
Workplace Variables and Business Educators' Job Performance in Tertiary Institutions in Cross River State, Nigeria

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Abstract

The study examined workplace variables and business educators' job performance in tertiary institutions in Cross River State. To achieve the purpose of the study, two research questions were posed and two hypotheses were formulated to guide the study. The study adopted a survey research design. The population for the study was 89 business educators' from tertiary institutions in Cross River State, Nigeria. Census population was used. A 40 item validated researcher-made four points rating scale questionnaire titled "Workplace Variables and Business Educators' Job Performance Questionnaire" (WVBEJPO) was used for data collection. The instrument was face and content validated by four research experts. A reliability estimate ranging from .76 to .84 was achieved for the instrument using Cronbach Alpha reliability coefficient after a pilot test. The data were analyzed using simple linear regression. All the hypotheses were tested at .05 level of significance. Findings revealed that physical work environment and career progression significantly influenced business educators' job performance in tertiary institutions in Cross River State. Based on the findings of the study, it was recommended amongst others that, owners of tertiary institutions- federal, state, and private proprietors should ensure that they provide the right quality of furniture and equipment, conducive working environment and an illuminated work area for business educators to operate.

Key Words: *Workplace, Variables, Business Educators' and Job Performance*

Introduction

Business Education is an educational programme that prepares students for entry and advancement in jobs and to handle their business affairs as well as to function intelligently as consumers and citizens in a business economy. The teaching staff (business educators) plays one of the most imperative roles in the actualization of Business Education aims and objectives (Atah, 2018). The extent to which business educators achieve this important role depends on the effectiveness of job performance. According to Cascio (2006), performance refers to the degree of achievement of objectives at workplace which builds up an employee job. Most researchers used the term performance to express the range of measurements of transactional efficiency, input and output efficiency (Stannack, 2016), Job performance is defined as behaviors and activities that are performed towards achieving the organization's goals and objectives. Performance is important for organizations as employee performance leads to business success and performance is important to an individual as accomplishing tasks can be a source of satisfaction. working on their job using the computers that are connected to the intranet, users can concurrently interact via e-mails, transact with certain

information systems, search specific information or publish certain information over the intranet will enhance business educator's job performance in work place. Hence, as more work can be done, productivity would certainly increase. These will help in disseminating information, increase productivity, and facilitate knowledge sharing, collaboration, and teamwork among an organization's staff. If used correctly, intranets can build a common culture and enhance information flow within an organization (Bessong, Atah, and Ititim 2019). Chukwurah and Atah (2019) affirmed that business educator's job performance will be effective when there are professional skills to meet modern business needs and to be able to function in today's knowledge-based among business education teachers. This bring enabling environment characterized by adequate infrastructural facilities to facilitate the study of business education content. However, Atah and Bessong (2018) argued that the success of any organization is depends on maintaining an effective relationship among the staff of its organization. For business educator's to be effective in their joy performance there must be a relationship among the management and business education teacher in work place. More so, one key of work place variable required by business educators for job performance is student – teacher relationship, which is the academic relationship between business education teachers and their students. Teachers who support students in the learning environment can positively impact their social and academic outcome which is important for the long-term trajectory of school (Chukwurah and Atah, 2018). The provision of institutional variable within the school environment will influences the activities and the job performance of business educators' teacher and students. This institutional variable is classroom climate. Classroom climate referred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. The impact of classroom climate on students and staff can be beneficial for or a barrier to learning (Atah and Abeng, 2019). When peer tutoring is use in delivering business education curriculum content will help business educators teachers to be effective in performing they academic duties in their work place (Atah, Ukah and Crossdale, 2019). Agim, Ochui and Atah (2020) opined that, it is pertinent for business educators' teachers to be involved in using new technology to improve the students learning and to make business educators job performance more easier in class room environment. They further stressed that when new technology are used in workplace it will increase business educators job performance and productivity in work.

