



RELATIONSHIP BETWEEN MOTIVATION AND WORK ADJUSTMENT OF BUSINESS EDUCATORS IN COLLEGES OF EDUCATION IN DELTA STATE

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Abstract

The need to enhance the working conditions of business educators in order to ensure job satisfaction and work adjustment necessitated the study to examine the relationship between motivation and work adjustment of business educators in colleges of education in Delta state. The study adopted the correlational research design. The population for the study comprised eighty-five full time business educators in colleges of education in Delta state. The instrument for data collection was structured questionnaire titled Business Educators Motivation Scale (BEMS) and Business Educators Work Adjustment Scale (BEWAS) adapted from other studies after extensive review of the literature. The questionnaire was structured on a 4-point Likert scale. The instrument was validated by three experts with the reliability coefficients of 0.73 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 analysis and the linear regression analysis was used to test the null hypotheses. The results from the study revealed a moderate positive relationship between motivation and work adjustment of male and female business educators in colleges of education in Delta State. The findings of the study also revealed that there was significant relationship between motivation and work adjustment of business educators in Colleges of Education Delta State based on gender. Based on the findings of the study, it was concluded that relationship exists between motivation and work adjustment of male and female business educators. It was therefore recommended that, awarding incentives based on performance of business educators should be encouraged in business education programme by the government, NGOs and philanthropist to enhance national competitiveness, among business educators as well as inspire them to achieve higher level of efficiency which could influence the academic performance of students positively.

Keywords: Business educators, Colleges of education, Motivation, Work-Adjustment.

Introduction

Employee motivation is one of the important concepts in every field of study that requires human cooperation, collaboration and relationship. Employee motivation is the key to organizational effectiveness and is a predictor of job performance and satisfaction (Uka & Prendi, 2021). Motivated employees could be the cornerstone of any organization and could help an organization to achieve



their goals and survive. Productivity and retention of employees could be enhanced through the employees' motivation. Motivation is the process of influencing behavior based on the knowledge of what make people who they are (Koca, 2016). It is the basic psychological process usually experienced by every worker. Motivation could arouse, energize, direct and sustain behaviour performance and work adjustment. It is a process of stimulating people into action in order to achieve a desired task.

According to Onoyase (2017), motivation could be defined as the direction and persistence of actions of people over a long period of time and even in the face of challenges. The author further noted that individual's behaviours are determined by what motivate them, and that their performance are not ascertained by only their ability but their level of motivation as well. Motivation could be extrinsic or intrinsic (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Extrinsic motivation is external, while intrinsic motivation is internal or self-motivation. Singh, (2016) also posited that extrinsic motivation is concerned with tangible rewards such as salary, promotion and the work environment while intrinsic motivation bothers on psychological rewards such as opportunity open to the employee to use his ability and a sense of challenge and achievement in the workplace. Motivated employees seem to be aware and conscious of the institutional goals that should be achieved (Dike, 2019). They are more satisfied with their jobs (Singh, 2016). A worker, who is motivated and satisfied with the nature of his job, usually, performs his duties happily. As long as an organization through its policy and motivational strategies continues to meet the employees' needs, there is tendency that work adjustment could be enhanced.

Work adjustment is the interaction between the employee and the work environment in which each has the requirements of the other (Paramjinang, 2015). Uko and Ihebom (2020) further opined that it is the satisfactory adaptation of the day-to-day life and keeping a balance between needs and capacity to realize needs. Work adjustment is indicated and rated by the level of satisfaction the employee exhibits towards the work, colleagues and work environment (Osborne & Hammoud, 2017). As the work environment requires certain tasks to be performed, the employees need to provide skills and commitment to perform the tasks. This commitment could be enhanced through appropriate motivation. Employees require motivation for work performance which could be in the form of conducive working environment, adequate salary, fringe benefits, regular promotion, job security, career development and recognition. The need to enhance the working conditions of the employees including business educators in order to ensure job satisfaction and work adjustment in organizations is very crucial, since feeling of inadequacy and staff turn-over may be due to stress and job dissatisfaction.

A business educator is an individual who plays a critical role in making business education viable and visible in the learning environment and beyond (Nwokike, Ezeabii & Jim, 2018). Such individuals also plays the critical role of agent of change in business education, delivers high quality instruction on business education and is able to identify problems facing teaching and learning in the field as well as speculate solutions to such problems (Ezenwafor & Onokpaunu, 2017). Business educators in the context of this study are individuals who are professionally qualified and are employed to teach business education and its related subjects in education institutions. Business education is an aspect of vocational and technical education designed to provide individual with knowledge, skills and attitude for occupational work and advancement (Obidile & Onyeagba, 2019). Business educators could either be motivated or not motivated in the teaching and learning processes. Business educators who are motivated are likely to have increased job satisfaction and might perform better as Bozpolat (2016) stated that teachers who are motivated tend to perform well. They are likely to go the extra miles to ensure that learning outcomes are achieved. This in turn shows some level of satisfaction with their jobs as they are seen to be dedicated to their duties. On the contrary, job dissatisfaction culminates in higher absenteeism, staff turnover, labour problems, labour grievances and attempts to have a negative organizational climate (Dickson, Chujor & Lumi,



2017). The focus of business educators is to transfer the required competencies to their students to enable them become independent especially when they graduate from higher institutions like universities and colleges of education.

