

Promotion, Job Tenure and Salary: Tonic of Job Satisfaction of Business Educators in Tertiary Institutions in Edo State.

*Robinson Osarumwense Owenvbiugie¹ & Herrienta A. Olumese²

¹Department of Vocational and Technical Education, Faculty of Education,
University of Benin, Benin City.
Osarumwense.Owenvbiugie@Uniben.Edu, 08033944317

²Department of Vocational and Technical Education,
Faculty of Education, University of Benin, Benin City.

*Corresponding Author

Abstract

The study assessed job satisfaction of business educators in tertiary institutions in Edo State. Three research questions were raised. Two hypotheses were tested at 0.05 level of significance. The study adopted a survey research design. A population of 65 business educators was used for the study. There was no sampling as the entire population was used for the study. The instrument was validated by three experts. Cronbach Alpha was used to determine the reliability of the instrument and this yielded 0.98. Descriptive statistics of mean and standard deviation were used to answer all the research questions. All the null hypotheses were tested using t-test statistics at 0.05 level of significance. The results revealed that business educators, male and female, old and young, married and single, inexperienced and experienced were fairly satisfied with promotion prospects, job tenure and the salaries that they earned. There was a significant difference between male and female business educators in their levels of job satisfaction. There was no significant difference between married and single business educators in their levels of job satisfaction. Based on these findings, it was recommended that business educators' job satisfaction in tertiary institutions in Edo State could be enhanced by management and councils of various tertiary institutions if adequate attention is paid to their welfare in terms of regular promotion, enhanced remunerations and guaranteed job security.

Key words: Promotion, Job Tenure, Salary, Job Satisfaction and Business Educators.

Introduction

The degree of job satisfaction of a business educator has a significant effect on his/her search for alternatives or the attrition rate of workers. The non-recognition for excellent work done, non-provision of good office accommodation for staff, lack of opportunities for advancement through promotion, in-service and on-the-job training, ineffective communication systems, unstable political and economic situations, irregular pay, non-provision of good canteen services, and lack of good office furnishing, among others, may tend to have a significance on the degree of job satisfaction among teachers. Parvin and Kabir (2011) described job satisfaction as how content an individual is with his or her job. In the same vein, Owenbiugie (2015) viewed job satisfaction as a feeling of contentment an employee expresses about his/her job by saying "I am okay" no matter the circumstances one faces in a work situation. Job satisfaction has been an area that has generated a lot of interest since the emergence of human relations movement in the 1930s. This is because of the general belief that the productivity of a worker is a product of the level of his/her job satisfaction.

When the needs of workers are not met, there seems to be dissatisfaction. This is why Clark (2005) stated that when some of these needs are not met, they may result in low job attitude and consequently, poor performance which may be a product of frustration on the part of the workers. Clark continued that where there is prolonged frustration, there are always negative actions such as lateness to work, poor quality of work, quarrels with colleagues, disputes with management, which may eventually lead to the individual leaving the organization. In support of this position, Eduwen (2010) observed that an aggrieved worker is an unhappy worker and an unhappy worker cannot do effective work. He becomes depressed, his morale is low and as a result, his effectiveness drops. Nollen (2003) also observed that happy employees are productive and efficient.

The teacher forms the pivot on which the learning process of a state or nation revolves. Since education is an instrument of development and progress of a country, the teacher therefore, occupies an important place as the facilitator and custodian of the learning process. The future of any country lies in the hands of its teachers. Over the years, the challenges of teachers range from poor conditions of service to lack of security. For many, teaching seems to be a stepping-stone to other alternative jobs with better pay and incentives. Teachers, male and female, married and single, need to be motivated to find fulfilment and challenges in their work so as to enhance their productivity. When working conditions are made more attractive and salaries paid regularly, teachers may find fulfilment and

challenges in their work. A salary is a fixed amount of money paid to a lecturer by an employer in return for work performed.

