



Business Educators' Perceived Environmental Job Satisfaction Indicators For Improved Performance In Tertiary Institutions

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ABSTRACT

The study was conducted to determine business educators' perceived environmental job satisfaction indicators for improved performance in Tertiary Institutions in North Central, Nigeria. Descriptive survey research design was adopted and was carried out in North Central Nigeria. The population of the study was four hundred and twenty-five business educators in North Central 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 titled; Business educators perceived job satisfaction indicators for improved performance in tertiary institutions Questionnaire (BEPJSIIPTIQ). 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 five research assistants. Data collected were analyzed using mean and standard deviation to answer research questions while t-test used to test the hypotheses. The study found that provision of office ergonomics, network connectivity, social interaction facilities, to mention a few are the perceived environmental job satisfaction indicators for Business Educators' improved performance in Tertiary Institutions in North Central, Nigeria. Based on the findings, it was recommended, among others, that institutional management in Management of tertiary institution in North Central Nigeria should endeavour to create conducive working environment for Business Educators while physical facilities and other equipment should be provided for teaching and learning other factors that can enhance job performance of Business Educators in Tertiary Institutions in the Zone.

Keywords: Business Educators', Environmental, job satisfaction indicators, performance Tertiary Institutions

INTRODUCTION

Education has been described as a vital instrument for achieving government developmental objectives as well as the accomplishment of the Millennium Development Goals. 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 challenge facing Nigeria as a nation appears to be getting quality teachers. Many authors have noted that of 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 (Fafunwa, 1991). It is also evident that no education system can rise above the quality of its teachers (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. Idih (2000) opined that Business Education includes education for office occupations, distribution and marketing occupations, business teaching, business administration and economic understanding". 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 Education, Marketing, Data processing and Business Communication. The job satisfaction of Business Educators cannot be played down in the present dispensation. Today, in all field of human endeavour, professionals continue to exert pressure for better working conditions but Business Educators as professional are found complacent in this new development. The Association of Business Educators of Nigeria (ABEN) has not thought it worthy to begin to make waves and to push strong moves to create the awareness for their work comfort and for their improved performance and students learning as well.

Job satisfaction is the collection of feelings and beliefs that employees have about current jobs. Business Educators who are high in job satisfaction generally like their jobs, feel that they are being fairly treated, and believe that their job have many desirable features or characteristics such as interesting work, good pay and job security, autonomy or good co-workers. In general, it is desirable for employees to be satisfied with their jobs, for at least two reasons: first satisfied employees may be more likely to go the extra hours even without extra remuneration. Above all satisfied employees may be less likely to quite their job or look for greener pasture. Job satisfaction, in the context of this work is defined as the extent to which the Business Educator is comfortable with his/her general working environment, remuneration as well as the associated freedom to always discharge her functions. Job satisfaction also relates to the degree of social and psychological quality of life that is associated with the job. Broussard and Witte (2015) outlined job satisfaction factors to include constant achievement of educational goals, work recognition, responsibility and advancement, interpersonal human relations, participatory decision making, salaries and wages. He stated that if the job satisfaction factors are present, Business Educators would be positive in their behaviour towards their jobs as well as towards students improved learning. Muton (2018) discovered different factors that could affect workers' job satisfaction such as salaries, wages, incentives, promotion, training opportunities, working environment, supervision strategies and general condition of service. He concluded that if workers' needs are satisfied they will be committed to the job and effective.

In light of the above, Addison (2018) noted that work environment in tertiary institutions is an essential consideration in employee job satisfaction. It defines the level of employee comfort resulting from the general environment and circumstances prevailing in the discharge of the work. Work environment includes performance pre-conditions that are important and that can facilitate or frustrate employee performance output (Addison, 2018). Igwe (2021) noted work environment is described as physical environment, the general office locations and layout, office ergonomics, office ventilation, office furniture and office equipment that are needed for smooth operations in the performance and discharge of office functions. There is no doubt, that the general office layout, office employee relation and office ergonomics will provide the needed comfort for employees. Igwe further noted that where work environment is poor, performance output of employee may be frustrated. On the other hand, where work environment in our tertiary institutions is good, employee performance output tend to improve. Work environment in tertiary institution is broad in content; it covers such essential components like, departmental leadership, general ergonomics, comfort of employee, ease of job performance and

