



# **Business Educators' Perceived Self-Actualization Job Satisfaction Indicators for Improved Performance in Tertiary Institutions**

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## **ABSTRACT**

The study examined business educators' perceived self-actualization 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. 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 questions while t-test used to test the hypotheses. The study found that provision of school policies along Business Educators' goal, design of staff appraisal criteria, encouraging student teacher counseling relationship and extension of tutorial during classes among others are some of the self-actualization 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 administrators/management of tertiary institutions in North central Nigeria should provide opportunities for Business Educators to acquire and develop self-actualizing values and creative skills.

**Keywords:** Business Educators', Self-actualization, Job satisfaction indicators.

## **INTRODUCTION**

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 Business Educators have the responsibility of classroom instruction in tertiary institution. Business educator is one who is well trained and well groomed in principle and in practice in the broad field of Business Education. Business Education has been variously described by scholars in the discipline. Nanassy cited in Shehu (2003) described Business Education as that aspect of the total education programme that provides the knowledge, skills, understanding and attitude needed to perform in the business world as a producer and/ or consumer 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.

Job satisfaction in Business Education is the collection of feelings and beliefs that Business Educators have about their job. Business Educators who are high in job satisfaction generally like their job, 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, and good colleagues. It is desirable for Business Educators to be satisfied with their jobs, for at least two reasons: First satisfied Business Educators may be more likely to go the extra mile for their institution, faculty or department as the case may be. Second, it is desirable for Business Educators to be satisfied with their job in order not the quite. 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. This scenario can also result in the loss of experiences gained over time by Business Educators (Devaro, 2018). Thus, job satisfaction in Business Educators has equally been viewed as an attitude or internal state which is associated with the working environment and working experiences. In recent years it has been closely associated with improved job design and work organization and the quality of working life.

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 none Business Educators are employed and allowed to teach Business Education subjects, such a situation become a misnomer. Often non-Business Educators, lecturers and teachers are often described as interlopers. 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 in Business Education.

Business Educators' job satisfaction and students' learning can as well be drawn as part of self-actualization of the Business Educators. Brown and Brown (2017) noted that self-actualization also denotes self-satisfaction. It is a psychological feeling of comfort, social joy and social satisfaction of self and by extension a radiating comfort. The job we do, therefore, should enable us to achieve our personal desire, personal goals and personal motives for being part of the system. Where self-actualization is lacking in the job content, frustration or dissatisfaction may result.

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.

Job satisfaction is very vital especially among Business Educators in commitment to duties. It is again vital in among Business Educators motivation for improved performance. Adewuji (2010), Nwaju and Uzoaru (2010) pointed out that teachers are effective when they realize that they will at the long run achieve their life aspirations in the teaching career. Ikenyiri (2007) also noted that teachers have anxiety when they approach retirement because of poor and delayed pension and gratuity. When these are improved, they will approach retirement in high spirit sequel to self-satisfaction. It is used to retain employee in their employments and in controlling workforce migration and change of employment. 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.

The above discussion shows that job satisfaction in Business Education is focused on the extent to which an individual Business Educators feels self-motivated, content and satisfied with his/her job. Thus, job satisfaction occurs when an employee feels he or she is having job stability, career growth and a comfortable work life balance. This means that the individual employee is having satisfaction at job as the work meets the expectations of the individual (Moris, 2019). A Satisfied Business Educators is always important in the department as he/she aims to deliver the best of his/her capability. Every tertiary institution employee especially Business Educators want a strong career growth and work life balance at work place. If an employee feels happy with his/her work, he/she will be ready at all times to give her best effect to his/her work. The importance of job satisfaction could be seen from two perspectives: Job satisfaction from an employee perspective is to earn a good gross salary, have job stability, have a steady career growth, get reward and recognition and constantly have new opportunities. On the other hand, for an employer, job satisfaction for an employer is an important aspect to get best out of employee. Research conducted by Moris (2019) revealed that a satisfied employee always contributes more to the organization (institution) helps control attrition and helps the organization (institution) grow. It is based on this the researchers seek to examine the self-actualization job satisfaction indicators for improved performance of business education in Tertiary Institutions in North Central, Nigeria.

