

INFLUENCE OF GENDER AND YEARS OF EXPERIENCE ON BUSINESS EDUCATORS' WORK ADJUSTMENT IN COLLEGES OF EDUCATION IN DELTA STATE

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ABSTRACT

The need to enhance business educators' work adjustment and minimize the rate of brain drain experienced among them in colleges of education necessitated this study. This study examined influence of gender and year of experience on business educators' motivation, job satisfaction and work adjustment in colleges of education in Delta state. The study adopted the descriptive survey research design. The population of the study comprised eighty-two (82) full time business educators in colleges of education in Delta state. The instrument for data collection was a structured questionnaire. The questionnaire was validated and tested for reliability with a reliability coefficient of 0.71 obtained, which was established using Cronbach alpha statistics. Data collected was analyzed using the regression analysis model. The findings of this study revealed that there is a moderate positive influence of gender on business educators' work adjustment in colleges of education in Delta state ($r=0.425$), there is a very low positive influence of years of experience on business educators' work adjustment in colleges of education in Delta state ($r=0.043$). Based on the findings of this study conclusions was made accordingly.

Keywords: Gender, Years of experience, Work-Adjustment, 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 seems to have 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 fulfillment that an employee derives from his job. Individuals with high job satisfaction, tend to display positive attitude and are usually motivated towards their jobs, while individuals who are dissatisfied, usually have negative attitude about their jobs, Jerotich and Box (2015) maintained, work motivation is positively associated with job satisfaction. Staff motivation and job satisfaction are of great value to any organization. Highly motivated and satisfied workers could be assets to any organization, while less motivated and dissatisfied workers could be liabilities. 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, he drifts towards maladjustment. To this end, the author described work adjustment involves a reaction of the person to the demand imposed upon him or how an individual manages to cope with various demands of life.

Work adjustment, therefore is a continuous and dynamic process by which the worker seeks to achieve and maintain correspondence with the work environment. 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 is predicted by matching an individual's work personality with the work environment

Business education programme plays a significant role in economic development of any nation by providing knowledge and skills to the learners, thereby enabling them to adequately impart knowledge to others, and handle sophisticated office technologies and information systems (Ajisafe, Bolarinwa&Omotayo, 2015). The theoretical underpinning of the variables in this study is based on the Job-Demand-Resource Model (JD-R). This model was put forward by Arnold Bakker and Evangelia Demerouti in 2006. The model states that when job demand are high and job resources/positives are low, stress and burnout increase. The job demands-resources model is an occupational stress model that suggest strain is a response to imbalance between demands on the individual and resources they have to deal with those demands (Bakker & Demerouti, 2007). The authors of this model argued these models have been restricted to a given and limited set of predictor variables that may not be relevant for all job positions. Therefore, the JD-R model incorporates a wide range of working conditions into the analysis of organizations and employees.

Theoretically stated, 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, 2020). They include among others:

1. To produce well qualified 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.
3. To produce NCE business teachers who will be involved in the

much, desired revolution of vocational development right from the primary and secondary schools

4. 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; to equip students with necessary competencies so as to qualify them for a post-NCE degree programme in business education.

Business educators in colleges of education can be categorized based on their Years work experience as this could influence their job satisfaction level. 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 (2020), 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.

Several studies have been conducted by different researchers relating to job satisfaction among employees. In a study carried out by, Hee, Shi, Kowang, Fei and Ping (2020) examined the factors influencing job satisfaction among academic staff in Malaysia. Correlational research design was adopted for the study. The findings of the study revealed that job satisfaction among others were found to have significant positive relationship in the selected institution. The finding also revealed that top management leadership was discovered to have the most significant relationship with job satisfaction. The study is related to the present study in that the variable 'job satisfaction of employees' was also ascertained by the present study. However, the study differs from the present study in the sense that it was

conducted in Malaysia while the present study was conducted in Nigeria.

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 adopted the mixed type research design. The research found that the personality characteristics and job satisfaction factors showed direct effect to work adjustment factor. Also, that the personality characteristics had indirect effect to work adjustment although job satisfaction was statistically significant. This study is related to the present study in that, it used the questionnaire instrument for data collection which the present study used but differs from the present study as it focused on the newly graduated students in Thailand, while the present study focused on business educators in Nigeria.

Gender among other variables is one of the variables that could affect the study as business educators comprise of male and female instructors who are expected to train the students. Their responses may differ as a result of gender. Some studies have reported that females are more satisfied than males in their jobs while some studies reported no significant difference. For instance, Alice, Gregor and Georg (2015) reported that females were more satisfied than males, and they tend to spend longer time doing a particular job than their male counterparts in secretarial and Office Technology & Management Options. The authors argued that men have a lot of needs to satisfy which make it difficult for them to spend a very long time on a particular job especially when their needs are not met. The current study explored the influence of gender on business educators' motivation, job satisfaction & work adjustment to either uphold the finding or otherwise.

