



Job Design Techniques as Correlates of Business Education Lecturers' Job Satisfaction in Public Tertiary Educational Institutions in Edo and Delta States, Nigeria

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Abstract

The study investigated job design techniques as correlate of business education lecturers' job satisfaction in public educational tertiary institutions in Edo and delta States - Nigeria. The study examined job design techniques of job simplification and job rotation. Similarly, The moderating influence of gender was examined. Three research questions were addressed, while one hypothesis was tested at alpha level of 0.05. Correlational survey research design was employed. 148 business education lecturers were used as study population as well as sample. The study used two sets of instruments and validated. The job design techniques scale reported Cronbach's alpha values of 0.77 for Job Simplification and 0.72 for Job Rotation. 0.73 was the overall scale for both questionnaires. The study used Pearson Product Moment Correlation Coefficient and Fisher-Z statistics. Findings revealed a moderately positive association between job simplification, rotation of job and business education lecturers' job satisfaction and there was no significant difference in the relationship between job design techniques and job satisfaction of male and female business education lecturers. In conclusion, job simplification and job rotation provides a moderately positive job satisfaction to business education lecturers. It was recommended that Heads of Departments should vary the use of job design techniques in order to achieve the best result that will yield business education lecturers the maximum satisfaction in performing their jobs.

KEY WORDS: *Job Design; Job Satisfaction; Business Education lecturers; Public Tertiary Educational Institutions.*

Introduction

Job satisfaction is a basic requirement in every job in order to promote or influence functional employee behaviours in organizations. According to Obiebi and Irikefe (2018), job satisfaction is considered as the collection of feelings and beliefs that people have about their current job. It is also referred to as the feeling or attitude of accomplishment that an employee generally has about work. This feeling or attitude

about one's job could be positive or favourable and it could also be negative or unfavourable. Job satisfaction may be a pointer of how workers' feelings influence their works and an indicator of work comportment in relationship to workers' absenteeism rate and job pull out. However, organizations see job satisfaction of workers as a work force that is stimulated and attached to high performance. The level of job satisfaction of any employee may vary

depending of the circumstances surrounding them.

The two-factor theory of Herzberg of 1959 stated that the indices of job satisfaction are the work nature, work environment, salary, career advancement, supervision, promotion, remuneration, fairness and working conditions among others. Accordingly, these indicators are extrinsic (hygiene) and intrinsic (motivational) factors. The extrinsic motivators represent the job context which includes status, job security, salary and fringe benefits. Therefore, the incapability of employers to provide these basic necessities could lead to job dissatisfaction and reduce job momentum among workers. Intrinsic factors represent the job content such as work challenges, acknowledgments, association, achievement, responsibility, advancement and growth. It follows that these factors provide additional motivation when available; hence they can increase job satisfaction.

Thus, Robbins and Judge (2017) asserted that if the extrinsic factors are available, the intrinsic factors known as the motivators should be emphasized mostly in order to increase the level of employees' job satisfaction. For example, for employees to derive job satisfaction in an establishment, they will want to see things they have been able to achieve in the organization and how these contributions are recognized by the employers. The work they do in the organization will also ascertain the extent of their job satisfaction. Again, the amount of independence or freedom possessed by employees may determine the level of responsibility they take for the work and this may also determine their level of job satisfaction. Opportunities the employees, including business education lecturers obtain on the job content that require them to grow or make advancement on the work itself may determine the extent of job satisfaction business education lecturers will derive on the job.

In general, business lecturers are those lecturers that teach business education courses in tertiary institutions. They perform various duties such as teaching various courses, carrying out research work, supervising students' projects, students on teaching practice and those on industrial training. They also evaluate students'

performance through assignments, tests, practicals, examinations and perform administrative duties such as course advising, timetable/examination officers, chairmen/members of committees/boards, coordinators and Heads of Departments, among others. If these business education lecturers perceive that the various duties they perform in the establishments have no intrinsic value to them, it may lead to job dissatisfaction. On the contrary, if their jobs have intrinsic value, it may lead to job satisfaction.

