NAU Journal of Technology & Vocational Education, Vol. 7, No. 1, December 2022

JOB SATISFACTION AS A CORRELATE OF BUSINESS EDUCATORS WORK ADJUSTMENT IN COLLEGES OF EDUCATION IN DELTA STATE

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Abstract
The need to enhance job satisfaction and minimize the rate of brain drain experienced by business educators in colleges of education necessitated this study. This study examined job satisfaction as correlate of business educators work adjustment in colleges of education in Delta State. The study adopted the correlation research design. The population of for the study comprised 82 full time business educators in colleges of education in Delta state. The instruments for data collection were structured questionnaire. The questionnaire was validated by three experts with the reliability Coefficients of 0.71 and 0.81 respectively, established using Cronbach alpha's method. Data collected were analysed using Pearson product moment correlation analysis and linear regression analysis. The findings of this study revealed that a high positive relationship of 0.700 exists between job satisfaction and work adjustment of business educators with 1-9 years work experience, while, a moderate positive relationship of 0.571 exists between job satisfaction and work adjustment of business educators with 10 years and above work experience in colleges of education. On the other hand, there was a statistically significant correlation between job satisfaction and work adjustment of business educators with 1-9 years work experience and no statistically significant relationship for those with 10 years and above work experience. Based on the findings of this study, it was recommended that motivational needs of business educators should be continually addressed for enhanced productivity.
Keywords. Job satisfaction, work adjustment, business education, business educators, colleges of education.

Introduction

In view of the observed prevailing brain drain among business educators in colleges of education nationwide, it could be said that the level of job satisfaction is dwindling and this has propelled research thoughts among business educators. Job satisfaction refers to the measure of employees' contentedness with their jobs. It is the ability of one's job to meet the person's needs as well as improve their work performance (Candidus & Phyllis, 2018). It is a feeling of fulfilment that an employee derives from his job. Individuals with high job satisfaction, tend to display positive attitude towards their jobs, while individuals who are dissatisfied, usually have negative attitude about their jobs as Jerotich and Box (2015) maintained that, work motivation is positively associated with job satisfaction. Staff motivation and job satisfaction are of great value to any organization. A worker, who is motivated and satisfied with the nature of his job is likely to perform his duties happily and with keen interest. As long as an organization through its policy and motivational strategies continues to meet the employees' needs, there is tendency that the employees would be satisfied and work adjustment would be enhanced.

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Numerous terms have been used to refer to the concept of adjustment, which includes acculturation adaptation (Kyunghee, Ronald, Izumi & Hyun, 2020). Sharma (2016) defined adjustment as a satisfactory adaptation to the demand of day-to-day life and keeping a balance between need and capacity to realize the needs. As long as the balance is maintained, the person remains adjusted, but the very moment, it is disturbed, the person drifts towards maladjustment. Sharma (2016) further stressed that, the internal (personal) and the external (environmental) aspects of an individual are in constant interaction during the process of adjustment. To this end, the author concluded that work adjustment involves a reaction of the person to the demand imposed upon him or how the individual manages to cope with various demands of life. Dziuba, Ingaldi and Zhuravskaya (2020), viewed work adjustment from the angle of job satisfaction and defined work adjustment as the satisfaction of a worker with the nature of his job and performance of his duties. Work adjustment, therefore, is a continuous and dynamic process by which the worker seeks to achieve and maintain correspondence with the work environment.

However, business educators' job satisfaction and work adjustment could be influenced by their years of work experience. Agezegn, Tefera and Ebrahim (2014), in their study, found that workers who were longer in their jobs, were better equipped to adjust their expectations of what the work could provide. Similarly, Kollman, Stoeckmann, Kensbock and Peschl (2019), found that people who were more experienced in their jobs, were highly satisfied and could adjust easily than those who were less experienced. Hence, the use of years of experience as a moderating variable to either uphold or not the findings of the previous studies.