Business educators' job performance is the extent to which the business educators carry out their functions as educators, researchers and community developers to meet the goals of programme. It also refers to how the business educator responds to duty in terms of punctuality in attending lectures, giving and marking assignments, syllabus coverage, preparation of professional documents, supervising the programmes activities and being regular in classes among others. However, it has been observed that some business educators do not teach as they ought to because most hours allotted for teaching are used for discussing trivial issues, and sometimes they do not utilize instructional materials during lecture periods. In addition, some business educators have not been able to disseminate research findings through publications. They rarely provide mentorship for both staff and students, and they hardly contribute to issues relevant to the development of their discipline. It has also been observed that some business educators are not well versed in research methods; hence, some find it challenging to supervise students' projects or seminars creditably. Researchers like Akposi (2016) and Udida (2017) have attributed this problem of poor job performance to poor salary, late payment of remuneration, infrequent fringe benefits, and poor staff motivation among others. It has been observed that the problem of poor job performance of business educators have persisted overtime, and if the problem is not addressed, students will continue to suffer, and the desire of attaining the objectives of Business Education may be a mirage. However, Atah (2019) opined that different types of leadership style would affect

business educator's job performance. And such leadership style includes autocratic, laissez faire, democratic, transactional, situation/contingency. The management may decide to utilize any of positive and negative performance of business educator. Agreeing with this assertion, Etim (2009) stated that in the educational system, the academic performance of students is seen as purely dependent to a large extent on the quality of the teachers, teaching methods, materials and facilities available. This is evident in the rate of Business Education students' continuous failure in their semester examinations each year. Could this poor performance of business educators be unconnected to workplace variables? Could workplace variables influence business educators' job performance? These are some of the questions that motivated the researcher to embark on this study, and finding answers to them are his intent. Atah (2019) agreed that in the institution of higher learning, today students are congested, some standing due to inadequate chairs and desks, others standing by the windows due to inadequate facilities and overpopulation in classes. This many result in low of academic job performance of business educators in Nigeria universities.

Workplace variables connote those physical and psychosocial working conditions made available to the employee for effective and efficient achievement of predetermined objectives. Workplace variables such as physical work environment, staff interpersonal relationship, career progression, performance feedback and performance incentives may be unconnected to the job performance of business educators. When employees' are physically and emotionally fit, they will have the drive to work and their performance outcomes will also increase. Moreover, conducive physical work environment encourages attendant to work and help reduce the rate of absenteeism (Boles, 2014). Staff interpersonal relationship is another important workplace variable that can be utilized in organization for optimal job performance of staff. Interaction among staff and between staff and management within a school environment is crucial for accomplishing set goals. Sias (2009) explained that interpersonal relationships are the core of any organization. It is through these relationships that organizations enjoy harmony or emotional stability, settle disputes and bring divided members to work together. The place of career progression as a crucial workplace variable cannot be overemphasized.

Career progression affects all facets of an organization's life. As an educator, a teacher plays an important role in building and developing students' intellectual capacity for their future needs. As this young generation will most likely take the lead in the development of the nation, it is important that they are provided with high-quality learning process which must be taken into consideration by respective bodies saddled with such responsibilities. Accordingly, teaching like any other profession, needs to be continuously upgraded to fit with the most current condition and stakeholders' needs, hence reserving it as a profession with pride.

Unarguably, business educators in tertiary institutions like to feel that someone cares about their work and appreciates them, which motivates them to perform their job effectively. The management's role in enhancing employees' job performance is to make sure that the work environment is positive, morale is high and employees have the resources they need to accomplish the tasks they have been assigned. However, the poor performance of some business educators which is revealed in their negative work attitude such as lateness, absenteeism, lack of zeal in carrying out assigned tasks and sneaking out of school to run private businesses have persisted overtime. The researcher is worried about this, hence the need for this study to investigate whether workplace variables influence business educators' job performance in tertiary institutions in Cross River State, Nigeria.

Physical work environment does not focus on individual employee or job characteristics but, instead, is a concept that encompasses the physical aspects, psycho-social

and organizational surroundings of work. A physical work environment can result in an employee's fit or misfit to the environment of the workplace. Brill (2015) stated that there are a few factors of physical work environment that need to be improved. The factors include lightings, the floor configuration, office layout and also the furniture layout. Stuart (2015) carried out a study on effect of the physical environment on teacher satisfaction with indoor environmental quality in early learning schools. The study sought to understand better the relative importance of variables within the physical environment for occupants. The research design targets teachers' satisfaction with the physical environment as the outcome variable, based on the assumption that teachers who are satisfied with their classroom provide higher-quality interactions with children. The study was a quasi-experiment and convenience sample was used in the study. Forty-eight (48) teachers from two early learning schools with a total of 31 classrooms completed a written survey that asked about lighting, acoustics, air quality, job satisfaction and overall satisfaction with the space. The predictor variables are measurements from each sensory domain including luminance, particulate matter, carbon dioxide and sound pressure level. Results suggested that background noise, lighting and floor area are good predictors of teacher satisfaction. Teachers' perceptions of various sensory domains are related. Organizational satisfaction mediates satisfaction with some features of the physical environment. The study recommended that managers should make sure that they provide a conducive physical working environment for their subordinates to ensure effective job performance.