In a study carried out by Owenbiugie and Ekhaize (2020) assessing the human resource management motivational strategies for enhancing business education lecturers' job performance in universities in Edo and Delta States, recommended that management of educational institutions should redesign tasks/jobs from time to time so as to enhance motivation which in turn will increase job satisfaction. To be able to accomplish this recommendation, management of tertiary institutions may employ job design techniques.

The design of job is considered as the means in which part of tasks, or whole job is regulated. In other words, it involves regulating job, role and duties into a piece of work to accomplish certain organizational intentions. Job design assists in determining how tasks are done; how various tasks are performed and in what arrangement the tasks are performed. It is the procedure of stating in advance on the items of a job in terms of its tasks and accountabilities, on the procedures to be used in carrying such assignments.

Job design may also be seen as a combination of job content and the work procedure adopted in the performance of jobs. These techniques include simplification, job rotation, job enlargement, job enrichment. The essence of these techniques are meant at managing job dissatisfaction and employees' disaffection arising from monotony of tasks. Design of job specifies the content of each job and specifying how work is distributed within the organization that may lead to job simplification.

Job simplification may be seen as breaking down of jobs into simple and narrow set of activities. Kapur (2020) described job

simplification as the job that is broken down into small parts and each part is assigned to an individual. By performing the same activity repeatedly the workers may have expertise on the assigned duties which may invariably lead to increase in the profit margin of the organization. This is why Humphrey, Frederick, Morgeson, Jennifer and Nahrgang in Ayyappan (2013) affirmed that simplifying tasks generally is to get rid of lower performance ratings and improve the worker satisfaction in job. The scholar affirmed that job simplification leads to job satisfaction and this will in turn contributes to higher productivity. Job simplification technique has so many advantages among which is cost of training staff that is saved by the organization. If a task is simplified without making room for job rotation, employees may find the job uninteresting. Job rotation may be seen as the coherent exchange of employees in different tasks, at various jobs and time intervals. In other words, it is a management approach where employees are shifted between two or more assignments or jobs at regular intervals of time in order to expose them to all verticals of an organization in a bid to enhance employees' experience on the job (Al-Nashmi & Almoayad, 2015). Bennett in Dhanraj and Parumasur (2014) stated that "rotating job is an orderly replacement of workers among various tasks within a specified period of time to enhance workers' job performance and productivity". Job rotation may be done in a sequential way by allowing transfers to allow employees to gain awareness, adeptness and proficiencies. When these techniques are properly harnessed, it may lead to job satisfaction of business lecturers in any institutions of learning.

The study investigated the moderating variable of gender which is either male or female, especially when considered with reference to social and cultural differences rather than biological. These include male, female, boys and girls that are socially connected. This may also include ethos, behaviours and roles of being a man, woman, boy or girl, as well as their relationship to one another.

It appears that tertiary institutions encourage the use of simplification of job and rotating job to impel workers and to involve them in

the management of the institutions. Therefore, the job of business lecturers may be simplified or rotated. These processes of job design are aimed at providing job satisfaction for the business lecturers, since job satisfaction is either a positive or negative emotion with which employees value their jobs. It follows that if these job design techniques are properly used, business lecturers may be expected to be satisfied with their jobs. On the contrary, if these job design techniques are not properly used, the business lecturers may be expected not to be satisfied with their jobs. From the foregoing, it is apparent that an employee that does not have job satisfaction may have low quality of work – life. The consequence is that employees with low job satisfaction may perform poorly and have negative attitude towards work. The attitude of these employees may also affect other performance. Consequently, this may directly or indirectly affect the system as a whole.

Statement of the Problem

In recent times, the Federal and State Governments in conjunction with other stakeholders of tertiary educational institutions have made meaningful contribution towards enhancing the well-being of lecturers in tertiary institutions in Nigeria. For example, the implementations of the minimum wage (Opone & Kelikwuma, 2021). Despite the effort put in place by the government and other stakeholders of these institutions, the lecturers appear exhibiting some observable attitudes over their jobs.