availability of office accommodation, library, laboratory, school, amongst others. Ekundayo and Ajayi, (2009) also stated that part of factors that tend to create job dissatisfaction and lower performance in Nigerian institutions is poor work environment system which may be as a result of power shortage and epileptic power supply and lack of adequate office space for staff. Ramlall (2019) that people tend to stay, strive and long to work in those organizations that provide good and positive work environments, just like Schneider, (2003) and Irshad and Afridi (2017) reported in their studies that physical and work environment play a pivotal role in employee's decision whether to leave their job or stay. in similar way Researchers like Erasto, (2014); Yimer. (2017); Zeytinoglu & Denton (2018) and Ramlall (2019) viewed bad work environment as being the cause for academic staff dissatisfaction and sudden absenteeism from workplaces as well as considered physical work environment as one of the most important factors in employee's job satisfaction and motivation. It is based on the aforementioned problem that the researcher is motivated to examine the Business Educators' perceived environmental job satisfaction indicators for improved performance in Tertiary Institutions in North Central, Nigeria

Statement of the Problem

Business Educators' in the work place are known for their commitment and conscientious decorum in classroom instruction and in Business Education administration. In tertiary institutions they are groomed to be productive, group motivators, innovative and creative especially in handling all matters that boarder on Business Education. In spite of the innate readiness of Business Educators to insist on improved performance in the work place, the job satisfaction of Business Educators has often been played down on. Employers of labour in tertiary institutions as well as tertiary institution management have not taken their good time to focus their thoughts on Business Educators' job satisfaction. This ugly scenario has forced this group of intellectuals to continue to be working with dis-satisfaction in most of their areas of employment. Thus, lack of job satisfaction among Business Educators has led most of them to continue to be jumping and navigating from one institution or organization to another. Again, lack of job satisfaction has also forced some Business Educators to remain unsettled with their employment. This unfortunate experience has further caused the disengagements of experienced Business Educators in some tertiary institutions in the North Central, Nigeria. It has equally resulted to untimely decay of good Business Education programmes designed for implementation in some tertiary institutions. More so, because of dissatisfaction of Business Educators, many experienced experts have decided to withdraw their service without notice to their employers, this, frustrating the smooth operation of Business Education instruction and learning in many tertiary institution in the North Central, Nigeria. It is on the premise of all these shortcomings that this research seeks to ascertain the Business Educators' job satisfaction indicators for improved performance in Tertiary Institutions in North Central, Nigeria

Purpose of the Study

The main purpose of this study is to ascertain the Business Educators' perceived Environmental job satisfaction indicators for improved performance in Tertiary Institutions in North Central, Nigeria.

Research Questions

What are the perceived environment job satisfaction indicators for Business Educators' improved performance in tertiary institutions in North Central, Nigeria?

Hypotheses

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

HO₁: There is no significant difference in the mean responses of male and female Business Educators on the environment job satisfaction indicators for improved performance in tertiary institutions in North Central, Nigeria.

METHODOLOGY

The descriptive survey research design was used for this study. The descriptive survey is considered best for this study because it would enable the researcher to gather information from the identified population of people or items and analyze same as they exist to find out Business Educators' job satisfaction indicators for improved performance in Public tertiary institutions in North Central Zone of Nigeria. The

area covered in this study was the North Central geopolitical zone of Nigeria. The North Central geopolitical zone is made of up Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States as well as the Federal Capital Territory (FCT, Abuja). The population of the study consisted of four hundred and twenty five (425) Business Educators identified during a preliminary visit by the researcher to each of the public tertiary institutions in North Central, Nigeria. Since the population was handy and manageable, the researcher used the entire population of four hundred and twenty five (425) Business Educators identified during the preliminary investigation. This meant, therefore, that there was no sampling. The instrument for data collection was a structured questionnaire designed by the researcher entitled: Business Educators Perceived environmental Job Satisfaction Indicators for Improved Performance in Tertiary Institutions Questionnaire (BEEPJSIIPTIQ). The questionnaire 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 East 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 indicated for the entire items showed 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 North Central Zone by the researcher and five research assistants while the researcher supervised the exercise. The descriptive statistic of mean and standard deviation were used to answer the research questions. The decision 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 t-test statistic at .05 level of significance. The result of hypotheses tested with t-test was accepted when the t-calculated value was less than the t.critical value at 0.05 level of significance and rejected when the t-calculated value was greater than or equal to the t.critical value at 0.05 level of significance.

RESULTS

Research Question: *What are the perceived environmental job satisfaction indicators for Business Educators' improved performance in Tertiary Institutions in North Central Nigeria?*

Items 1-13 in section B of the research instrument were used to collect data to answer this research question. The results are as summarized in Table below.