According to McCoy and Evans (2005), the elements of physical work environment need to be proper so that the employees would not be stressed while getting their job done. They also stated that the physical element plays an important role in developing the network and relationships at workplace. Faislat and Rasheed (2013) carried out a study on school climate and teacher job performance in Lagos State Nigeria. Correlational survey research design was adopted for the study and a multi-stage cluster sampling technique which divided Lagos State into six educational districts yielded a sample of 1804 students, 238 teachers and 18 Principals. Information was extracted from the respondents using the instruments, named: Teacher Job Performance Questionnaire (TJPAQ); Organisational Climate Description Questionnaire (OCDQ) and the Teacher, these instruments were validated by five specialists and were found reliable with an index of .75. A log-linear model was fitted to show the interaction between the various variables and it shows that teacher job performance is affected by the following variables: availability of facilities-an aspect of physical work environment; class size; leadership style; motivational strategies and teacher morale. The study recommended that principals should provide relevant facilities that would aid the teaching-learning process.

Result of the employees' performance can be increased from five to ten percent depending on the improvement of the physical workplace design at their workplace (Brill, 2015). According to Amir (2010) there are elements that relate to the physical environment. Thushel (2015) investigated impact of work environmental factors on job performance, mediating role of work motivation: A study of hotel sector in England. The study tested the relationship between work environmental factors and job performance with work motivation and the extent to which this relationship is mediated by work motivation among a sample of hotel workers in England. In this cross-sectional study, a questionnaire survey was conducted among 254 hotel workers at twenty-five chain hotels in Bristol, England. Cronbach Alpha estimate for the job performance was 0.936, for physical work environmental factors was 0.942, for psychosocial environment was 0.961 and for motivation was 0.954. The results suggested that there is a significant relationship between work environmental factors and job performance and that work motivation mediates the relationship between physical working

conditions and job performance. The study recommended that physical working conditions should be emphasized as it explained the job performance of hotel workers.

There are two main elements which are the office layout plan and also the office comfort. In line with this assertion, Boyce (2013) asserted that there are a few factors that could affect employees' performance in term of the physical work environment. The factors are lightings of the workplace and noise which will cause discomfort on the employees and thus reduce the employees' productivity. Furthermore, McCoy and Evans (2005) stated that once the employees had become stressed at the workplace, the employees have the high potential of getting their job done very slowly and it will affect the employees' performance. An employee could be affected depending on the task they are given and also the physical environment of the place they are working. By having a good physical environment, the employees could apply their energy and their full attention to perform work (Vischer, 2007).

How workplace is designed and occupied affects not only how people feel, but also their work performance, their commitment to their employer, and the creation of new knowledge in the organization. Better physical environment of office will boost the employees and improve their productivity (Carnevale, 2012). According to Ramlall (2013), people strive to work and to stay in those corporation that provide good and positive physical work environment, where employee feel that they are valued mostly and making difference.

Abdul and Raheela (2015) undertook a study on impact of working environment on job satisfaction. The objective of the study was to analyse the impact of working environment on employee job satisfaction. The study employed a quantitative methodology. Data was collected through a self-administered survey questionnaire. The questionnaire was adopted from a previous validated survey. The target population consists of educational institutes, banking sector and telecommunication industry operating in the city of Quetta, Pakistan. Simple random sampling was used for collection of data from 210 employees. The results indicated a positive relationship between physical working environment and employee job satisfaction. The study concluded with some brief prospects that the businesses need to realize the importance of good physical working environment for maximizing the level of job satisfaction. The study recommended that organization managers should motivate their employees to work hard for achieving the organizational goals and objectives.

Today most office buildings are designed with air conditioning systems, so the temperature level in one room can remain constant all the time. However, certain factors should come into thought in establishing proper temperature level, they are: temperature, humidity, ventilation, and cleanliness. The office design encourages employees to work a certain way by the way their work stations are built. In doing so, the organisation is answering its business plan while making sure their employees have everything they need to work (Al-Anzi, 2009).

