

## **INFLUENCE OF NON-FINANCIAL REWARDS ON BUSINESS EDUCATORS' JOB SATISFACTION IN COLLEGES OF EDUCATION IN EDO AND DELTA STATES**

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**Abstract:** *The study examined influence of non-financial rewards on business educators' job satisfaction in colleges of education in Edo and Delta States. To guide this study, three research questions were raised and three hypotheses guided the study. Correlational research design was employed in the study. The population was made up of 121 business educators in colleges of education in Edo and Delta States. The entire population of 121 was used for the study. The research instrument that was used to collect data for this study was a questionnaire titled "Non-financial Rewards Assessment Questionnaire" (NFRAQ), which has two sections. Section A consists of personal data of business educators, while section B consists of 25 items divided into 4 clusters to measure non-financial rewards on job satisfaction. The research instruments were face and content validated by five experts. Cronbach Alpha technique was used to ascertain the internal consistency of the instrument and a reliability coefficient of 0.88 was obtained for non-financial rewards while 0.79 was obtained for job satisfaction scale. Pearson product moment correlation co-efficient (PPMCC) was used to test the hypotheses. Based on the findings of the study, it was concluded that non-financial rewards influence business educators' job satisfaction in colleges of education in Edo and Delta States. The researcher recommended among others that the policy on when a person should be promoted should be followed religiously; equal opportunities should be given for career development and recognition in colleges of education.*

**Keywords:** *Non-Financial Rewards, Job Satisfaction, Business Educators, Colleges of Education.*

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### **INTRODUCTION**

In recent years, researchers in organizational behaviour and human resource management have paid a lot of attention to job satisfaction. The connection between employee behaviour and reward is one factor that contributes to the interest in job satisfaction. Job satisfaction has an effect on the relationships between various work experiences, values, and rewards that involve employees, according to Kabir (2011). As a result, it is a very important part of human

resource management. This suggests that the greater a representative's level of satisfaction, the more their attendance rates, and the lower their likelihood of quitting their jobs. This is important because managers are currently looking for ways to improve employee satisfaction and productivity. As a consequence of this, it ought to be the top priority for each director to guarantee that workers are satisfied with their rewards.

Satisfaction is an evaluative term that describes an attitude of liking or disliking, whereas disappointment occurs when a person's assumptions about the job are tested. Job satisfaction, as stated by Mandong (2017), is a positive emotional reaction of outcomes from contrasting one's genuine work execution with one's assumptions. A person's level of job satisfaction typically reflects their level of satisfaction with their job and its many facets. Due to its influence on workplace behavior, job satisfaction has emerged as a crucial aspect of every business. The majority of workers consider their level of job satisfaction to be the sum of their benefits and expectations. According to Agu (2014), "job satisfaction" is defined as "joy" and "well-being" brought on by "job enjoyment" or "job satisfaction." An enchanting state that results from surveying one's work experiences is known as job satisfaction.

According to Abdulkareem (2015), job satisfaction is crucial to any organization's long-term growth and development. It is meticulously predicting work viability, and it has been shown that many employees lose their jobs or fail to foster work adequacy because they are not involved in institutional settings. The degree to which individuals enjoy coming to work, completing their tasks, and receiving praise for their efforts is known as job satisfaction.

From a variety of perspectives, these definitions show how people feel about their positions and whether or not they like them. Work satisfaction, as Locke referred to in Obazee (2015), is also defined as a pleasant or positive near and dear state brought about by evaluation of one's work or professional experiences. As shown by Buitendach and De Witte (2005), work satisfaction is portrayed as a person's acumen and appraisal of their work,

which is affected by unambiguous circumstances like necessities, values, and suspicions. This definition says that an individual's degree of occupation satisfaction depends on the various types of fulfillments and disappointments they get from assessing various parts of their work. Among the various aspects examined are actual work, incidental benefits, advancement plans, recognition, and relationships with coworkers. Fulfillment comes from the aspects of the job that inspire representatives to view them as significant. According to Wang and Feng, job satisfaction is another term for employee contentment with rewards. This is a payment made in exchange for something other than cash. They often do not cost the company much but carry a lot of weight. This type of motivation is especially successful with workers who are satisfied with their pay or have been in this situation for a long time. It is an employee's incentive in the workplace, in addition to increased salary. Non-financial incentives include organization automobiles, free medical treatment, and free benefits privilege (Hafiza, Shah, Jamsheed, and Zaman, 2011).