Table 1: Mean Responses on Perceived Environmental Job Satisfaction Indicators for Business Educators Improved Performance in Tertiary Institutions

S/N	Item	SA	A	D	SD	\bar{x}	S.D	Remarks
1.	Provision of office ergonomics	176	123	67	35	3.09	0.97	Agreed
2.	Provision of office intercom facilities	195	138	55	13	3.28	0.82	Agreed
3.	Provision of network connectivity	225	110	31	35	3.30	0.94	Agreed
4.	Provision of leisure time facilities education during work activities	226	108	32	35	3.31	0.90	Agreed
5.	Provision of social interaction facilities	223	106	40	32	3.29	0.94	Agreed
6.	Organizing students-management interaction forum	152	105	50	94	2.78	1.18	Agreed
7.	Provision of love garden for staff	186	80	85	50	3.00	1.08	Agreed
8.	Stimulating staff interest	127	85	100	89	2.62	1.14	Agreed
9.	Social cohesion between staff and management	176	106	66	53	3.01	1.06	Agreed
10.	Freedom to practice the Business Education profession	225	107	34	35	3.30	0.95	Agreed
11.	Provision of Business Education facilities for improved instruction	134	98	51	118	2.61	1.22	Agreed
12.	Encouraging cooperation among Business Educators	220	109	40	32	3.28	0.94	Agreed
13.	Encouraging group achievement among Business Educators	150	85	121	45	2.84	1.05	Agreed
Grand Mean						3.05	1.01	Agreed

The results in Table 3 revealed that all the item statements had a mean rating above the decision mean value of 2.50. This means that all thirteen (13) item statements in Table 3 are accepted by Business Educators as the perceived environmental job satisfaction indicators for improved performance in Tertiary Institutions in North Central, Nigeria.

Testing of Hypothesis

HO₁: There is no significant difference in the mean responses of male and female Business Educators on the environment job satisfaction indicators for improved performance in tertiary institutions in North Central, Nigeria.

Responses collected for items 1-13 in section B of the research instrument were used to test this hypothesis. The results are as summarized in Table 2

Table 2: Summary of t-test Result on the Environment Job Satisfaction Indicators for Business Educators' Improved Performance in Tertiary Institutions Based on Gender

S/N	Variable	Number of Cases	Mean (X)	S.D	D.f	t.cal	t.crit	Decision	Difference
1	Male	277	3.25	0.84	399	5.04	1.960	Reject HO	Significant
	Female	124	2.74	1.14					
2	Male	277	3.40	0.69	399	4.24	1.960	Reject HO	Significant
	Female	124	3.02	1.00					
3	Male	277	3.46	0.84	399	4.98	1.960	Reject HO	Significant
	Female	124	2.96	1.07					
4	Male	277	3.45	0.84	399	4.72	1.960	Reject HO	Significant
	Female	124	2.98	1.07					
5	Male	277	3.46	0.82	399	5.56	1.960	Reject HO	Significant
	Female	124	2.91	1.07					
6	Male	277	2.76	2.20	399	0.51	1.960	Accept HO	Not Significant
	Female	124	2.83	1.14					
7	Male	277	3.04	1.09	399	1.23	1.960	Accept HO	Not Significant
	Female	124	2.90	1.05					
8	Male	277	2.81	1.12	399	5.29	1.960	Reject HO	Significant
	Female	124	2.18	1.07					
9	Male	277	3.24	0.90	399	6.88	1.960	Reject HO	Significant
	Female	124	2.49	1.21					
10	Male	277	3.45	0.85	399	4.95	1.960	Reject HO	Significant
	Female	124	2.95	1.07					
11	Male	277	2.70	1.26	399	2.01	1.960	Reject HO	Significant
	Female	124	2.43	1.11					
12	Male	277	3.46	0.82	399	5.84	1.960	Reject HO	Significant
	Female	124	2.89	1.06					
13	Male	277	2.88	1.05	399	1.46	1.960	Accept HO	Not Significant
	Female	124	2.73	1.02					
t-test Value						4.05	1.960	Reject HO₁	Significant

The results as presented in Table 9 showed that the t.cal value of 4.05 is greater than the t.crit value of 1.960 ($4.05 > 1.960$), hence, HO_1 is rejected. This means that there is a significant difference in the mean responses of male and female Business Educators on the perceived environmental job satisfaction indicators for improved performance in Tertiary Institutions in North Central, Nigeria.