A comfortable office environment is a building or room in which workers can generate their work properly as it claim, with proper range of temperature, enough ventilation, and a sufficient humidity. After the temperature level in an office has been set-up properly within the favorable level of humidity, the air in the office still needs to be circulated; otherwise it can increase the temperature, which in turn may cause discomfort. Some small offices still use electric fans to make sure that the air is circulated well (Quible, 2016; Keeling & Kallaus, 2016). In one experiment, Lan (2010) investigated the impact of three different indoor temperatures (17°C, 21°C and 28°C) on productivity. They found that employees feel slightly uncomfortable in both the coolest and warmest of these climates, that they were less motivated and that they experienced their workload as more difficult, with a consequent turn down in productivity.

Christiana (2016) study on the impact of job environment on job satisfaction and commitment among Nigerian nurses. The study examined the impact of job environment

(work-family interface, climate, work roles, and job security) on job satisfaction and commitment among Nigerian nurses. A model was developed and tested using two hundred and twenty eight valid questionnaires, which were completed by nurses in the public hospitals in Lagos, Nigeria. Structural Equation Modeling was adopted to test the hypotheses and relationships that might exist among variables. The results showed that strong relationship exists between job security and job satisfaction; and workers are not satisfied with the present condition of the job environment. The summary of the findings indicated a good fit, which implies that there is strong correlation between the tested dependent and independent constructs. However, the study recommended that decision makers should endeavour to make job environment conducive in order to earn workers' commitment, which tends to increase organizational performance.

Ikonne and Yacob (2014) investigated the influence of spatial comfort and environmental workplace ergonomics on job satisfaction of Librarians in the Federal and State University Libraries in Southern Nigeria. The study adopted the survey research design. The total enumeration technique was used to survey the 500 librarians from the 37 federal and state universities libraries in Southern Nigeria. Descriptive statistics was used to analyze the data collected. The findings revealed that there was a positive relationship between ergonomics (spatial comfort and environmental workplace factors) and job satisfaction. It was recommended that ergonomic measures be introduced and implemented in the design of spatial comfort and environmental workplace factors in the libraries for a greater job satisfaction of the library workforce in Nigerian University libraries.

Career progression affects all facets of an organization life. As an educator, a teacher plays an important role in building and developing students' intellectual capacity for their future needs. As this young generation will take the lead to continue the development of the nation, providing them with a high-quality learning process must be taken into consideration by respective bodies in the relevant government structure. Accordingly, the capability of the teacher, like any other profession, needs to be continuously upgraded to fit with the most current condition and stakeholders' needs, hence reserving them with a pride as an educator, hence, the need for their career progression.

A career is defined as the combination and sequence of roles played by a person during the course of a lifetime. 'Career' is a multifaceted concept which is ideas of progression and development both at work and at a personal level it embraces ideas about lifelong learning as well as skill development. Career progression is a formal approach used by the organization to ensure that people with the proper qualifications and experiences are available when needed. Is the ongoing acquisition or process of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Career progression is a major tool for attracting, motivating and retaining good quality employees. It is in line with this that Oduma and Were (2014) investigated influence of career development on employee performance in the public university: A case of Kenyatta University. The study sought to determine the influence of career development on employee performance in the public university with reference to Kenyatta University. The study adopted a descriptive research design since the study intended to gather quantitative and qualitative data that would describe the influence of career development on employee performance in the public universities. The target population was the employees of Kenyatta University; this included both the teaching and non-teaching staff which is 4874 employees. Through stratified random sampling a sample of 487 employees was selected. In the study, both primary and secondary data were collected. Primary data was gathered using semi-structured questionnaires where the respondents were issued with the questionnaires, and the researcher in the study carried out pilot study to validate the questionnaire. Descriptive statistics was used to summarize the data. This included percentages and frequencies. Tables

and other graphical presentations were appropriately used to present the data that were collected for ease of understanding and analysis. The study established among others that career advancement had a positive impact on employee performance in the public university in Kenya.

Christiana (2016) asserted that providing career opportunities is one of the key practices which influence organizational performance. Career progression increases employee motivation and productivity. Attention to career progression helps to attract top staff and retain valued employees. Organizations need to realize that positive career progression for their workforce is a way of helping to attract and retain the best people: by recognizing and responding to the needs of individual employees they will get the best out of them. Philip, Mark and Rosemary (2015) carried out a study on influence of work environment and career progression on teachers' job productivity in Benue North West Senatorial District. Two research questions and two hypotheses guided the study. Descriptive survey design was adopted for the study. The study population was 2511 teachers from 88 secondary schools out of which 300 respondents representing 12% were sampled using the simple random sampling. The instrument for data collection was the questionnaire. Mean and standard deviations were used to answer the research questions, while chi-square (χ^2) was used to test the hypotheses at 0.05 significant level. The finding revealed that work environment and career progression had significant influence on teachers' job productivity in secondary schools in the study area. It was recommended that the government and other employers should ensure that conducive working environment be provided for staff and members of their immediate family. Government should ensure regular promotion of teachers in secondary schools.