Eduwen (2010) reported that five factors stand out as strong determinants of job satisfaction and these are: promotion, job tenure, salary, social support, and supervision. Promotion, as used in this study, is the advancement of an employee from one job position to another that has a higher salary range, a higher level of job title, and often, more and higher levels of job responsibilities. Job tenure is the status granted to an employee after a probationary period, usually three years, indicating that the position or employment is permanent. Business educators, lecturers and teachers are used interchangeably in this study. Business educators are people who are professionally qualified to teach business programmes. Tertiary institutions, as used in this study, are the universities, polytechnics, monotechnics and colleges of education in Edo State.

Many organizations including tertiary institutions in Edo State stand the risk of losing their valuable employees who are not satisfied with their jobs. This claim is supported by Pennsylvania State University (2011) which stated that many organizations in the United States stood the risk of losing their employees who felt undervalued and de-motivated. The same argument may be applicable to other countries including Nigeria.

Job satisfaction has been adjudged by Habib, Khursheed and Idrees (2010) as the most studied variable due to its importance in organizational behaviour. Goulet and Frank (2002) contended that the continued interest in carrying out research in this area is as a result of the belief that if properly managed organizational commitment can lead to beneficial consequences such as organizational effectiveness, improved performance, reduced turnover and absenteeism. There is still no clear understanding how factors purported to be associated with job satisfaction contribute to its development. In order to improve the welfare of teachers in tertiary institutions, both at the federal and state levels, the government at various times seemed to have approved new pay packages for teachers. In spite of various roles played by government and other stakeholders to improving the welfare of teachers in tertiary institutions in Nigeria, the exodus of business educators from tertiary institutions to other sectors of the economy still persists. This state of affair was observed by Owenubi (2015) when he said that business educators left lecturing jobs for multinational companies, banks, politics, production companies, and so on. This attrition rate may make the various institutions incur a significant amount of costs such as opportunity costs, costs required for reselection and retraining, and a decreased level of morale of the remaining workers. These costs may become more serious when an

organization loses valuable employees who are difficult to replace. This level of turnover may be injurious to human resource development in the various tertiary institutions in the states. If this trend of turnover continues unabated, tertiary institutions offering business education programmes in Edo State may be adversely affected. What could be responsible for this rate of turnover of business educators?

Purpose of the Study

The main purpose of this study was to determine the level of job satisfaction for business educators in tertiary institutions in Edo State. The specific objectives were to determine:

1. the extent business educators are satisfied with their promotional prospects in tertiary institutions in Edo State;
2. the extent business educators are satisfied with their job tenure in tertiary institutions in Edo State;
3. the extent business educators are satisfied with the salaries they earn in tertiary institutions in Edo State.

Research Questions

The following research questions guided the study:

1. To what extent are business educators satisfied with their promotional prospects in tertiary institutions in Edo State?
2. To what extent are business educators satisfied with their job tenure in tertiary institutions in Edo State?
3. To what extent are business educators satisfied with the salaries they earn in tertiary institutions in Edo State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant difference between male and female business educators in tertiary institutions in Edo State in their levels of job satisfaction.
2. There is no significant difference between married and single business educators in tertiary institutions in Edo State in their levels of job satisfaction.

Methodology

The survey research design was employed for this study. According to Leary (2010), a survey uses questionnaires and interviews to collect information about people's attitudes, beliefs, feelings, behaviours and lifestyles.

The population consisted of 65 business educators in Federal, state and private universities, colleges of education, polytechnics, and monotechnics in Edo State. This is made up of 24 university lecturers, 13 polytechnic lecturers, 25 lecturers in the colleges of education, and 3 lecturers in the monotechnic. The population was made up of male and female business educators with different qualifications, experiences, ages, as well as marital status. A population size of 65 was used for the study.

The instrument used to gather data for this study was a structured questionnaire titled Lecturers' Job Satisfaction Questionnaire (LJSQ). The present instrument is made up of two sections A and B. Section A consisted of demographic data, such as name of school, gender, teaching experience and marital status. Section B consisted of 24 items on job satisfaction that examined job dimension variables of promotion, job tenure and salary. The instrument used for the study was a Likert-type scale made up of five response options of Highly Satisfied, Satisfied, Fairly Satisfied, Dissatisfied and Highly Dissatisfied on dimensions of job satisfaction of business educators.