Several visits to some institutions under study by the researcher showed that most business education lecturers gather in clusters discussing issues concerning their jobs. It seems that most business education lecturers do not teach their regular classes, display nonchalant attitude toward students' welfare, do not participate in staff meetings, and are not too keen in preparing students' results and attending to students' complaints. These observable attitudes may have affected their job performance and invariably affected students' performances.

What could be the reason for these observable attitudes? Could it be that the Heads of Departments do not engage in job design techniques to assuage the business education lecturers feelings? If these observable attitudes are allowed to continue unattended to, it may lead to poor job performance, thereby affecting the performance of students in the various tertiary educational institutions. It is against this backdrop that the researchers set out to investigate why these observable attitudes and to see the extent job design techniques may be able to correlate business education lecturers job satisfaction in public tertiary educational institutions in Edo and Delta States.

Research Questions

The following questions gave credence to the study

1. What level does job simplification correlate job satisfaction of business education lecturers in public tertiary institutions in Edo and Delta States?
2. What level does job rotation correlate job satisfaction of business education lecturers in public tertiary institutions in Edo and Delta States?
3. To what degree does job design technique correlate business education lecturers' job satisfaction in public tertiary institutions based on gender?

Hypothesis

This null hypothesis was tested at 0.05 significant level.

1. There is no significant difference in the relationship between job design techniques and job satisfaction of male and female business education lecturers in public tertiary educational institutions in Edo and Delta states.

Study Purpose

The main purpose of the study was to correlate job design techniques and business education lecturers' job satisfaction in public tertiary educational institutions in Edo and Delta States. Specifically, the study determined the extent to which:

1. Job simplification correlates job satisfaction of business education lecturers.
2. Job rotation correlates job satisfaction of business education lecturers.
3. Job design techniques correlate job satisfaction of business education lecturers based on gender

Conceptual Framework

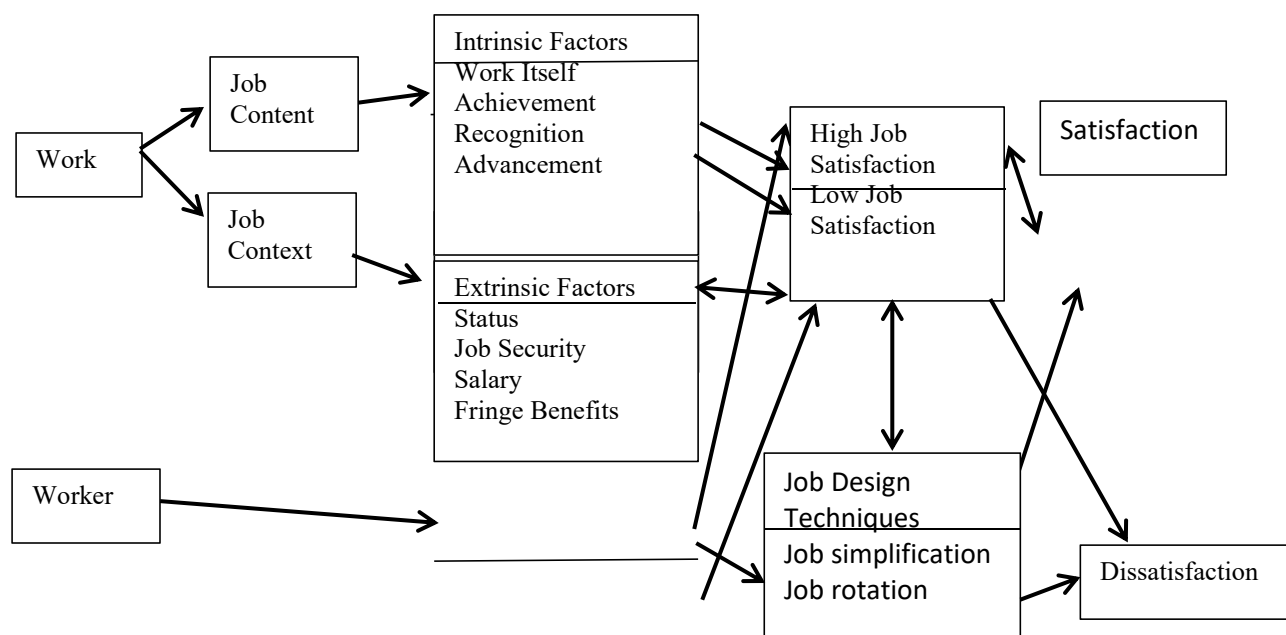


Fig. 1: The conceptual framework is adapted from Owenbuijie's Content and Context Model of Job Satisfaction and Value Creation