Employees and employers often view career progression in different dimensions. While employees see career growth prospects as a chance to find motivation in their work place and increase their financial security (Okurame, 2014), employers see it as a source of resource strain and employee competitive process (Hall, 2016). Whichever way it is looked at, career progression is an essential source of motivation to workers as moving up an organization hierarchy through promotion. It increases an employee's motivation to have a strong involvement in organization and career activities (Lunenbergh, 2011; Ballout, 2009; Mello, 2008; Smollin, 2011). Research showed that increased career prospects is accompanied by job effectiveness, reduced absenteeism (Okurame, 2014), willingness to remain in the organization (Weer, 2009; Mugo 2010) and reduced unrests.

Mae (2015) investigated job satisfaction and teachers performance in Abra State Institute of Sciences and Technology. The study aimed to determine the job satisfaction of teachers and its relationship to their students' achievement and teachers' performance. Specifically, it attempted to determine the extent of job satisfaction as experienced by the teachers in terms of educational qualification, technical preparedness, supervision, interpersonal relationship, salary, job status, physical resources; and financial resources as well as achievement, recognition, promotion, work output; professional growth and responsibility; It also determined the level of work success of the teachers in terms of students' achievement and teachers' performance; determine whether there is a significant relationship between the job satisfaction of teachers' work success in terms of their students' achievement and performance; and determine whether there is a significant relationship between the job satisfaction and teachers' work success in terms of their students' achievement and performance. The descriptive-correlation method was used. A two part questionnaire was used to determine the job satisfaction of the 80 teacher-respondents. The Performance Appraisal for Teachers (PAST) was used to gather data of the teaching performance of the teachers for school year 2013-2014. The academic performance of the 1500 students was taken from the report on Promotion of SY 2013-14 representing Bangued

Campus of the Abra State Institute of Sciences and technology. Frequency counts, percentages and mean were used to determine the extent of job satisfaction as experienced by the teachers in terms of work performance; and the students' and teachers' performance. Multiple regression analysis was used to determine the significant relationship between the job satisfaction and the teachers' work performance in terms of pupils' performance and teachers' performance. Results of the study showed that job satisfaction is related to teachers' job status and interpersonal relationship; financial and the physical resources of the school and supervision. However, when the factors were taken singly, the interpersonal relationship is the best predictor for teachers' performance and job status for the students' achievement. Further result of the study revealed that job satisfaction was significantly related to teachers' work success in terms of students' achievement and teachers' performance. The study recommended among others that school administrators should encourage their staff progression as it has been seen to bring out the best in them

According to Armstrong (2011), career progression is of great importance to both the individual employee and the organization. This is so because there is an interaction between the organization for which he/she works and the development of the organization through the employee's career. An employee develops his/her career through a continuous acquisition of managerial or professional skills and experience which may bring about rewards and promotion. Graham and Bennett (2005) agreed with this and contend that career progression involves higher status and responsibilities which can take place in one organization or through movement between organizations or a combination of both. Kwamboka (2012) investigated the effect of employee career development on performance of public primary schools in Kenya: A case of Starehe District, Nairobi County. The importance of career development in relation to performance was explored and evaluated. The study utilized a survey research design and the target population of the study consisted of 420 teachers from all public primary schools in Starehe District, Nairobi County. Simple random sampling was used to determine the sample size which was 106 teachers. A questionnaire with a likert-type scale with the range of 1-5 was the main data collection instrument and was pre-tested at Kiboro primary school. Data collected was processed using the statistical package for social sciences and analyzed using central tendency measures, dispersion measures and Pearson Product Moment Correlation coefficient. The data was presented graphs, tables and charts. The findings of the study were that promotion, job mobility, redeployment and continuous learning affect the performance of employees to a great extent. It was therefore recommended that the government should invest in skills development and training of employees and school management should come up with strategies that enhance employee performance in all aspects.