Statement of the Problem

Research studies have shown that motivated employees (including business educators) could imbibe the culture of innovation (Dykstra, 2020) and exhibit considerable capacity to adapt to work pressure and demand, which could invariably enhance their performance. This therefore entails that, business educators could challenge themselves and grow the culture of innovation, to enhance their performance when they are motivated and satisfied. Observations have shown that the issues of job dissatisfaction and maladjustment seem to be manifesting continuously through the act of incessant strikes, staff attrition, staff turnover and absenteeism in Colleges of Education. It was further observed that Colleges of Education in Nigeria seem to be plagued with poor conditions of service, poor work environment, lack of basic teaching and learning facilities and harsh management policy. This situation prevails, even though Business educators in colleges of Education in Nigeria have a role to play in achieving the goals stipulated in the National Policy on Education. This usually brings a dwindling situation in the work force among business educators in colleges of education, and could have a multiplying effect, which ranges from producing incompetent, un-skilled and undynamic business teachers, office administrators and businessmen and women for the world of work. According to Dziuba, Ingaldi and Zhuravskaya (2020), adjustment or maladjustment of a worker could change his personality traits and that this change may be due to some personal and social reasons or certain policies of the management. The change, if negative might cause emotional maladjustment on the individual worker. It is therefore important that employees' job satisfaction and work adjustment should be looked into so as to maintain optimal employee retention.

Literature Review

The theoretical underpinning of the study was based on the Job-Demand-Resource Model (JD-R). The model was propounded by Arnold Bakker and Evangelia Demerouti in 2006. The model states that when job demands are high and job resources/positives are low, stress and

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burnout increase. Conversely, a high number of job positives can offset the effects of high job demands. The job demands-resource model is an occupational stress model which suggests that strain is a response to imbalance between demands on the individual and resources to deal with those demands (Bakker & Demerouti, 2007). The JD-R model proposes that working conditions can be categorized into two broad categories; job demands and job resources. Job demands are primarily related to the exhaustion component of burnout, whereas (lack of) job resources are primarily related to disengagement. On the basis of this interplay, it could be said that business educators could deal with their job demands if the job resources are sufficiently provided and this could reduce stress and burnout, and enhance job satisfaction and work adjustment. In other words, when job resources are not provided to meet the job demands of business educators, disengagement may set in, with its resultant effects, which could hinder the realization of business education goals and objectives.

The role of business educators in colleges of education in Nigeria is guided by the objectives of the Nigeria Certificate in Education (NCE) which are outlined by the National Commission for Colleges of Education (NCCE, 2008). They include among others:

1. To produce well qualify and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.
2. To produce NCE business teachers who will be able to inculcate the vocational aspect of business education into the society. To produce NCE business teachers who will be involved in the much, desired revolution of vocational development right from the primary and secondary schools.
3. To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.
4. To equip students with necessary competencies so as to qualify them for a post-NCE degree programme in business education.

Business education programmes taught by business educators in institutions play a significant role in economic development of any nation by providing knowledge and skills necessary to handle sophisticated office technologies and information systems (Ajisafe, Bolarinwa & Omotayo 2015). The programme emphasizes work skill acquisition by its recipients (Ukah & Atah, 2022). It prepares its recipients with relevant competencies needed to be productive in the society (Obidile & Onyeneke, 2023). It is a sub set of technology and vocational education and its goal is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women who will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises. Such roles could be as employees, entrepreneurs and employers. The achievement of these goals largely depends on the quality of business education teachers (business educators) in educational institutions like universities and colleges of education.

Business educators in colleges of education can be categorised based on their Years work experience as this could influence their level of job satisfaction. According to Agezegn, Tefera and Ebrahim (2014), the longer workers stay, in their jobs, the better equipped they are to adjust their expectations of what the work can provide. In the view of Kollman, Stoeckmann, Kensbock and Peschl (2019), older employees are generally happier with their jobs than younger employees. The authors further stated that, people who are more experienced in their jobs are highly satisfied and could adjust easily than those who are less experienced. It is therefore important to also find out if the result of the present study will agree with the above findings. Business educators are expected to be satisfied with their jobs so as to improve their dedication

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to the jobs and in turn increase satisfaction. They need motivational support such as comfortable working environment, holiday with pay, security, recognition and social support among others. These may influence their decisions to stay and be committed to work and contribute towards the attainment of the institutional goals.