The instrument designed for the study was validated by three experts from the University of Benin. They made their comments and suggestions on the face validity of the instrument. Thereafter, the necessary corrections were incorporated into the final draft of the instrument. The reliability of the data collected was determined by using the Cronbach Alpha method. This method was found more appropriate in that it takes care of the internal consistency of the instrument. The instrument was administered on 20 business educators in Delta State. The coefficient for promotion opportunities was 0.91, job tenure 0.85, salary 0.94. The value of the reliability obtained for all the variables was 0.98.

Copies of the questionnaire were administered on 65 business educators in tertiary institutions in Edo State. The researcher personally administered some of the questionnaire items to the respondents, while two research assistants (who were employed and briefed for two weeks) administered others. A period of one week was used for the distribution and collection of the questionnaires. On the whole, 65 copies of the questionnaire items representing 100% were returned and used.

Descriptive statistics of mean and standard deviation were used to answer all the research questions. All the null hypotheses were tested using t-test statistics at 0.05 level of significance.

Questionnaire items related to the research questions had five response categories. Real limit of values were used for the decision in selecting the items

that were appropriate in accepting satisfaction and dissatisfaction levels for business educators. Response Category

Rating	Boundary Limit	
Highly Satisfied (HS)	5	4.50 – 5.00
Satisfied (S)	4	3.50 – 4.49
Fairly Satisfied (FS)	3	2.50 – 3.49
Dissatisfied (D)	2	1.50 – 2.49
Highly Dissatisfied (HD)	1	0.50 – 1.49

Decision Rule

The level of satisfaction or dissatisfaction of each questionnaire cluster related to the research questions was determined based on grand mean. The null hypothesis was upheld if the t-calculated value was less than the t-critical value at alpha value of 0.05. However, if the t-calculated was greater than t-critical, the null hypothesis was rejected.

Data Presentation and Analysis

Tables were used in the presentation and in accordance with the three research questions raised and two hypotheses formulated for the study.

Research Question 1

To what extent are business educators satisfied with their promotional prospects in tertiary institutions in Edo State?

Data collected in respect of this research question are shown in Table 1.

Table 1: Respondents' Mean Responses to Promotional Prospects of Job Satisfaction

S/N	Aspects of Promotion Prospects	Mean	S.D	Remark
1.	The opportunity for advancement in the job	3.37	.89	FS
2.	The opportunity of getting ahead in the job	3.28	.96	FS
3.	The ways promotions are carried out	3.10	1.00	FS
4.	The ways promotions are given for the work done	3.07	.96	FS
5.	Promotion criteria	3.11	1.00	FS
6.	The feeling of accomplishment derived from promotions	3.10	.99	FS
7.	The ways individuals are rewarded for loyalty	2.98	1.09	FS

8.	The ways individuals are rewarded for their performance	3.05	1.04	FS
Grand Mean		3.13	0.99	FS

The data shown in Table 1 revealed that the mean values of the respondents ranged from 2.98 to 3.37. It equally revealed that the standard deviation of the items on the table ranged from .09 to 1.08, with a grand mean of 3.13

The mean values showed that business educators were fairly satisfied in all the eight items of promotional prospects, while standard deviation showed that their responses were not relatively far from the mean values. The grand mean of 3.13 revealed that business educators were fairly satisfied with promotional prospects.

Research Question 2

To what extent are business educators satisfied with their job tenure in tertiary institutions in Edo State?

Data collected in respect of this research question are shown in Table 2.

Table 2: Respondents' Mean Responses to Job Tenure of Job Satisfaction

S/N	Aspects of Job Tenure	Mean	S.D	Remark
9.	The way layoff is carried out in my job	3.00	1.17	FS
10.	The opportunity to be important in the eyes of fellow colleagues	3.11	.97	FS
11.	The opportunities provided for staff development	3.18	.98	FS
12.	My present job gives me a sense of accomplishment	3.12	.99	FS
13.	The ways my job provides for a secure future	3.20	.99	FS
14.	The level of my job security in the organization	3.27	.95	FS
Grand Mean		3.15	1.01	FS

The data shown in Table 2 revealed that the mean rating of the respondents ranged from 3.00 to 3.27. It further revealed that the standard deviation ranged from .95 to 1.17, with a grand mean of 3.15.