An essential aspect of career progression is promotion. Promotion can be reciprocated as a significant achievement in the life. It promises and delivers more pay, responsibility, authority, independence and status. So, the opportunity for promotion determines the degree of satisfaction to the employee. This could be in form of: opportunity for promotion, equal opportunity to grow despite being male or female, training program and opportunity for use skills and abilities. It motivates teachers when promotions are granted at certain appropriate intervals in the teaching service, as none would be happy when they are static in a system. Promotion is believed to assume many dimensions, ranging from salary up grading, attaining a higher job group or simply moved to a higher institutional administrative hierarchy (Adagala, 2011).

In today's competitive market, successful organization regardless of size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge in the organization. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centered

services is rightly ambitious. Armstrong (2011) agreed and pointed out that today's dynamic environment requires continuous professional and managerial development. Stakeholders should put in place, if not already available, a range of structures and processes to support the development of the workforce they need now and for the future. Pek and Rao (2012) concurred and argued that career progression of employees should be seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in an organization. The key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well-motivated and are always re-skilling. Career progression covers an employee's working life. It starts with, for example staff orientation, on-the-job training, experience, short courses, professional courses, post-graduate degrees or diplomas.

Career progression is an important issue for employees in the organization. One of the manager's most important jobs is to manage the progression of an employee which includes his/her personal growth and development (Ajila & Abiola, 2014). Evans and Linday in Balas (2014) reported that massive career development programme embarked upon at the Coors Brewing Company in Golden, Colorado, resulted in improved employee passion for the job and pride in their jobs, which translated into measurable improvements in productivity, a remarkable low turnover rate and delivery of quality product and service. In the past there was failure to provide avenues for career change which produced great losses in social productivity and in human satisfaction. Employers now realize that they do not benefit by locking their employees into careers that long ago ceased to be rewarding and challenging to them.

According to Hellreil and Solcrum in Akpakwu (2008), workers want to advance in their occupation. They desire for further training opportunities; they desire promotion and other forms of advancement, it is a wise decision for management to invest in staff development or manpower development. Promotion brings along with it not just more money but a mark of recognition of the individual's performances. It agreed with Brunner (2014) who maintained that career progression as an organized approach is used to achieve employees' goals with the business need of the school workforce development initiatives. According to him, the purpose of career progression is to enhance; enable individuals to take advantage of future opportunities and fulfill schools' goals for a dynamic and effective workforce. Career progression contributes to the employee's commitment to the organization, improving the work productivity and likewise reducing absenteeism and turnover intentions.

Statement of the problem

Business educators in tertiary institutions are expected to prepare lecture notes, teach students, and evaluate students' performance before, during and at the end of semester among other functions. However, the reverse has often been the case as the researcher has in the past observed that some business education teachers introduce the day's lecture uninterestingly and use instructional materials haphazardly. Sometimes, some do not summarize the main points after the lecture or use few examples or illustrations while teaching. Some have been authoritarian in the course of presenting the lecture, with no discussion during lecture delivery. Furthermore, through the researchers' discussion with students, it was noted that some business educators sometimes do not provide feedback on their students' progress.

The researchers also observed that some business educators may be merely staying on the job to look for better jobs outside as this may have led to the constant cases of absenteeism, lateness to lectures, irregular and unauthorized movement from duty post and other forms of inappropriate conduct which are constraints or obstacles to achieving the set goals of Business Education. Despite efforts made by the various stakeholders such as governments in paying salaries, earned allowances, research grant and other fringe benefits to

curb these many issues, the problems seems to have been unresolved. This may have invariably contributed in some way to the observed poor academic output of their students. The problem of poor job performance may not be unconnected with workplace variables, hence the need for this study to investigate whether workplace variables influence business educators' job performance in tertiary institutions in Cross River State, Nigeria.

Purpose of study

The main purpose of this study was to investigate the influence of workplace variables on business educators' job performance in tertiary institutions in Cross River State, Nigeria. Specifically, the study sought to find out whether:

1. Physical work environment influences business educators' job performance in Cross River State, Nigeria.
2. Career progression influences business educators' job performance in Cross River State, Nigeria.

Research questions

The following research questions guided this study:

1. To what extent does physical work environment influences business educators' job performance in Cross River State, Nigeria?
2. To what extent does career progression influences business educators' job performance in Cross River State, Nigeria?

Statement of hypotheses

For the purpose of this study, the researcher formulated the following hypotheses:

1. Physical work environment does not significantly influence business educators' job performance in Cross River State, Nigeria.
2. Career progression does not significantly influence business educators' job performance in Cross River State, Nigeria.