### **Statement of the Problem**

The common issues of concern among Business educators in work places today are job satisfaction. This has posed a lot of thought and concern for employers and employees in various types of organization. In many institutions, this issue has led to serious workforce migration, alienation as well as industrial disharmony or strike actions. Self-actualization especially among Business Educators is an issue of common interest in all field of human endeavour. In the private and the public sectors, employers and employees are concerned with employee satisfaction in the work place. Self-actualization job satisfaction is very vital in employee commitment to duties. It is again very vital in employee motivation for improved performance and in controlling workforce migration and change of employment. However, in tertiary institutions in North Central Nigeria, tertiary institution management has 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 self-actualization job satisfaction among Business Educators has led most of them to continue to be jumping and navigating from one institution or organization to another. In order to solve this problem, the researcher was moved to examine the self-actualization job satisfaction indicators for improved performance of business education in Tertiary Institutions in North Central, Nigeria.

### **Purpose of the Study**

The main purpose of this study is to ascertain the self-actualization job satisfaction indicators for improved performance in tertiary institutions in North Central, Nigeria.

### **Research Questions**

What are the perceived self-actualization job satisfaction indicators for improved performance in tertiary institutions in North Central, Nigeria?

### **Hypotheses**

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

**HO<sub>1</sub>:** There is no significant difference in the mean responses of urban and rural Business Educators on the perceived self-actualization 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. 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 East geopolitical zone of Nigeria. Data collected from the respondents were analyzed using the Cronbach Alpha approach to determine the reliability coefficient. The reliability coefficient 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 self-actualization job satisfaction indicators for Business Educators' improved performance in Tertiary Institutions in North Central Nigeria?*

Items 1-10 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 Self-Actualization Job Satisfaction Indicators for Business Educators' Improved Performance in Tertiary Institutions in North Central, Nigeria**

S/N	Item	SA	A	D	SD	$\bar{x}$	S.D	Remarks
1.	Provision of school policies that tally with Business Educator's goal	112	75	139	75	2.55	1.08	Agreed
2.	Design staff appraisal criteria that are achievable by Business Educators	162	95	107	37	2.95	1.02	Agreed
3.	Design staff appraisal criteria that are based on students' performance	211	87	66	37	3.17	1.01	Agreed
4.	Design staff development policies Business Educators	216	109	47	29	3.27	0.93	Agreed
5.	Keeping adequate record of staff performance of Business Educators	198	91	70	42	3.11	1.03	Agreed
6.	Keeping adequate record of students' performance in subject taught by staff	182	104	67	48	3.04	1.04	Agreed
7.	Organizing interaction forum between lecturers and students in Business Education	198	88	59	56	3.06	1.09	Agreed
8.	Encouraging student teacher counseling relationship between Business Educators	138	43	141	79	2.59	1.15	Agreed
9.	Recognizing Business Educators achievement	191	55	110	45	2.97	1.09	Agreed
10.	Extension of tutorial during classes by Business Educators	125	81	86	109	2.55	1.19	Agreed
<b>Grand Mean</b>						<b>2.92</b>	<b>1.06</b>	<b>Agreed</b>

Results in Table 1 showed that questionnaire items 1-10 are all accepted or agreed upon as positive responses because they have mean values above the decision mean value of 2.50. This means that the respondents (Business Educators) agreed that they are all self-actualization job satisfaction indicators for improved performance in Tertiary Institutions in North Central, Nigeria

### Hypothesis

**HO<sub>1</sub>:** There is no significant difference in the mean responses of urban and rural Business Educators on the perceived self-actualization job satisfaction indicators for improved performance in Tertiary Institutions in North Central, Nigeria.

Responses collected for items 1-10 in of the research instrument were used to test this hypothesis. The results are as summarized in Table below

**Table 10: Summary of t-test Result on the Perceived Self-actualization Job Satisfaction Indicators for Business Educators' Improved Performance in Tertiary Institutions Based on Location**