All the items on the table showed that all business educators expressed fair satisfaction with their job tenure in the various tertiary institutions they worked

with. The grand mean of 3.15 conclusively revealed that vocational educators were fairly satisfied with their job tenure.

Research Question 3

To what extent are business educators satisfied with the salaries they earn in tertiary institutions in Edo State?

Data collected in respect of this research question are shown in Table 3.

Table 3: Respondents' Mean Responses to Salaries of Job Satisfaction

S/N	Aspects of Salary Satisfaction	Mean	S.D	Remark
15.	My salary value in relation to the amount of work I do	2.97	.98	FS
16.	The level of my salary with respect to my experience	2.83	.91	FS
17.	The way regular salaries and allowances are paid	2.99	1.08	FS
18.	The opportunity for salary advancement	2.93	.98	FS
19.	The opportunity to make as much money as my colleagues in other jobs	2.75	1.04	FS
20.	How my pay compares with that of similar positions in other industries	2.79	1.07	FS
21.	The ways I am adequately reimbursed for my services	2.78	1.05	FS
22.	The relationship between my performance and remuneration	2.84	1.02	FS
23.	The way salary is regularly paid	3.16	1.12	FS
24.	The amount paid for allowances is adequate	2.78	1.03	FS
Grand Mean		2.88	0.73	FS

The data shown in Table 3 reveals that the mean rating of the respondents ranged from 2.75 to 3.16. It further revealed that the standard deviation ranged from .91 to 1.12 with a grand mean of 3.61

It revealed that all the ten items regarding their satisfaction in their salaries and allowances were rated fairly satisfied. The values of the standard deviation revealed that the responses did not relatively deviate far from the mean responses. The grand mean of 2.88 concluded that business educators were fairly satisfied with the salaries they earned.

Analysis of Data related to Hypotheses

Two hypotheses were tested at 0.05 level of significance.

Null Hypothesis 1

There is no significant difference between male and female business educators in tertiary institutions in Edo State in their levels of job satisfaction.

Table 4: Summary of t-test of Male and Female Business Educators' Job Satisfaction

Variables	Gender	N	Mean	SD	df	t-val	p-val.	Dec
P/ Prospects	Male	86	25.55	6.05	176	1.12	.27	NS
	Female	92	24.55	5.78				
Job Tenure	Male	86	19.20	4.32	176	1.01	.32	NS
	Female	92	18.52	4.61				
Salary	Male	86	28.74	6.69	176	-.16	.88	NS
	Female	92	28.90	6.82				

NS: Not Significant

Source: Researcher's Fieldwork (2016)

The results of Table 4 showed the summary of t-test of male and female business educators' job satisfaction. The table showed t-values of 1.12, 1.01, -0.16, for promotion prospects, job tenure and salary. The corresponding p-values of the variables were 0.27, 0.32, 0.88, respectively. Since the values were greater than the alpha value of 0.05, the t-values were significant for the three variables, hence there was no significant difference between the mean responses of male and female business educators in their job satisfaction as regards promotion prospects, job tenure and salary.

Null Hypothesis 2

There is no significant difference between married and single business educators in tertiary institutions in Edo State in their levels of job satisfaction.

Table 5: Summary of t-test of Married and Single Business Educators' Job Satisfaction

Job Satisfaction Variables	Marital Status	N	Mean	SD	df	t-value	p-value	Decision
Promotion Prospects	Married	124	25.17	6.34	176	.44	.66	NS
	Single	54	24.74	4.84				
Job Tenure	Married	124	19.03	4.59	176	.61	.55	NS
	Single	54	18.59	4.09				
Salary	Married	124	28.40	6.57	176	-1.11	.27	NS
	Single	54	29.63	7.16				

NS: Not Significant

Source: Researcher's fieldwork (2016)

The results of Table 5 showed the summary of t-test of married and single business educators' job satisfaction. The table showed t-values of .44, .61, -1.11, .68 for promotion prospects, job tenure and salary. The corresponding p-values of the variables were 0.66, 0.55, and 0.27, respectively. Since the values were greater than the alpha value of 0.05, the t-values were significant for the three variables; hence there were no significant difference between the mean responses of married and single vocational educators in their job satisfaction as regards promotion opportunities, job tenure and salary.