The goal of non-financial incentive schemes is to motivate employees to change their behaviour without spending money; an efficient worker accomplishes a lot. According to Hafiza, Shah, Jamsheed, and Zaman (2011), an employee who lacks motivation will be impatient, prone to error, and unlikely to succeed. According to Armstrong and Brown (2016), non-financial benefits can have a significant impact on how satisfied and confident employees are in the long run. Non-financial motivators assist organizations in addressing the needs of relationships. In many ways, employee engagement and satisfaction are similar to marriage. With good intentions, great goals, and both sides enter the partnership

with great expectations. If the pair doesn't care for each other and isn't appreciative for each other, the relationship will end after a while. The marriage dissolves on its own. The same pattern can be seen in employer-employee relationship.

Business educators have expectations other than their salary. In order to meet the requirements of competent business educators for effective program delivery in colleges of education, non-financial rewards ought to be competitive and adequate in distribution or administration. In order to avoid disappointment at work, school managers should set a good example of compensation for business teachers. The level of job satisfaction experienced by business teachers has been impacted by numerous factors, including a lack of structure, a delay in compensation and delayed promotion. According to reports released by the National Commission for Colleges of Education (NCCE, 2012), while the number of colleges of education is increasing, the number of qualified lecturers is not. Most business educators are in search of better and favorable working conditions, these highly skilled individuals (business educators) have frequently moved between educational institutions and other public sectors. This could be due to the non-financial rewards system at these colleges.

### **Statement of the Problem**

Business educators in colleges of education in Edo and Delta States are faced with a number of challenges right now. These challenges include inadequate infrastructure, a relative lack of enabling research environments and inadequate fringe benefits, all of which have the potential to have an effect on the degree to which they are satisfied with their jobs. There is no doubt that a labourer's quest for choices and other factors are influenced by

the amount of non-financial rewards he receives. When workers' needs are not met, there seems to be discontentment. According to Mandong (2017), lack of recognition, low advancement opportunities, and a lack of job security may contribute to low employees' work satisfaction and performance at work. In a similar vein, these circumstances have been attributed to approximately 80% of industrial actions carried out in Nigeria and have been blamed for the stressed employer-employees relationship and the disruption of industrial harmony. The extent to which non-financial reward influences job satisfaction of business educators in colleges of education is not clear to the researcher. The question therefore is, how do non-financial rewards influence business educators' job satisfaction in Edo and Delta States?

### **Purpose of the Study**

The main purpose of the study was to investigate the extent to which non-financial rewards influence business educators' job satisfaction in colleges of education in Edo and Delta States. Specifically, the study determined:

1. The extent to which promotional prospects will influence the job satisfaction of business educators in colleges of education in Edo and Delta States.
2. The extent to which career development programmes will influence the job satisfaction of business educators in colleges of education in Edo and Delta States.
3. The extent to which recognition will influence the job satisfaction of business educators in colleges of education in Edo and Delta States.

### **Research Questions**

The following research questions guided the study;

1. What is the influence of promotional prospects on job satisfaction of business educators in colleges of education in Edo and Delta States?
2. What is the influence of career development on job satisfaction of business educators in colleges of education in Edo and Delta States?
3. What is the influence of recognition on job satisfaction of business educators in colleges of education in Edo and Delta States?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. Promotional prospects will not significantly influence job satisfaction of business educators in colleges of education in Edo and Delta States.
2. Career development will not significantly influence job satisfaction of business educators in colleges of education in Edo and Delta States.
3. Recognition will not significantly influence job satisfaction of business educators in colleges of education in Edo and Delta States.

### **Significance of the Study**

The findings of this study will be beneficial to the following groups: tertiary institutions, school managers, government authorities, and business educators.

### **Scope of the Study**

The study aims at the non-financial rewards including promotional prospects, career development and recognition as factors influencing job satisfaction. The study assessed the current non-financial reward systems adopted in each of the colleges of education and

examined its influence on business educators' job satisfaction. The study used business education lecturers in both federal and state colleges of education in Edo and Delta States.