Several studies have been conducted on job satisfaction and employees' performance such as; a study carried out by, Hee, Shi, Kowang, Fei and Ping (2020) to examine the factors influencing job satisfaction among academic staff in Malaysia. The findings of the study revealed that top management leadership was discovered to have the most significant relationship with job satisfaction. In another study, Gaunya (2016) studied organizational climate and its influence on job satisfaction among public sector employees in Kenya. The results of the study revealed that certain dimensions of organizational climate such as identity, conflict management and rewards had significant positive relationship with job satisfaction. The implication was that public sector employees in Kisii County, Kenya, were more satisfied with their work where organizational mission and objectives are in congruence with employees' personal beliefs and values.

In another development, Khahan and Peerapong (2013) conducted a study to examine both direct and indirect influence of factors of job characteristics, personality characteristic, and job satisfaction with work adjustment of new graduates. The study found that the personality characteristics had indirect effect to work adjustment, although job satisfaction was statistically significant. Similarly, Ajayi (2017) examined the relationship among job stress, job satisfaction and employee turnover intentions of employees of Guinness Nigeria Plc. The result revealed that, job stress did not determine turnover intention of participant as it accounted for 0.001 percent of the variance in the level of turnover intention of the participants. Job tenure was also found not to predict turnover intention level of participant as the findings revealed that job tenure did not significantly predict turnover intention. Job satisfaction on the other hand, was shown to significantly predict turnover intentions of the employees. However, the variation from the previous studies and the present study, in terms of the variables used, location and population, created the gap for the present study.

Research Questions

The following research questions guided the study.

1. What is the correlation between job satisfaction and work adjustment of business educators with 1 – 9 years of work experience in Colleges of Education in Delta state?
2. What is the correlation between job satisfaction and work adjustment of business educators with 10 years and above work experience in Colleges of Education in Delta state?

Research Hypotheses

The following null hypotheses guided the study.

1. There is no significant correlation between job satisfaction and work adjustment of business educators with 1 – 9 years work experience in Colleges of Education in Delta state.
2. There is no significant correlation between job satisfaction and work adjustment of business educators with 10 years and above work experience in Colleges of Education in Delta state.

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Methods

The study adopted a correlational research design. According to Nworgu (2015), correlation research survey design is used to ascertain if two or more variables relate with each other. It is therefore adequate for the study as it examined the relationship between job satisfaction and work adjustment of business educators in colleges of education in Delta State. The population of the study was 82 full-time business educators in three Colleges of education in Delta State. The instruments for data collection were structured questionnaire which were adapted from other studies after extensive review of literature. The instruments were structured on a four-point Likert rating scale of: Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly disagree (SD) =1. It was validated by three experts, two experts from the Department of Vocational Education, Federal College of Education, Asaba and one expert from Nnamdi Azikiwe University, Awka. The reliability of the instrument was established using Cronbach alpha's method with the reliability coefficients of 0.71 and 0.81 respectively. Data were collected by the researchers with the help of three research assistants. Data collected relating to the research questions were analyzed using Pearson product moment correlation and linear regression was used to test the null hypotheses at 0.05 level of significance. The analyses were computed using the Statistical Package for Social Sciences (SPSS version 27).

Results

Research Question 1. What is the correlation between job satisfaction and work adjustment of business educators with 1 – 9 years' work experience in Colleges of Education in Delta state?

Table 1: Pearson r on job satisfaction and work adjustment of business educators with 1-9 years work experience

Source of Variation	N	Job satisfaction r	Work adjustment r	Remark
Job satisfaction	41	1.00	0.700	HPR
Work adjustment	41	0.700	1.00	

Note. HPR = High positive relationship

Data in Table 1 reveal that a high positive relationship of 0.700 exists between job satisfaction and work adjustment of business educators with 1-9 years work experience in colleges of education in Delta State.