DISCUSSION

The research question one sought to determine the perceived environmental job satisfaction indicators for Business Educators' improved performance in tertiary institutions. The findings from the research question one revealed that indicators such as provision of office ergonomics, network connectivity, social interaction facilities, to mention a few are the perceived environmental job satisfaction indicators for Business Educators' improved performance in Tertiary Institutions in North Central, Nigeria.

This researcher feels that the result is so because currently Nigerian tertiary institutions such as the Universities, Polytechnics and Colleges of Education are faced with challenges of poor and unconducive physical environment where the needed equipment to perform administrative activities are out of date and obsolete resulting to dissatisfaction and lack of motivation of the lecturers in those institutions to function effectively. The bad work environment (lack of facilities like offices, chairs, internet and toilets) in these institutions has led to academic staff dissatisfaction and sometimes is their reason for leaving. It is a common knowledge that many tertiary institutions in Nigeria (public and private) have poor physical work environment which is one of the major problems of academic staff's job dissatisfaction; implying that when the basic facilities are lacking especially in terms of teaching materials, computers, internet and

office space, it becomes very difficult for academic staff to be productive and to improve the performance of their students. This ultimately will lead to academic staff's job dissatisfaction. It is mostly acceptable that proper physical environment makes the job comfortable while poor working conditions like poor buildings and maintenance affect not only poor academic outcome but health too. Poor lighting, ventilation and dirty rest rooms breed teacher dissatisfaction. The researcher believes also that part of factors that tend to create job dissatisfaction and lower performance in Nigerian tertiary institutions is poor work environment system which may be as a result of power shortage and epileptic power supply, lack of adequate office space for staff complete absence of internet facilities and outdated computer systems. It is on the above basis perhaps that the respondents have indicated those environmental job satisfaction indicators as being necessary for Business Educators' envisaged improved performance in tertiary institutions in North Central, Nigeria.

The finding is in line with the submission of Erasto, (2014), Yimer (2017) Zeytinoglu & Denton (2018) and Ramlall (2019) who independently viewed bad work environment as being the cause for academic staff dissatisfaction and sudden absenteeism from workplaces as well as considered physical work environment as one of the most important factors in employee's job satisfaction and motivation. The finding agrees also with Ramlall (2019) that people tend to stay, strive and long to work in those organizations that provide good and positive work environments, just like Schneider, (2003) and Irshad and Afridi (2017) reported in their studies that physical and work environment play a pivotal role in employee's decision whether to leave their job or stay. Ekundayo and Ajayi, (2009) also stated that part of factors that tend to create job dissatisfaction and lower performance in Nigerian institutions is poor work environment system which may be as a result of power shortage and epileptic power supply and lack of adequate office space for staff.

The result of the t-test analysis of hypothesis 1 in Table 2 shows that there is a significant difference in the mean responses of male and female Business Educators on the perceived environmental job satisfaction indicators for improved performance in Tertiary Institutions in North central Nigeria. This result means that gender is a factor to consider in the case of environmental job satisfaction for improved performance in tertiary institutions. This finding agrees with the work of Moris (2019) who noted that female lecturers in tertiary institutions were generally more satisfied with their teaching jobs than their male counterparts. The study of Bimrose (2001, 2004) reveals that there is significant difference between the male and female academic staff on job satisfaction. The finding of this study also aligns with the studies of Okpara et al. (2018) and Oshagbemi (2019) in United States and United Kingdom respectively which stated that women were more satisfied and motivated than men in the university setting. The finding also is in line with the findings of Bender and Heywood (2016) and Machado-Taylor et al. (2019) that affirmed that men were more satisfied and motivated than women in tertiary institutions. However, the finding contradicts with the study of Stevens (2018) who noted that gender did not affect job satisfaction and motivation of university academicians.

CONCLUSION

The study assessed the Business Educators' perceived environmental job satisfaction indicators for improved performance in tertiary institutions North Central Nigeria. The results from the study found that environmental job satisfaction improve performance of Business Educators in tertiary institutions in North central Nigeria. Based on the findings it was concluded that where Business Educators are not motivated, they are very likely not to be satisfied and this will surely result in poor academic performance of Business Education students and consequently poor economic development of the nation. On the other hand if management of tertiary institutions makes provision for good environment and working facilities just like their colleagues in other professions, they will not only perform well but also beyond expectations.

RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

1. Institutional management should create conducive working environment for Business Educators where physical facilities and other equipment are provided for teaching and learning.
2. Government should make strategic decision in areas of physical working environment to enable the institutions provide a conducive and non-distracting physical working environment that will further increase the Business Educators' job satisfaction, job attitude and perceived equity thereby enhancing the overall performance.

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