Source: Owenbuijie (2015)

The conceptual framework is based on Owenbuijie (2015) content and context model showing the association between job satisfaction and value creation. The model shows the connections between job content and context factors of job satisfaction to overall job satisfaction and also the connections of the two variables of the job design techniques: job simplification, job rotation to overall business education lecturers' job satisfaction. It is assumed that there are factors associated with work itself and which would lead to fulfillment of the individual's need for self-actualization and growth and which are termed satisfiers or content factors. The other factors (dissatisfiers) are also termed the hygiene or context factors because their presence will merely prevent dissatisfaction. Pre-employment expectation of the business education lecturers are factors which determine whether business education lecturers' unsatisfied needs at the time of employment are now being satisfied. If they are not, the effect might be that business education lecturers would be more dissatisfied and this might eventually affect their work performance.

In this model, both job content and context factors are treated as affecting job

satisfaction against the two-factor theory of Herzberg. In the present day Nigeria, it would be inappropriate to presume that extrinsic rewards, pay, promotion, status, working conditions do not contribute to business education lecturers job satisfaction especially now that, apart from high inflationary trend, business education lecturers have continued to compare their rewards with those of workers with equivalent qualifications. Hence, whatever may be the factors associated with the job itself, business education lecturers will often compare their working conditions with those of other workers they are in frequent contact with.

From the conceptual framework, the following assumptions were made by the current researchers:

- ❖ Work is expressed as having two properties of content and context factors.
- ❖ The worker is expressed as having property of gender.
- ❖ The job content factors may affect job satisfaction.
- ❖ The degree of job satisfaction may depend on the job design technique.

- ❖ High job satisfaction of business education lecturers may lead to satisfaction.
- ❖ Low job satisfaction of business education lecturers may lead to dissatisfaction.

This model is well suited for this present study because it highlighted the association between job design and job satisfaction of business education lecturers in public tertiary institutions. It also indicated that the level of satisfaction or dissatisfaction of business education lecturers may depend on some degrees on the nature of the two variables of job satisfaction and job design technique.

Empirical Review

Ajusa and Atambo (2016) conducted a study on influence of job rotation on organizational productivity at Mount Kenya University and the study found that motivation, worker involvement and training and development are antecedents of organizational productivity. Also, Wyk, Swart and Mukonza (2018) investigated the influence of the implementation of job rotation on employees' perceived job satisfaction and found that the implementation of a job rotation strategy by the Registrar's environment would positively impact job satisfaction of employees in the organization.

In another study conducted by Onwuchekwa, Okoli and Ifeanyi (2020) on job design and sustainability of tertiary institutions in South East, Nigeria it was discovered that there was a significant correlation between skill variety and employee empowerment and between task identity and workplace flexibility. Again, in a research carried out by Teryima and Abubakar (2018) on impact of job design attributes on performance attainment in business organizations using the Deposit Money Banks in Nigeria. The study found that Job Design attributes i.e Skill Variety, Task Identity, Task Significance, Autonomy, and Feedback impact significantly on the performance output of the Deposit Money Banks in Nigeria. While Adjei (2012) conducted a study on the impact of job rotation on employees' performance: a case study of Utrak Financial Services Limited. The

researcher found that the participants in the job rotation programme who were interviewed expressed a high level of satisfaction with the programme

Also, Al-Nashmil and Almoayad (2015) conducted a study on the influence of job rotation practices on employee motivation. The result of the study revealed that there was a significant relationship between job rotation with its five components and employee motivation in mobile network companies in Yemen. Marasinghe and Wijayaratne (2018) carried out a study on the impact of gender differences on job satisfaction of university library professionals and the findings of their research revealed that there is no significant difference in job satisfaction between male and female university library professionals. Meshal and Adnan, (2018) showed on their research work on gender disparity and its impact on job satisfaction: A comparative field study that there is no significant difference on the perception of job satisfaction between male and female.