Research design

This study adopted a survey research design. According to McKinsey (2010), survey research design is an investigation of the opinions and behaviors of a particular group of people which is usually done through questionnaires, interviews or observations. Survey design is deemed appropriate because the study utilized a questionnaire to determine the influence of workplace variables on business educators' job performance in tertiary institutions in Cross River State. The population of the study comprised all the 89 business educators in tertiary institutions in Cross River State, Nigeria. Census technique was used in this study involving all business educators that participated in the study. This technique was employed because the population was small and of manageable size, thus all business educators were involved in the study. All the 89 business educators in all the tertiary institutions in Cross River State participated in the study because the population was deemed small and manageable. The distribution is presented in Table 1. A researcher-made questionnaire was the main instrument for data collection titled "Workplace Variables and Job Performance Questionnaire (WVJPQ)". This was responded to by business educators in Cross River State. WVJPQ is divided into two parts. Part A elicited information on the respondents' (business educators) demographic-information, such as name of institution, while Part B on the other hand, sought information on the workplace variables, such as: physical work environment and staff progression with regards to business educators' job performance having response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). 6 items each were used in measuring each variable on the

instrument. To be sure of the validity of the instrument used, the research instrument was examined by three experts, two experts from Business Education and one measurement and evaluation. The made observations and commented appropriately and their comments were put into consideration while producing the final copy of the questionnaire used for the main study. The reliability of the instrument was determined by conducting a pilot test on twenty (20) business educators in Akwa Ibom State. The data collected were subjected to Cronbach Alpha reliability method to yield an overall reliability estimate from .76 to .84 respectively. To facilitate the administration of the instrument as well as ensuring its efficient retrieval, the researcher met the Heads of Business education Departments/Units of each tertiary institution in Cross River State. Explain his mission to them and obtain permission from them, after clarifying them on how the questionnaire will be responded to. The researchers administered the questionnaires to the 89 business educators, this exercise lasted for 2 weeks. The researcher collected all the distributed questionnaires immediately after it had been responded to. Hence, the study recorded a 100% return rate.

Table 1

Distribution of population and sample of business educators in tertiary institutions in Cross River State, Nigeria

S/No	Name of institution	No of lecturers
1	University of Cross River University (UNICROSS)	10
2	University of Calabar (Unical)	32
3	Cross River State College of Education (CRSCOE), Akamkpa	14
4	Steady Flow College of Education (SFCE), Ikom	09
5	Federal College of Education (FCE), Obudu	24
	Total	89

Source: Records from Business Education Heads of Departments/Unit Offices (2021) from various institutions as at the time of the study.

Presentation of results

Hypothesis one

Physical work environment does not significantly influence business educators' job performance in Cross River State, Nigeria.

Table 2

Simple linear regression analysis of physical work environment on business educators' job performance

Model	R	R square	Adjusted square	R	Std. error of the estimate
1	.582 ^a	.498	.497		1.578
Source of variation	SS	Df	M S	F-ratio	P-value
Regression	1197.802	1	1197.802	178.38*	.035
Residual	893.055	87	6.715		
Total	2,090.857	88			

*p<.05; df 1, 87; critical F=3.92

To test this hypothesis, simple linear regression statistical tool was used in analysing the data. The result is presented in Table 2. Results in Table 2 showed that the correlation between physical work environment and business educators' job performance was .582. This means that as the physical work environment improves, so would business educators' job performance improves. From the correlation coefficient, an R square of .498 was obtained, meaning that about 49.8% of the total variation in business educators' job performance is accounted for by the physical work environment. The computed F-ratio of 178.38 is greater than the critical F-value of 3.92 with 1 and 87 degree of freedom. Also, the Table showed a p-value of .035 less than .05 level of significance. Consequently, the null hypothesis was rejected; this means that the physical work environment had significant influence on business educators' job performance.

Hypothesis Two

Staff progression does not significantly influence business educator's job performance in Cross River State, Nigeria. To test this hypothesis, simple linear regression was used at .05 level of significance

Table 3

Simple linear regression analysis of staff progression on business educators' job performance

Model	R	R square	Adjusted square	R	Std. error of the estimate
1	.640 ^a	.521	.520		1.012
Source of variation	SS	Df	M S	F-ratio	P-value
Regression	1242.380	1	1242.380	203.80*	.028
Residual	810.721	87	6.096		
Total	2,053.101	88			

*p<.05; df 1, 87; critical F=3.92

A summary of the result is presented in Table 3. Results in Table 3 revealed that the correlation between staff progression and business educators' job performance was .640. This means that as staff progression improves, so does business educators' job performance improves. From the correlation coefficient, an R square of .521 was obtained, meaning that 52.1% of the total variation in business educators' job performance is accounted for by staff progression. The computed F-ratio of 203.80 is greater than the critical F-value of 3.92 with 1 and 87 degree of freedom. Also, the Table showed a p-value of .028 less than .05 level of significance. As a result, the hypothesis was rejected, meaning that staff progression had significant influence on business educators' job performance.