### **Concept of Business Education**

Through business education, undergraduates acquire familiarity with and an understanding of business concepts. Business is the process by which individuals, groups, and social orders work together to increase their monetary prosperity by trading goods, services, and ideas. The capacity to make individual decisions in the face of uncertainty is crucial to this cycle. The acquisition, development, and instillation of the proper value for the survival of the individual and society, as well as the development of the intellectual capacities of the individual to comprehend and appreciate his environment, are the objectives of business education, which consists of a collection of courses and subjects. the development of physical and academic skills that will help people become useful members of society; the development of an objective perspective regarding one's home and the environments that surround it (National Policy on Education, 2006).

Business education is an important part of expert and specific preparation. According to Idialu (2007), it is a type of professional education designed to assist students in becoming useful in paid business, independent work, and for entrepreneurship. Amoor and Udoh (2008), discovered that business education is crucial to economic growth because it teaches students how to effectively communicate information to others and manage complex office technologies and data structures. The creation of dynamic, competent, and skilled business teachers, office administrators, and business people who are able to effectively compete in the workplace is

the primary goal of business education. Abumchukwu (2010) says that business education is a part of a comprehensive education program that gives students the skills, understanding, knowledge, and outlook they need to be successful in business as consumers or producers of goods and services.

Because it plays such an important role in the development of skills, it is an essential component of professional and specialized education. It equips individuals with the knowledge and skills they need to work in a variety of fields, such as secretarial studies, management, marketing, computer operations, and accounting. According to Anao (1986), the term "Business Education" can be defined as "education for and about business" or "training in business skills and competencies" that can be utilized in "clerical occupations," "business offices," and "business policy analysis. Professional education is the foundation of business education. It teaches students the knowledge, perspectives, and skills necessary to work in or manage a business.

### **Concept of Job Satisfaction**

According to research carried out by Sarwar and Aburge (2013), employee job satisfaction is crucial to their work lives because it enables them to carry out their responsibilities in a manner that is both more effective and efficient in order to assist the business in achieving its goals. When an employee is satisfied at work, they are more likely to concentrate on achieving organizational goals. This concept explains why people need to work, what makes them happy at work, and why they don't stop working. According to Arokiasam, Tat, and Abdullah (2014), job satisfaction measures an employee's fulfillment of their psychological contract's expectations. A lack of recognition, professional stability, inadequate benefits, and

sluggish advancements had a significant impact on workers satisfaction, which resulted in low attendance and high employee turnover, according to Jiskani, Bhatti, and Ahmed (2011).

This implies that employees' levels of job satisfaction are influenced by their ideas, feelings, and expectations about their current job as well as other characteristics of their job; as a result, there is no single factor that may make people happy at work. According to Patterson (2010), what makes employees happy varies by worker; while some agents may experience more significant satisfaction in their situations than in their genuine work, others may experience more significant satisfaction from associations with teammates, pay bundles, advancement, coincidental advantages, and acknowledgment. Employer stability may support workers in continuing in their positions, regardless of whether their positions are less significant and only marginally fulfilling. According to Wang and Feng (2003), when workers are satisfied with their jobs, they are more likely to be focused on the organization and have a positive attitude on their roles. Some research findings like that of Ali and Ahmed (2009) showed that there is a measurably huge association between recognition and job satisfaction. Vijayakumar and Subha (2013), which looked into the connection between employee job satisfaction, rewards and recognition observed a positive correlation between recognition and job satisfaction.

### **Concept of Non-Financial Reward**

Non-financial rewards generally relate to the incentives that do not involve direct cash or monetary payments, used by an organization to motivate or compensate its employees such as recognition, offering leadership opportunities, promotion, job security, mentorship programme and career development. Career development refers to a continuous academic



effort that enhances the competences, expertise and knowledge of a worker. While Recognition is a situation in which an employer appreciates and acknowledges the efforts and contributions of an employee publicly. When they receive recognition, employees feel better about themselves and their employers. According to research, companies with high employee recognition score higher on employee satisfaction surveys than those with low employee recognition scores. Representatives are more likely to achieve their goals when they believe that their efforts are appreciated and appreciated. Acknowledgment can also foster loyalty and commitment to the organization.