Colleges of education are identified as one of the tertiary institutions of learning in Nigeria as contained in the Federal Republic of Nigeria, FRN (2014). Its policy articulates the dream of having the Nigerian Certificate of Education (NCE) as the minimum qualification for entry into the teaching profession. Colleges of education in Nigeria started at the inspiration of external aid from the UNESCO to the Nigerian Government in 1962. They were named Advanced Teachers Colleges which was later transformed into Colleges of Education. Today, Colleges of Education are classified into federal, state and private. Undoubtedly, the realization that colleges of education are tools for national development has led to an unbridled quest for, and vigorous expansion of the institution. Understanding of factors that contribute to business educators' motivation in Colleges of Education has become more critical due to the rapid changing nature of the College system and business educators' roles in the education sector. The functions of business educators are numerous and tasking, such functions include inculcating in the learners the right norms towards functionality in the world of work, especially with the thrusts towards actualizing the policy on the National Certificate in Education qualification becoming the minimum acceptable certificate for entry into the teaching profession in Nigeria. Business educators in colleges of education therefore, are to train professionals who are expected to be innovative and skilled in accounting, office technology management and commerce and cooperative studies after graduation. The issues regarding staff motivation, job satisfaction and work adjustment have prevailed despite the policy made by the government to improve the standard of education in the country (including business education). Several studies have existed on the relationship between workers' motivation and productivity, but none to the knowledge of the researchers has been empirically established on the relationship between staff motivation and work adjustment of business educators in Colleges of Education in Delta state. Hence, the need for the study.

Gender as a moderating variable in this study, could influence the motivation and work adjustment of business educators as they are made up of males and females. Alice, Gregor and Georg (2015) in a study noted that females are more motivated with their jobs and they tend to spend longer time doing a particular job than their male counterparts. They argued that men have a lot of needs to satisfy which could make it difficult for them to spend a very long time on a particular job especially if their needs are not met in their present jobs. It is therefore imperative to ascertain the influence of gender in the present study to either uphold the statement or otherwise, as stated in the hypothesis.

Statement of the Problem

Business education is a programme of study that prepares the recipients to gain paid job or become self-employed. The teaching of business education requires high competencies on the part of business educators in order to motivate students to learn effectively. As the work environment requires certain tasks to be performed, the employees also need to provide skills and commitment to perform the tasks. This commitment is usually enhanced through appropriate motivation. Observation shows that business educators in the colleges of education are plagued with poor conditions of service, harsh management policy, among others. These situations might make business educators in the Colleges of education to be withdrawn from their jobs or not to exhibit considerable capacity to manage and adapt to work pressure and demands and this could affect the academic performance of students. Understanding the factors that contribute to business educators' motivation in Colleges of Education has become more critical, due to the rapid changing nature of the College system and business educators' roles in the society. Hence, the need to ascertain the



relationship between staff motivation and work adjustment of business educators in colleges of education in Delta State.

Research Questions

The following research questions guided the study;

1. What is the relationship between motivation and work adjustment of male business educators in Colleges of Education in Delta State?
2. What is the relationship between motivation and work adjustment of female business educators in Colleges of Education in Delta State?

Null Hypotheses

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

1. There is no significant relationship between motivation and work adjustment of male business educators in Colleges of Education in Delta State.
2. There is no significant relationship between motivation and work adjustment of female business educators in Colleges of Education in Delta State.