Methodology

This study adopted correlational survey research design. This design was considered suitable because it explained the extent to which job design correlate business education lecturers job satisfaction in public educational tertiary institutions in Edo and Delta States. The independent variables were job simplification and job rotation, while the dependent variable was job satisfaction. 148 business education lecturers, made up of 118 business education lecturers, from colleges of education and 30 business education lecturers from universities in Edo and Delta States. The 148 also constituted the sample, hence a census. sampling technique was adopted. Two set of instruments were used for data collection. The questionnaires were titled: "Job Design Techniques Questionnaire (JDTQ)" and "Job Satisfaction Questionnaire (JSQ)". The instruments were developed by the researchers. The questionnaires were split into sections A and B. Section A measured the demographic variables of the respondents which comprised gender of the respondents. Section B of Job Design Techniques Questionnaire (JDTQ) made up

of 20 items which were divided into two clusters that measured the relevant variables of job design technique, while Section B of Job Satisfaction Questionnaire (JSQ) was made up of 20 items that measured the relevant variables of job satisfaction. The two clusters of the job design techniques questionnaire included simplification of job and rotation of job. The job design technique and job satisfaction were measured with a “5-point Likert Type Scale ranging from Very High Extent (VHE = 5), High Extent (HE = 4), Moderate Extent (ME = 3), Low Extent (LE = 2), and Very Low Extent (VLE = 1)”. The instruments were subjected to validity by three experienced scholars. “Cronbach’s alpha” statistical tool was used for reliability. The researchers administered the instruments with the help of nine persons, one from each of the institutions who assisted in the distribution of the questionnaire. The Statistical Packages for Social Science (SPSS) version 23.0 was used for the data analysis. The descriptive and inferential statistical tools were used in analyzing the

data. The Pearson Product Moment Correlation Co-efficient Statistics was used in answering the research questions, while Hypothesis was tested using the Fisher-Z. Decision rule was based on r-value, where any calculated r-value between .00 and .30 was regarded as low/weak correlation, .31 and .60 was regarded as moderate/average correlation, .61 and 1.00 was regarded as high correlation (Owie, 2013). For the hypotheses, the Z-table value was used. When the calculate Z-value was less than the Z table value of 1.96 at 0.05 level of significance, the null hypothesis was retained, but when the calculated Z-value was greater than the Z-table value of 1.96 at 0.05 level of significance, the null hypothesis was rejected.

Results

Research Question 1

To what extent does job simplification correlate job satisfaction of business education lecturers in public tertiary institutions in Edo and Delta States?

Table 1: *Pearson’s Correlation of Job Simplification and Job Satisfaction of business education lecturers*

Variables	N	Pearson’s r	Sig. (2-tailed)	Remark
Job Simplification	148	.332	.000	Moderately positive relationship
Job Satisfaction				

Table 1 shows a calculated Pearson’s r value of .332. Since the r value falls within .31-.60 and it is positive, it shows that there is a moderately positive relationship between job simplification and job satisfaction. Therefore, there is a moderately positive correlation between job simplification and job satisfaction of

business education lecturers in public tertiary institutions in Edo and Delta States.

Research Question 2

To what extent does job rotation correlate job satisfaction of business education lecturers in public tertiary institutions in Edo and Delta States?

Table 2: *Pearson’s Correlation of Job Rotation and Job Satisfaction of business education lecturers*

Variables	N	Pearson’s r	Sig. (2-tailed)	Remark
Job Rotation	148	.420	.000	Moderately positive relationship
Job Satisfaction				

Data presented in Table 2 shows the correlation coefficients between job rotation and job satisfaction of business education lecturers. A calculated Pearson’s r value of .420 is obtained for the variables. Since

the r value falls within .31 – .60 and it is positive, it shows that there is a moderately positive relationship between job rotation and job satisfaction. Therefore, there is a moderately positive correlation between job

rotation and job satisfaction of business education lecturers in public tertiary educational institutions in Edo and Delta States.