According to Armstrong (2010), the purpose of an organization's advancement plan should be to collaborate with the board in order to recruit the best employees possible for higher positions and to provide representatives with opportunities to advance their careers within the organization based on available opportunities and capabilities. The majority of people require self-esteem because they believe that what they do should be acknowledged by others. According to Samuel and Chipunza (2009), promotion is both a strategy for employee growth and development as well as a way to recognize employee skills and reward good performance. Employees like it, and it boosts firm loyalty. When current employees are promoted, they are also protected. Workers who are satisfied with their jobs are more likely to succeed to be successful. Workers that are satisfied with their jobs will be more focused on the organization, and advancements will be a source of fulfillment for them.

### **Method**

The research design that was used in this study was correlational survey research design. A correlational survey research design measures two or more variables for establishing

the extent of relationship or association. The population of this study comprised of all the one hundred and twenty-one (121) full time business education Lecturers in five Colleges of education in Edo and Delta States. The entire population of 121 was used for the study because the population is manageable hence a census. In carrying out this study, the researcher employed the use of questionnaire titled "Non-Financial Rewards Assessment Questionnaire" (FNRAQ) with two sections in collecting relevant data necessary for the study. Section A consists of personal data of business educators such as sex, marital status and working experience. Section B consists of 25 items divided into 4 clusters to measure non-financial rewards on job satisfaction. The items on the questionnaire was measured using a four-point rating scale ranging from strongly disagree (4), disagree (3), agree (2), strongly agree (1). The instrument was subjected to validation by three experts in business education. These screening processes ensured the face and content validity of the instrument. The reliability of the instrument was determined using Cronbach alpha statistics. The reliability coefficient obtained from the instrument was 0.79. This shows that the items are internally consistent and stable.

Copies of the instrument were administered to the respondents by the researcher with the help of five research assistants. The method helped in the immediate distribution and collection of the instrument and all the instruments were retrieved. The data collected was analyzed using Pearson Product Moment Correlation Coefficient (PPMCC). Pearson Product Moment Correlation Coefficient (PPMCC) was used to establish the relationship between the independent variable and the dependent variable of the study. Research questions were not answered, rather they were hypothesized.

All hypotheses were tested at 0.05 level of significance. Decision rule for the hypothesis, the probability value, p-value was used. When p-value is less than or equal to .05, the null

hypothesis was rejected but when the p-value is greater than .05, the null hypothesis was retained.

## **Results**

### **Hypothesis One**

Promotional prospects will not significantly influence job satisfaction of business educators in colleges of education in Edo and Delta States.

In testing the hypothesis, the Pearson correlation analysis was used. The result of the analysis is presented below.

**Table 6: Pearson Correlation of Promotional Prospect and Job Satisfaction**

<b>Variables</b>	<b>N</b>			<b>R</b>	<b>Sig. (2-tailed)</b>
Promotional Prospects	121			.555	.000
Job Satisfaction					

The data presented in Table 6 shows a calculated R value of .555 and a P value of .000. Testing at an alpha level .05, the P value is less than alpha level. The null hypothesis which states that promotional prospect will not significantly influence job satisfaction of business educators in colleges of education in Edo and Delta States is rejected. It is therefore concluded that promotional prospects will significantly influence job satisfaction of business educators in colleges of education.

### **Hypothesis Two**

Career development will not significantly influence job satisfaction of business educators in colleges of education in Edo and Delta States.

In testing the hypothesis, the Pearson correlation analysis was used. The result of the analysis is presented below.

**Table 7: Pearson Correlation of Career Development and Job Satisfaction**

<b>Variables</b>	<b>N</b>			<b>R</b>	<b>Sig. (2-tailed)</b>
Career Development	121			.552	.000
Job Satisfaction					

The result in Table 7 shows a calculated R value of .552 and a P value of .000. Testing at an alpha level .05, the P value is less than alpha level. The null hypothesis which states that career development will not significantly influence job satisfaction of business educators in colleges of education in Edo and Delta States is rejected. It is therefore concluded that career development will significantly influence job satisfaction of business educators in colleges of education.