S/N	Variable	Number of Cases	Mean (X)	S.D	D.f	t.cal	t.crit	Decision	Difference
1	Urban	148	2.22	0.90	399	1.71	1.960	Accept HO	Significant
	Rural	253	2.16	0.99					
2	Urban	148	2.50	0.81	399	1.14	1.960	Accept HO	Significant
	Rural	253	2.62	0.99					
3	Urban	148	2.59	0.76	399	0.63	1.960	Accept HO	Significant
	Rural	253	2.93	1.06					
4	Urban	148	3.56	0.81	399	4.91	1.960	Reject HO	Significant
	Rural	253	3.10	0.96					
5	Urban	148	2.60	0.75	399	0.77	1.960	Accept HO	Significant
	Rural	253	2.82	1.07					
6	Urban	148	3.36	0.95	399	2.76	1.960	Reject HO	Significant
	Rural	253	2.86	1.05					
7	Urban	148	2.37	0.99	399	1.45	1.960	Accept HO	Significant
	Rural	253	2.88	1.11					
8	Urban	148	2.36	0.99	399	1.83	1.960	Accept HO	Significant
	Rural	253	2.15	0.99					
9	Urban	148	2.45	0.91	399	0.03	1.960	Accept HO	Significant
	Rural	253	2.69	1.10					
10	Urban	148	2.27	1.04	399	1.50	1.960	Accept HO	Significant
	Rural	253	2.13	1.06					
<b>t-test value</b>						<b>1.67</b>	<b>1.960</b>	<b>Accept HO<sub>2</sub></b>	<b>Significant</b>

The results in Table 10 indicate that the t.cal value of 1.67 is less than the t.crit value of 1.960 ( $1.67 < 1.960$ ), hence,  $HO_1$  is not rejected. This means that there is no significant difference in the mean responses of urban and rural Business Educators on the perceived self-actualization job satisfaction indicators for improved performance in Tertiary Institutions in North Central, Nigeria.

## DISCUSSION

The research sought to determine the perceived self-actualization job satisfaction indicators for Business Educators' improved performance in Tertiary Institutions in North Central Nigeria. The results indicated that provision of school policies along Business Educators' goal, design of staff appraisal criteria, encouraging student teacher counseling relationship and extension of tutorial during classes among others are some of the self-actualization job satisfaction indicators for Business Educators' improved performance in Tertiary Institutions in North Central, Nigeria.

The researcher believes that the Business Educators have personal goals that are attached to the achievement of the organizational (institutional) goals thus encouraging their commitment to their daily functions towards the achievement of the organizational (institutional) goals. Following the above reason, the institution do ensure that the organizational goals are achieved which enable the business educators to meet their self-actualization target (Aburge, 2016). It appears the responsibility of the institutions to ensure that lecturers are recognized based on their individual or work group achievement whereby outstanding achievement attracts additional incentives, which served as a lead way to prompt promotion. This will spur lecturers to be more achievement oriented in the discharge of their statutory functions, viz-avis, teaching, research and community development (Moris 2019). Thus, success in performance will be a lead way to self-actualization in the challenge of the work place. All these could be the indices of job satisfaction amongst Business Educators in North Central, Nigeria lead them to have improved performance.

The result is in line with Adewuji (2010), Nwuju and Uzoaru (2010) who found out that teachers are effective when they realize that they will at the long run achieve their life aspirations in the teaching career. Besides, the result also agrees with that of Ikenyiri (2007) which showed that teachers have anxiety when they approach retirement because of poor and delayed pension and gratuity. When these are improved, they will approach retirement in high spirit sequel to self-satisfaction.

The result of t-test analysis of hypothesis indicated that there is no significant difference in the mean responses of Business Educators in urban and rural areas on the perceived self-actualization job satisfaction indicators for improved performance in Tertiary Institutions in North Central, Nigeria. This means that the opinions of urban and rural Business Educators do not differ as to what will make them achieve self-actualization as well as the job satisfaction indicators involved therein. The findings contradicts the work of Reliman et al. (2014) which noted that location has a significant influence on worker's job satisfaction. In this study, the respondents mean that job satisfaction of tertiary institutions workers does not depend on location of the institution. All the workers need satisfaction irrespective of the location of their places of work.

### **CONCLUSION**

The study assessed the perceived self-actualization job satisfaction indicators for Business Educators' improved performance in Tertiary institutions in North Central Nigeria. The results from the study confirm that provision of school policies along Business Educators' goal, design of staff appraisal criteria, encouraging student teacher counseling relationship and extension of tutorial during classes among others are some of the self-actualization job satisfaction indicators for Business Educators' improved performance 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.

### **RECOMMENDATIONS**

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

1. Administrators/management of tertiary institutions in North central Nigeria should provide opportunities for Business Educators to acquire and develop self-actualizing values and creative skills.
2. Management of tertiary institutions in North central Nigeria should provide the facilities related to infrastructure, learning resources, equipment and kits and other requisite materials of teaching-learning process that could help the lecturers to develop stable emotional thinking and Job-satisfaction and ultimately reach Self-actualization

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