Major Findings

The major findings observed in the study as per the data collected were based on the three research questions and two hypotheses. They are as follows:

1. All business educators were fairly satisfied with promotion, job tenure and salary.
2. There was no significant difference in the mean responses between male and female business educators in their levels of job satisfaction with respect to promotion, job tenure and salary.
3. There was no significant difference in the mean responses between married and single business educators in their levels of job satisfaction with respect to promotion, job tenure and salary.

Discussion of Results

The discussions of the results obtained in this study were organized according to research questions that guided the study and hypotheses tested at 0.05 level of significance.

The basic purpose of human resource and labour management is to enhance the confidence of or to improve the employee's attitude to jobs in a good manner. Employees are supposed to be more satisfied when they are happy in their jobs. The main reasons behind this are that satisfied employees are less likely to run away from their jobs, have low absenteeism rate and generate more output than others.

The findings in Table 1 showed that all business educators fairly expressed their satisfaction with promotional prospects. In agreement with this summation, Brown (2001) opined that a considerable increase in the wages of an employee also has a major effect on work. Different organizations or institutions use promotion as a reward for high productivity and also to accelerate the efforts of their workers. It can only be a useful way of compensation where an employee gives a significant value to promotion, if not, then a pay or wage increment is the best reward for more exertion. Hamermesh (2001) asserted that job satisfaction level is less for employees who receive less amounts of pay whereas higher amount receiving employees have a high level of satisfaction.

The status granted an employee at the point of engagement will go a long way in determining his/her job satisfaction to a large extent. An employee who was told on his engagement that his offer of a job was of a temporary nature may likely exercise job dissatisfaction. But an employee who knew from the beginning that his appointment would be confirmed permanently after a probationary period of time, say two or three years, is likely to experience job satisfaction.

The findings in Table 2 showed that all business educators fairly expressed their satisfaction with job tenure. Hellman (1997) did not find job tenure to be a moderator between job satisfaction and intention to leave. Natarajan & Nagar (2011) found that tenure had a positive effect on job satisfaction.

Many managers and practitioners, including lecturers, who work in government or private sectors believe that the magical way to increase job satisfaction is to raise salaries and financial benefits. The utility or well-being of employees does not only depend on the absolute amount of their wages but also on wage increases because people judge their utility with respect to a certain reference point or aspiration level which is argued to be their wage of the prior period.

The findings in Table 3 showed that all business educators fairly expressed their satisfaction with the salaries they received. Brown (2001) demonstrated that workers who believe their payment methods are fair report higher satisfaction with their pay.

Brown and Sessions (2003) suggested that workers prefer an employment environment seen as rewarding their productivity, and that such increases workers' optimism about future employment. On the other hand, Vermandere (2013) maintained that employees were prepared to trade off lower salaries against certain benefits. For example, a higher retirement payout, a particularly interesting job, a job near home, extra holidays, a (better) company car, extra job security, and feeling less controlled at the workplace.

Conclusion

In the light of the findings of the study therefore, it could be concluded that business educators in all the tertiary institutions in Edo State offering business education programmes are satisfied with their jobs. Moreover, sex, marital status and teaching experience of business educators made no significant contribution to job satisfaction.

Factors responsible for attrition rate could not be easily ascertained. Could it be that other factors like achievement, recognition, administrative atmosphere, organizational change, management style, autonomy, culture and life balance which need further investigation could be responsible?

Recommendations

From the findings of the study and conclusions drawn, the following recommendations were made:

1. The study has revealed that there is no significant difference in the level of job satisfaction with respect to promotion, job tenure and salary. Deliberate efforts should be made by management and councils of various tertiary institutions not only to ensure that these variables are sustained in schools but are improved on to promote professional commitment of business educators to their jobs in order to enhance productivity and effectiveness.
2. Managements and more especially, heads of departments, deans of faculties and schools in various tertiary institutions should ensure that business educators are given promotion opportunities, continued training and development. Business educators should be treated respectfully, and should be involved in decision- making in order to reduce the attrition rate of business educators as presently experienced in schools investigated in the study.

3. There is the need for managements to meet genuine demands of business educators so as to strengthen their motivation, job satisfaction and commitment to minimize turnover.

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