### **Hypothesis Three**

Recognition will not significantly influence job satisfaction of business educators in colleges of education in Edo and Delta States.

In testing the hypothesis, the Pearson correlation analysis was used. The result of the analysis is presented below.

**Table 8: Pearson Correlation of Recognition and Job Satisfaction**

<b>Variables</b>	<b>N</b>			<b>R</b>	<b>Sig. (2-tailed)</b>
Recognition	121			.709	.000
Job Satisfaction					

The result in Table 7 shows a calculated R value of .709 and a P value of .000. Testing at an alpha level .05, the P value is less than alpha level. The null hypothesis which states that recognition will not significantly influence job satisfaction of business educators in colleges of education in Edo and Delta States is rejected. It is therefore concluded that recognition will significantly influence job satisfaction of business educators in colleges of education.

### **Discussion of Findings**

The first hypothesis states that business educators at Edo and Delta State colleges of education's job satisfaction is significantly influenced by prospects for promotion. This shows that business instructors' level of occupation satisfaction will be impacted by keeping a consistent degree of position progression. On the other hand, as job opportunities increased, so would the level of job satisfaction have experienced by business

teachers. This suggests that when there are more opportunities for advancement, business educators at the Edo and Delta State colleges of education are happier in their positions. This supports the findings of Noraani and Zakaria (2013), who investigated lecturers' attitudes toward their jobs and whether or not they were open to promotions at four public universities in Malaysia. The findings demonstrated a strong and positive correlation between job satisfaction and advancement opportunity.



For hypothesis two, business educators in colleges of education in Edo and Delta states' job satisfaction was found to be influenced by career development. Therefore, the alternate hypothesis is accepted and the null hypothesis, which states that career development will not significantly influence the job satisfaction of business educators in Edo and Delta States, is rejected. Therefore, business educators employed in colleges of education in the states of Edo and Delta will be significantly more satisfied in their jobs if they have access to career development opportunities. This suggests that business educators' increased job satisfaction coincides with an increase in career-focused human resources development programs. This is in line with the recommendations made by Mapelu and Jumah (2013), who stated that training is an essential tool that could be utilized to increase employee commitment and output. According to Shelton (2001), employees are more likely to stay with the company and are happier as a result of career development.

The results of the third hypothesis showed that business educators in colleges of education in the states of Edo and Delta were significantly more satisfied with their jobs if they received recognition. The invalid speculation, which expresses that acknowledgment won't essentially impact business teachers' work fulfillment in Edo and Delta States, is thus dismissed. This demonstrates that the substitute speculation is acknowledged and that the invalid theory is dismissed. Thus, acknowledgment will altogether affect the job satisfaction of business educators in Edo and Delta States. This suggests that business instructors at colleges of education in Delta and Edo States may leave their jobs if they are given more attention. This corroborates the findings of Vijayakumar and

Subha (2013), which looked into the connection between employee job satisfaction in Indian private banks and rewards and recognition. According to the findings of the study, there is a positive correlation between recognition and job satisfaction. In addition, Ali and Ahmed (2009) also showed in their study that there is a measurably huge association among recognition and occupation fulfillment.

### **Conclusion**

The study concluded that business educators' job satisfaction in colleges of education in Edo and Delta States is also influenced by non-financial rewards. The review uncovered those acknowledgments affects business instructors' job satisfaction. Therefore, the most important factors in maintaining the job satisfaction of business educators in colleges of education in Edo and Delta states should be recognition. Promotion, career development, and recognition all have an impact on the job satisfaction of business educators. Business educators' job satisfaction rises when non-financial rewards increase, while job satisfaction decreases when non-financial rewards decrease.

### **Recommendations**

Based on the findings of the study and the conclusion, the following recommendations were made:

1. The strategy on when an individual ought to be advanced should to be followed strictly.
2. Equal career development opportunities should be provided to business educators in colleges of education.
3. In colleges of education, recognition should include financial rewards and promotion in addition to certificates and trophies.

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Received: 08 May,2025; Accepted: 24 June,2025. Available online: 30 June, 2025

Published by SAFE. (Society for Academic Facilitation and Extension)

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