Discussion of findings

Physical work environment and business educators' job performance in tertiary institutions in Cross River State, Nigeria.

The finding of this study in this aspect revealed that physical work environment had significant influence on business educators' job performance. This finding agrees with Carnevale (2012) that how a workplace is designed and occupied can impact not only the feelings of the workers, but also their work performance including their commitment to their employer as well as the creation of new knowledge for the advancement of the entire organization. This position was equally upheld by Stuart (2015) when he specifically reported

that lighting, acoustics, air quality, job satisfaction and overall pleasantness with the working space are predictor variables in the workplace that can bring about satisfactory employees' job performance.

Stuart (2015) concluded that background noise, lighting and floor area are good predictors of teachers' satisfaction. This is so because well-lighted work area sparks light and illuminate; ventilated work area breeds freshness, and spacious offices with state-of-the art furniture and fittings can boost business educators' drive and motivate them towards improve job performance. Consequently, the postulation of McCoy and Evans (2005) that the elements of physical work environment need to be adequate such that employees would not be stressed in the course of delivering their job becomes inevitable. Furthermore, the authors maintained that the physical element plays an important role in developing the network of relationship at workplace which is a good tonic for business educators' job performance.

Conversely, Boyce (2013) pointed out factors in the workplace such as lighting, and noise level to be the causation of discomfort on the employees and thus reduces the productivity level of employees. Although in a wider sense physical work environment significantly influence business educators' job performance as revealed in this study, Barke (2010) in specific terms highlights that appropriate furniture, ergonomic environment, adjustable office furniture such as desks, and chairs are the identified items in the physical environment that exert precise influence on business educators' job performance.

Career progression and business educators' job performance in tertiary institutions in Cross River State, Nigeria.

The findings in this regard revealed that career progression significantly influenced business educators' job performance. This finding upholds Christiana (2016) who posited that career progression increases employee motivation and productivity and Kwamboka (2012) who found that promotion, job mobility, redeployment and continuous learning affect employee performance. Without doubt, employees who experience rapid promotion, sponsorship to conferences, workshops, seminars, refresher courses and assigned roles and responsibilities are likely to exhibit high level of job satisfaction. Similarly, this finding agrees with the view of Oduma and Were (2014) that career advancement has positive impact on employee performance. On the strength of this result, it is believed that career progression can motivate employees, instil in them strong involvement and belief in the entity as well as career activities.

Having realized the import career progression plays in the life of employees and the organization as a whole, Armstrong (2011) proposed that one way of developing and assisting employees attain career progression is through a continuous acquisition of managerial and/or professional skills and experience which will translate into rewards and promotion. Relatedly, when an employee (business educator) is promoted, more pay and other associated benefits including responsibilities, authority, independent, taking part in decision making and status symbol are offshoot of career progression that influence business educators' job performance.

Prescriptively, Pareek and Rao (2012) cautioned that career progression of employees should be viewed as an investment rather than a cost. The authors hinted that failure to consider career progression as an investment could breed abysmal performance and poor commitment to duty and the organization which doubtlessly are costlier to an organization and constitute barrier to organizational advancement.

Conclusion

The major purpose of this study was to determine the influence of workplace variables on business educators' job performance in tertiary institutions in Cross River State.

It was therefore concluded that the use of fitting and equipment, healthy working environment and a well-lighted office raises business educators' job performance; both the horizontal and vertical relationships between and among business educators' serves as performance boosters. Business educators who experience career advancement are the ones whose job performances are hike. All these influence business educators' job performance in tertiary institutions in Cross River State.

Recommendations

The following recommendations were made based on the findings of the study:

1. Owners of tertiary institutions- federal, state, and private proprietors- should ensure that the right quality of furniture and equipment, conducive working environment and an illuminated work area are provided for business educators' to operate.
2. Management of tertiary institutions should ensure that business educators' career progressions are encouraged through regular promotions, sponsorship to conferences, workshops, and seminars, as well as equal growth opportunities to everyone to make teaching and learning of business courses meaningful.

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