Research Question 2. What is the correlation between job satisfaction and work adjustment of business educators with 10 years and above work experience in Colleges of Education in Delta state?

Table 2: Pearson r on job satisfaction and work adjustment of business educators with 10 years work experience in Colleges of Education in Delta State.

Source of Variation	N	Job satisfaction r	Work adjustment r	Remark
Job satisfaction	36	1.00	0.571	MPR
Work adjustment	36	0.571	1.00	

Note. MPR = Moderate positive relationship

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Table 2: shows that a moderate positive relationship of 0.571 exists between job satisfaction and work adjustment of business educators with 10 years and above work experience in colleges of education in Delta State.

Hypothesis 1. There is no significant correlation between job satisfaction and work adjustment of business educators with 1 – 9 years work experience in Colleges of Education in Delta state.

Table 3: Linear regression on the relationship between motivation and work adjustment of business educators with 1-9 years work experience

N	R	R^2	Adjusted R^2	df	F	p-value	Remark
41	0.700	0.490	0.477	39	37.501	0.000	S

Note. S = Significant

Result presented in Table 3 reveals that at 0.05 level of significance and 39df, the calculated F of 37.501 with p-value 0.000 which is less than 0.05, hence the null hypothesis is rejected. This means that there is a significant relationship between job satisfaction and work adjustment of business educators with 1-9 years work experience in Colleges of Education in Delta State.

Hypothesis 2. There is no significant correlation between job satisfaction and work adjustment among business educators with 10 years and above work experience in Colleges of Education in Delta state.

Table 4: linear regression on the relationship between motivation and work adjustment of business educators with 10 years and above work experience in Colleges of Education Delta State.
Education Delta State.

N	R	R^2	Adjusted R^2	df	F	p-value	Remark
36	0.379	0.144	0.119	34	5.706	0.226	NS

Note: NS = Not Significant

Result presented in Table 4 reveals that at 0.05 level of significance and 34df, the calculated F value of 5.706 with p-value 0.226 is greater than 0.05, hence the null hypothesis is not rejected. This implies that there is no significant relationship between job satisfaction and work adjustment of business educators with 10 years and above work experience in Colleges of Education in Delta State.

Discussion of Findings

The findings of this study revealed a high positive relationship of 0.700 between job satisfaction and work adjustment of business educators with 1-9 years work experience in colleges of education in Delta State. The study further revealed that there is a moderate positive relationship of 0.571 between job satisfaction and work adjustment of business educators with 10 years and above work experience in colleges of education in Delta State. This finding conforms with the findings of Nur-Shafini, Amaleena-Syamimie, Ahmed-Suffian and Suzila (2015) as they reported that individual needs, personal preferences and work environment are positively and significantly related to job performance.

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Results relating to hypothesis testing revealed a significant relationship between job satisfaction and work adjustment of business educators with 1-9 years work experience in Colleges of Education Delta State. The findings also revealed that there was no significant relationship between job satisfaction and work adjustment of business educators with 10 years and above work experience in Colleges of Education Delta State. The finding is in line with the findings of Agezegn, Tefera and Ebrahim (2014) which revealed that workers who were longer in their jobs, were better equipped to adjust their expectations of what the work could provide.

Conclusion

Based on the findings of this study it was concluded that there was a high positive relationship between job satisfaction and work adjustment of business educators with 1-9 years work experience, and a moderate positive relationship between job satisfaction and work adjustment of business educators with 10 years and above work experience in colleges of education in Delta State. Furthermore, there was a significant relationship between job satisfaction and work adjustment of business educators with 1-9 years work experience and no significant relationship between job satisfaction and work adjustment of business educators with 10 years and above work experience in Colleges of Education in Delta State.

Recommendations

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

1. Motivational needs of business educators among other employees should be continually addressed for enhanced productivity.
2. Appropriate motivational strategies should be used to enhance business educators' job satisfaction for proper work adjustment.

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