	409.141	1.028				
	Total	400	420.877					
6	Between Groups	2	6.758	3.379	2.600	0.075	Accept HO	Not significant
	Within Groups	398	517.141	1.299				
	Total	400	523.900					
7	Between Groups	2	64.851	32.425	26.019	0.000	Reject HO	Significant
	Within Groups	398	495.991	1.246				
	Total	400	560.842					
8	Between Groups	2	38.850	19.425	16.856	0.000	Reject HO	Significant
	Within Groups	398	458.655	1.152				
	Total	400	497.506					
9	Between Groups	2	14.789	7.394	6.727	0.001	Reject HO	Significant
	Within Groups	398	437.489	1.099				
	Total	400	452.279					
10	Between Groups	2	0.954	0.477	0.366	0.693	Accept HO	Not significant
	Within Groups	398	519.055	1.304				
	Total	400	520.010					
11	Between Groups	2	113.962	56.981	47.082	0.000	Accept HO	Not significant
	Within Groups	398	481.673	1.210				
	Total	400	595.635					
Average F.cal and p-value					11.445	0.076	Accept HO₆	Not Significant

The results in Table 2 show that the average p-value of 0.076 is greater than the level of significance of 0.05 ($0.076 > 0.05$), hence, HO₆ is not rejected. This means that in line with the

decision rule, the null hypothesis is upheld that there is no significant difference in the mean responses of business educators in the polytechnics, colleges of education and universities on the business educators' career advancement job satisfactions for achieving viable business education programme in tertiary institutions.

DISCUSSION

The research question determined the business educators' career advancement job satisfaction for achieving viable business education in tertiary institution Nigeria. The results showed that availability of regular training programme, ease of access to training institutions, freedom to attend workshop, freedom to organize students for academic interaction, provision for academic staff coaching, linkages with modern business organizations for training collaboration and academic staff mentoring among others are the business educators' career advancement job satisfaction for achieving viable business education in tertiary institution Nigeria.

The researchers' opinion as to the reasons for the results obtained is possibly due to the degree of chances and availability of training programmes business educators exploited and undertook in order to become more advanced, more experienced and more exposed to various versions of their work. Such career opportunities no doubt may enable the business educators to acquire more skills, attitude and knowledge that can prompt improved output. There may have been opportunities for growth thereby making the beneficiaries to be eager to put up their best in order to qualify for such opportunities continually. Evidently, the staff enjoyed high spirit of job satisfaction, which made them to accept that career advancement job satisfaction indicators are needful for business educators in tertiary institutions in Nigeria. This result is also in line with the submissions of Marriner-Tomey (2018) who stressed that dissatisfaction within an organization is as a result of inappropriate career ladder, lack of promotional opportunities, poor work environment and uncooperative attitude of Heads of Departments/units. The findings of this study agrees with that of Osakwe (2014) who noted that career development opportunities enable business educators to acquire more skills, attitude and knowledge that can promote improved output. The result of the ANOVA analysis of the hypothesis showed that there was no significant difference in the mean responses of business educators in the polytechnics, colleges of education and universities on the business educators' career advancement job satisfaction for achieving viable business education programme in tertiary institutions in Nigeria. This means that every business education lecturers, irrespective of the type of institutions, needs and desires career development opportunities. The finding of this hypothesis align with that of Marriner-Tomey (2018) who reported a no significant difference in career opportunities for academic staff of tertiary institutions in Nigeria based on experience in their various places of work.

CONCLUSION

The study examined business educators' career advancement job satisfaction for achieving viable business education programme in tertiary institutions in Nigeria. The study found that availability of regular training programme, ease of access to training institutions, freedom to attend

workshop, seminars and conferences, freedom to organize students for academic interaction, provision for academic staff coaching, linkages with modern business organizations for training collaboration and academic staff mentoring among others are the business educators' career advancement job satisfaction for achieving viable business education in tertiary institution Nigeria. Based on the findings of this study, it was concluded that business education objectives will be difficult to achieve where business educators do not have career advancement job satisfaction. Invariably where business educators are not provided with career opportunities, they are very likely not to be satisfied and this will surely result in poor performance of business educators' and consequently poor achievement of business education objectives. On the other hand, if business educators are well motivated through policy regarding career development opportunities that can enhance job performance of business educators in tertiary institutions, they will not only perform well but also beyond expectations.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Management of tertiary institution in Nigeria should develop policy regarding career development opportunities in tertiary institutions that can enhance job performance of business educators in tertiary institutions
2. Administrators/management of tertiary institutions should continue organizing and facilitating workshops and seminars in their schools to equip business educators with the relevant skills in the areas of ICT integration in business education that would help the business educators to develop skills for achieving a viable business education

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