Years of work experience is also one of the factors that could affect this business educators' motivation and job satisfaction level. According to Asegid, Belachew and Yimam (2014), the longer workers are in their jobs, the better equipped they could be to adjust their expectations of what the work could provide. In the view of Kollman, Stoeckmann, Kensbock and Peschl (2019), older employees are generally happier with their jobs than younger employees, while people who are more experienced in their jobs are highly satisfied and could adjust easily than those who are less experienced. It is therefore imperative to examine the influence of gender and years of experience on business educators' work adjustment in colleges of education in Delta state.

Research Questions

The following research questions guided the study.

1. What is the influence of gender on business educators' work adjustment in colleges of education in Delta state?
2. What is the influence of years of experience on business educators' work adjustment in colleges of education in Delta state?

Methodology

The study adopted a descriptive survey research design. The population of this study is ninety-six (96) full-time business educators in three Colleges of education in Delta State. No sampling was drawn due to the manageable size of the population. The instrument for data collection was a structured questionnaire titled "influence of gender and years of experience on business educators' work adjustment questionnaire (IGYEBEWAQ)". 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 through administering the questionnaire in a pilot study to 15 business educators in colleges of education in Akwa Anambra state. Afterwards, Cronbach alpha method of internal consistency was used to establish the reliability (0.71) respectively. Data was collected by the researchers with the help of three research assistants. Data collected relating to the research questions was analyzed using mean and standard deviation. Decision was made using the real limit of numbers thus, strongly agree 4.00 – 3.50, agree 2.50 – 3.49, disagree 1.50 – 2.49, strongly agree 1.00 – 1.49. The analyses were computed using the Statistical Package for Social Sciences (SPSS version 27).

Results

Research Question 1: What is the influence of gender on business educators’ work adjustment in colleges of education in Delta state?

Table 1: *Mean and standard deviation on the influence of gender on business educators’ work adjustment in colleges of education in Delta state*

S/ N	In my place of work;		Mean	SD	Decision
1	I am busy all the time	Male	2.79	.82	Agree
		Female	2.50	.66	Agree
2	I am given the chance to work alone	Male	3.69	.88	Strongly agree
		Female	3.40	.71	Strongly agree
3	I am given the chance to attained to personal matters	Male	3.72	.76	Strongly agree
		Female	3.43	.80	Strongly agree
4	I am given the chance to participate in community events	Male	1.49	.56	Strongly disagree
		Female	2.40	.71	Disagree
5	The college management values my contributions	Male	3.56	.55	Strongly agree
		Female	1.60	.55	Disagree
6	I quickly respond to improve my work situation	Male	3.66	.53	Strongly agree
		Female	1.63	.54	Disagree
7	I am given the chance to direct other people on what to do	Male	2.63	.48	Agree

8	I am given the chance to make use of my abilities	Female	3.47	.56	Agree
		Male	3.72	.52	Strongly agree
9	I like the way my college policies are put into practice	Female	2.63	.54	Agree
		Male	1.46	.49	Strongly disagree
10	I actively change those aspects of my job and my work environment where I think it's necessary	Female	2.70	.58	Agreed
		Male	1.73	.51	Disagree
11	I keep all my worries and personal problems to myself	Female	1.57	.66	Disagree
		Male	3.50	.61	Strongly agree
12	My salary is commensurate to the amount of work I do	Female	3.60	.66	Strongly agree
		Male	3.40	.55	Strongly agree
13	I am given the chance to try my own methods of doing things	Female	3.56	.49	Strongly agree
		Male	3.41	.66	Agree
14	The working condition is conducive	Female	3.43	.55	Agree
		Male	3.40	.61	Agree
15	I like the way my co-workers get along with each other	Female	2.66	.53	Agree
		Male	1.66	.53	Disagree
16	The college management really cares about well-being of staff	Female	2.63	.48	Agree
		Male	2.60	.48	Agree
17	I consider my job more important than my activities outside work	Female	2.60	.61	Agreed
		Male	3.60	.55	Strongly agree
18	I make changes in myself when I am dissatisfied with work	Female	3.50	.61	Strongly agree
		Male	1.43	.75	Strongly disagree
19	I have self-efficacy for adjusting to a new location at times	Female	1.57	.66	Disagree
		Male	3.36	.70	Agree
20	I would persevere in trying to improve my work my work situation	Female	2.70	.58	Agree
		Male	2.57	.75	Agree
The Average Mean			5.75		Strongly agree

The results in Table 1 shows the mean and standard deviation on the influence of gender on business educators' work adjustment in colleges of education in Delta state. The respondents from both genders rated strongly agreed to majority of the items raised on the influence of gender on business educators' work adjustment in colleges of education in Delta

state. The standard deviation scores show heterogeneity in the respondents rating (.48-.88).

Research Questions 2: What is the influence of years of experience on business educators’ work adjustment in colleges of education in Delta state?