Hypothesis

There is no significant difference in the relationship between job design techniques and job satisfaction of male and female business education lecturers in public tertiary educational institutions in Edo and Delta states.

Table 3: Fishers Z of Job Design Techniques and Job Satisfaction by gender

Gender	N	r	Z'	Z	Ztable
Male	78	0.671	0.813	0.466	1.96
Female	70	0.627	0.736		

$\alpha = .05$

Table 3 showed a Z value of 0.466 and a table Z value of 1.96, testing at an alpha level of 0.05 the Z value falls in the acceptance region. So, the null hypothesis which states that "There is no significant difference in the relationship between job design techniques and job satisfaction of male and female business education lecturers" was retained.

Discussion of Findings

The study investigated job design techniques and business education lecturers' job satisfaction in public tertiary educational institutions in Edo and Delta States. The findings of research question one revealed that the relationship between job simplification and job satisfaction of business education lecturers in public tertiary educational institutions in Edo and Delta States had a moderately positive correlation. This showed that the application of job simplification in public tertiary educational institution has a moderately positive correlation on business education lecturers' job satisfaction. This implies that with their moderately positive relationship, there is bound to be moderately positive satisfaction of the business education lecturers using job simplification technique. With this moderately positive relationship, there is the possibility of business education lecturers being satisfied with their job to a moderate extent using job simplification in universities and colleges of education. This finding corroborates the findings of Humphrey, et al. in Ayyappan (2013) which stated that simplifying tasks generally is to get rid of lower performance ratings and improve the worker satisfaction in job.

Organization which focuses on providing simplification of work turns to job satisfaction and this will contribute to higher productivity. While the findings contradict the findings of Humphrey et al. in Ayyappan (2013) who found that frantic efforts to increase efficiency by simplifying workers' job responsibilities may in fact lead to lower employees' job satisfaction and productivity with time.

The findings from research question two showed that job rotation had moderately positive relationship with job satisfaction of business education lecturers in public tertiary institutions in Edo and Delta States. This means that when there is proper rotation of the work of the business education lecturers, it will bring about job satisfaction in the tertiary institutions. The finding corroborates the findings by and Wyk, et. al. (2018) who found that the implementation of job rotation strategy would positively impact job satisfaction. The findings also agree with Onwuchekwa, et al. (2020); Teryima and Abubakar (2018); Ajusa and Atambo (2016); Adjei (2012) who found that there was a significant correlation between skill variety and employee empowerment and between task identity and workplace flexibility and that participants in the job rotation programme expressed a high level of satisfaction with the programme. It also corroborates the findings of Al-Nashmii and Almoayad (2015) that there is a significant relationship between job rotation with its five components and employee motivation.

The test of hypothesis one showed that there was no significant difference in the relationship between job design techniques

and job satisfaction of male and female business education lecturers. This finding corroborates the findings of Marasinghe and Wijayaratne (2018) that there is no significant differences in job satisfaction between male and female university library professionals. This findings also supports the findings of Meshal and Adnan (2018) in their work on gender disparity and its impact on job satisfaction: A comparative field study that there was no significant difference on the perception of job satisfaction between male and female.

Conclusion

The study concluded that job simplification and job rotation provides a moderately positive job satisfaction to business education lecturers. It also concluded that when there is proper rotation of the job of the business education lecturers, it will bring about job satisfaction in the tertiary institutions. It was also established that there is no significant relationship between job design techniques and job satisfaction of male and female business education lecturers. Management of tertiary institutions should therefore strive to strengthen the job design techniques that are capable of improving the job satisfaction of business education lecturers.

Recommendations

Based on the findings of the study, it was recommended that:

1. Management of educational institutions should predominantly design their jobs using job rotation design techniques, since business education lecturers derive job satisfaction from its application
2. Heads of Departments of Business Education should vary the use of job design techniques in order to achieve the best result that will yield business education lecturers the maximum satisfaction in performing their jobs.
3. The management of tertiary educational institutions should engage all personnel in their job design strategies, since there is no significant difference in the relationship between job design techniques and job satisfaction of male and female business education lecturers.

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