Method

The study adopted a correlational research design. According to Nworgu (2015), correlation research design is used to ascertain if two or more variables relates with each other. As the study sought to examine the relationship between staff motivation and work adjustment of business educators, the design is therefore adequate for the study. The study was carried out in Colleges of Education in Delta State. The population of the study consisted of all the eighty-five full-time business educators in three Colleges of education in Delta State. There was no sampling as the population was manageable; hence the whole population was studied. The instruments for data collection were structured questionnaire titled 'Business educators motivation scale (BEMS)' and 'Business educators work adjustment scale (BEWAS)' which were adopted from other studies after extensive review of the literature. The questionnaire consisted of two sections. Section A sought for background information of the respondents and Section B contained 41 items organized into two sub-sections of B1 (21 items) and B2 (20 items) covering the research questions. 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. The instruments were validated by three experts, two experts from the Department of Vocational Education, Federal College of Education, Asaba and one expert from Measurement and Evaluation Unit in Nnamdi Azikiwe University, Awka. The reliability of the instruments was established by administering the questionnaire to 20 business educators in a College of Education in Anambra State who were not part of the population. Data collected were analyzed using Cronbach Alpha's method which yielded the coefficients of 0.73 and 0.81 respectively. The instruments for the study were administered to the respondents and were collected back after four days by the researchers, with the help of three research assistants whom they gave instructions regarding what to do. Out of 85 copies administered, 77 copies (which represents 98 percent) were properly filled and used for data analysis. Data collected relating to the research questions were analyzed using Pearson product moment correlation and the linear regression analysis was used to test the null hypotheses at 0.05 level of significance. The analysis was done using the Statistical Package for Social Science 27 (SPSS 27). The decision rule was that where the significant p-value was less than the alpha value, the null hypotheses was rejected (there is a significant relationship). Otherwise, where the significant p-value was greater than the alpha value 0.05, the null hypotheses was not rejected (there is no significant relationship).

Results



Research Question 1: What is the relationship between motivation and work adjustment of male business educators in Colleges of Education in Delta State? Data relating to research question 1 is presented in Table 1 below.

Table 1: Pearson r on motivation and work adjustment of male business educators in Colleges of Education in Delta State.

Source of Variation	N	Motivation r	Work adjustment r	Remark
Motivation	28	1.00	0.419	Moderate positive relationship
Work adjustment	28	0.419	1.00	

In Table 1, the findings reveal that a moderate positive relationship of 0.419 exists between motivation and work adjustment of male business educators in colleges of education in Delta State.

Research Question 2: What is the relationship between motivation and work adjustment of female business educators in Colleges of Education in Delta State? Data relating to research question 2 is presented in Table 2 below.

Table 2: Pearson r on motivation and work adjustment of female business educators in Colleges of Education in Delta State.

Source of Variation	N	Motivation r	Work adjustment r	Remark
Motivation	49	1.00	0.499	Moderate positive relationship
Work adjustment	49	0.499	1.00	

Findings from Table 2 show that a moderate positive relationship of 0.499 exists between motivation and work adjustment of female business educators in colleges of education in Delta State.

Hypothesis 1: There is no significant relationship between motivation and work adjustment of male business educators in Colleges of Education in Delta State. Data relating to hypothesis 1 is presented in Table 3 below.

Table 3: Linear regression on the relationship between motivation and work adjustment of male business educators in Colleges of Education Delta State.

N	R	R ²	Adjusted R ²	df	F	p-value	Remark
28	0.419	0.492	0.144	26	5.528	0.027	S

S = Significant

Table 3 reveals that at 0.05 level of significance and 26df, the F value of 5.528 with p-value 0.027 is less than 0.05 significance level, hence the null hypothesis is rejected. This shows that there is a significant relationship between motivation and work adjustment of male business educators in Colleges of Education in Delta State.

Hypothesis 2: There is no significant relationship between motivation and work adjustment of female business educators in Colleges of Education in Delta State. Data relating to hypothesis 2 is presented in Table 4 below.

Table 4: linear regression on the relationship between motivation and work adjustment of female business educators in Colleges of Education Delta State.

N	R	R ²	Adjusted R ²	df	F	p-value	Remark
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49	0.499	0.462	0.233	47	15.583	0.000	S
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S = Significant

Table 4 reveals that at 0.05 level of significance and 47df, the calculated F value of 15.583 with p-value 0.000 is less than 0.05, hence the null hypothesis is rejected. This implies that there is a significant relationship between motivation and work adjustment of female business educators in Colleges of Education in Delta State.

Discussion of Findings

The findings of this study revealed a moderate positive relationship of 0.419 and 0.499 between motivation and work adjustment of male and female business educators in colleges of education in Delta State. This finding agrees with the findings of Ekere (2010); Olajojo, Oyeboad and Gbotosho (2017), which revealed that there was a relationship between motivation and work adjustment of employees. This implies that when workers are motivated, their work performance could be enhanced. Findings of the study also revealed that there is a significant relationship between motivation and work adjustment of business educators in Colleges of Education in Delta State as a result of gender. This is in agreement with the result of Qadir, Saheed and Khan (2017) who found that motivation has a significant effect on employees' performance as a result of gender. This could be as a result of the influence of motivation on employees irrespective of gender.

Conclusion

Based on the findings of the study, it was concluded that relationship exists between motivation and work adjustment of male and female business educators.

Recommendations

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

1. Awarding incentives based on performance of business educators should be encouraged in business education programmes in tertiary institutions by the government, NGOs and philanthropist to enhance national competitiveness, among business educators as well as inspire them to achieve higher level of efficiency which could influence the academic performance of students positively.
2. There is need for colleges of education to conduct exit interview when an employee leaves the College, so as to ascertain the reason(s) for their exit in order to address the issue(s).

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