Table 2: Mean and standard deviation on the influence of years of experience on business educators’ work adjustment in colleges of education in Delta state

S/N	In my place of work;		Mean	SD	Decision
1	I am busy all the time	1-10years	1.97	.99	Disagree
		11years and above	2.97	.89	Agree
2	I am given the chance to work alone	1-10years	2.55	.76	Agree
		11years and above	2.33	.86	Disagree
3	I am given the chance to attained to personal matters	1-10years	3.01	1.01	Agree
		11years and above	2.67	.86	Agree
4	I am given the chance to participate in community events	1-10years	3.25	.53	Agree
		11years and above	3.20	.62	Agree
5	The college management values my contributions	1-10years	2.47	.62	Disagree
		11years and above	3.36	.56	Agree
6	I quickly respond to improve my work situation	1-10years	3.35	.52	Agree
		11years and above	2.61	1.11	Agree
7	I am given the chance to direct other people on what to do	1-10years	3.61	1.99	Agree
		11years and above	2.96	.76	Agree
8	I am given the chance to make use of my abilities	1-10years	3.24	.81	Strongly agree
		11years and above	2.76	.63	Agree
9	I like the way my college policies are	1-10years	3.72	.77	Strongly

	put into practice	11years and above	2.31	.67	disagree Agree
10	I actively change those aspects of my job and my work environment where I think it's necessary	1-10years	3.51	1.01	Strongly agree
		11years and above	2.51	.62	Agree
11	I keep all my worries and personal problems to my self	1-10years	3.11	.61	Strongly agree
		11years and above	2.01	.65	Disagree
12	My salary is commensurate to the amount of work I do	1-10years	2.04	1.01	Disagree
		11years and above	3.02	.52	Strongly agree
13	I am given the chance to try my own methods of doing things	1-10years	1.61	.99	Agree
		11years and above	2.96	.76	Agree
14	The working condition is conducive	1-10years	1.24	.81	Agree
		11years and above	1.76	.63	Agree
15	I like the way my co-workers get along with each other	1-10years	2.02	.77	Disagree
		11years and above	2.37	.67	Agree
16	The college management really cares about well-being of staff	1-10years	2.51	.81	Agree
		11years and above	2.51	.62	Agree
17	I consider my job more important than my activities outside work	1-10years	3.34	.61	Agree
		11years and above	2.01	.65	Disagree
18	I make changes in myself when I am dissatisfied with work	1-10years	2.04	.11	Disagree
		11years and above	3.51	1.01	Strongly agree
19	I have self-efficacy for adjusting to a new location at times	1-10years	2.51	.62	Agree

		11years and above	3.11	.61	Agree
20	I would persevere in trying to improve my work my work situation	1-10years	2.01	.65	Disagree
		11years and above	2.04	1.01	Disagree
	The Average Mean		5.30		

Table 2 reveals that the mean and standard deviation on the influence of years of experience on business educators' work adjustment in colleges of education in Delta state. The result revealed that majority of the respondents agreed to the items raised on the influence of years of experience on business educators' work adjustment in colleges of education in Delta state. The standard deviation scores show heterogeneity in the respondents rating (.52-1.01).

Discussion of Findings

The study revealed that the respondents from both genders rated strongly agreed to majority of the items raised on the influence of gender on business educators' work adjustment in colleges of education in Delta state. This finding conforms with the study of Hee, Shi, Kowang, Fei and Ping (2020) the study revealed that job satisfaction among others were found to have significant positive relationship in the selected institution. Hee et al (2020) further found that finding also revealed that top management leadership was discovered to have the most significant relationship with job satisfaction. The study further conforms with the findings of Gaunya (2016) which revealed that certain dimensions of organizational climate such as identity, conflict management and rewards had statistically significant positive relationship with job satisfaction. This had the implication 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.

The result revealed that majority of the respondents agreed to the items raised on the influence of years of experience on business educators' work adjustment in colleges of education in Delta state. This conforms with Khahan and Peerapong (2013) who found that the personality characteristics and job satisfaction factors showed direct effect to work adjustment factor. Also, that the personality characteristics had indirect effect to work adjustment although job satisfaction was statistically significant in the same vein, the study agrees with Ajayi (2017) who found that job stress does not determine turnover intention of participant as it accounts for .001% of the variance in the level of turnover intention of the participants, the hypothesis is therefore rejected. Job tenure was also found not to predict turnover intention level of participant as the result suggests that job tenure does not significantly predict turnover intention. This means that job tenure does not determine the intention to quit level of the participant. However, job tenure accounts for 0.04% of the variance in the level of turnover intention of the participants.

Conclusions

Based on the findings of this study it was concluded that gender and years of experience both influence business educators' work adjustment in colleges of education in Delta state. It is therefore important that employees' work adjustment should be looked into so as to maintain optimal workers' retention. 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.

Recommendations

Appropriate motivational strategies should be adopted by management of colleges of education to enhance business

educators job satisfaction for proper work adjustment in the workplace. There is need for colleges of education to conduct exit interview when an employee leaves the college, this is to get first-hand information on the reason for their exit so as to address the issue(s) if any.

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