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## Influence of Psychosocial Variables on Job Satisfaction among Business Education Lecturers in Colleges of Education in Northwest, Nigeria

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### Introduction

Education plays a cardinal role in the personal development, social progress, and economic growth of any nation. It equips individuals with knowledge, skills, and competencies for rapid economic, social, and technological development. Universally, education is acknowledged as the instrument that fosters critical thinking, innovation, and cultural understanding. In the Nigerian educational system, business education is one of the programmes offered at tertiary institutions. The objectives of the program are to prepare future business leaders, entrepreneurs, and educators who can contribute to the socio-economic development of the country. According to Omolara (2020), business education is directed toward developing the learner to become productive in teaching, paid employment, and self-employment. The author noted that business education plays a significant role in economic development by providing knowledge and skills to the learners thereby enabling them to impart knowledge to others. Thus, a business education programme is designed to equip students with practical skills, knowledge, and attitudes necessary for success in various business-related and educational fields.

The realization of the aim and objectives of any educational programme centers on lecturers who are responsible for curriculum implementation. Lecturers are responsible for curriculum implementation, fostering an engaging learning environment, and guiding the students towards academic and professional success. In addition to these responsibilities, they are responsible for impacting the knowledge, skills, and competencies of the students which are crucial for students' future careers. The ability of lecturers to discharge their responsibilities effectively significantly depends on the level of job satisfaction. According to Hakanen and Bakker (2022), job satisfaction plays an important role in the job performance of employees and helps in the realization of the aims and objectives of an organization. This therefore means that job satisfaction enables lecturers to be motivated, creative, and dedicated to their work.

Despite the importance of job satisfaction on lecturing profession, an interaction with some business education lecturers in the study area has highlighted that many of them are dissatisfied with their jobs. This dissatisfaction can lead to several negative outcomes, including burnout, reduced teaching quality, and higher turnover intentions. In addition to these, job dissatisfaction also resulted in diminished enthusiasm for lecturing, less innovation in curriculum implementation, and a negative impact on student learning experiences. The causes of job dissatisfaction among lecturers can be attributed to several factors, however study conducted by Schwarzer and Hallum (2021) reported that the psychosocial variables are the major causes of job dissatisfaction in the field of education. Specifically, the authors reported that self-efficacy, self-esteem, self-concept, self-regulation, human relations, and motivation could lead to dissatisfaction among educational practitioners. It therefore means that these psychosocial variables play a significant role in determining the job satisfaction of lecturers leading to greater self-efficacy.

Self-efficacy is the ability in one's ability to perform tasks and meet objectives significantly affects how content lecturers feel in their jobs. Confidence boosts teachers' sense of proficiency and effectiveness in their instructing duties, leading to increased involvement and a deeper feeling of satisfaction in their careers. This belief in their abilities motivates them to adopt new teaching strategies and face academic obstacles with determination, further elevating their job satisfaction. The relationship between self-efficacy and job satisfaction is noteworthy as educators who are confident in their skills tend to experience less stress and derive more joy from their professional responsibilities, contributing to their overall job satisfaction (Ogunleye, 2024). Another psychosocial variable that plays a crucial role in job satisfaction is self-esteem. Those with high self-esteem tend to value their contributions and feel a sense of pride in their professional achievements, leading to higher motivation and commitment to their work. This positive self-esteem enhances interactions with students and colleagues, fostering a supportive and collaborative work environment essential for job satisfaction. Additionally, self-concept plays a significant role in lecturers. Self-concept is a person's knowledge of who he is, encompassing all of his thoughts and feelings about himself, physically, personally, and socially. It is the image that a person has of himself. Self-concept is formed through experiences, interactions, and reflections, and plays a vital role in influencing a person's behavior, emotions, and interpersonal relationships. It includes a person's knowledge of how he behaves, his capabilities, and his characteristics. People who are satisfied with their jobs have a more positive self-concept, which includes higher levels of self-concept.

Self-regulation refers to the ability to regulate distressing effects like anxiety and anger and to inhibit emotional impulsivity. According to Alay and Triantoro (2018), a person with a high degree of self-regulation is flexible, personally accountable, and committed to his work which is an offshoot of job satisfaction. Self-regulation of a lecturer is a measure of the relative frequency with which he can appropriately control his strong emotions in his lecturing job which in turn leads to satisfaction on the job. Human relations can also influence the teachers' job satisfaction. Human relations are the relations with or between people, particularly in a workplace setting. The relationship between humans in an organization is commonly known as interpersonal relations. Interpersonal relationship is the interaction between a person and another person in work situations and within the organization as a motivation to work together productively, to achieve economic, psychological, and social satisfaction. On the other hand, motivation plays an important role in any organization be it private or public sector. Motivation can be defined as the process in which organizations have the aim or willingness to give bonuses and rewards to their employees based on their good performance. While a person who is inspired by an inner or outward drive is seen as motivated, a person who feels no inspiration to act is considered unmotivated and this can affect his job satisfaction (Ogunleye, 2024). The assertion therefore suggested that there is an interrelationship between these psychosocial variables and the job satisfaction of employees, hence the researcher intends to empirically determine the influence of these psychosocial variables on the job satisfaction of business education lecturers in colleges of education in northwest, Nigeria

#### Problem statement

Job satisfaction significantly influences an employee's attitude and performance at work. In the educational sector, job satisfaction is crucial for teachers' effectiveness, quality of instruction, and the academic success of students. Therefore, the job satisfaction of teachers is vital for achieving educational goals and objectives, as outlined in the National Education Policy. Despite its importance, discussions with business education teachers across different colleges in the study area have revealed a widespread lack of job satisfaction. This dissatisfaction not only lowers their morale but also reduces their dedication and passion for teaching, negatively impacting their performance. Research has indicated that business education teachers are generally unhappy with their profession (Eze & Owosu, 2023). This dissatisfaction not only affects their performance but also hinders their ability to provide high-quality education, leading to poor learning outcomes for students. The negative effects of low job satisfaction among business education teachers often lead to instability and disruptions in the educational process, undermining the institutional knowledge and culture essential for upholding the standard of education. As a result, the wider educational setting suffers due to the job dissatisfaction of teachers. Given the role of psychological factors such as self-efficacy, self-esteem, self-concept, self-regulation, human relations, and mentoring in teacher job satisfaction, as noted by researchers outside Nigeria, the researcher intends to determine how these psychological factors influence the job satisfaction of business education teachers in colleges of education in North-west, Nigeria

### Objectives of the Study

The main aim of the study is to determine the Influence of Psychosocial Variables on Job Satisfaction among Business Education Lecturers in Colleges of Education in Northwest, Nigeria. The specific objectives of the study are to:

1. determine the influence of Self-efficacy on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria
2. determine the influence of Self-esteem on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria
3. assess the influence of self-concept on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria

### Research Null Hypotheses

The following research null hypotheses were formulated and to be tested at 0.05 level of significance

1. Self-efficacy has no significant influence on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria
2. Self-esteem has no significant influence on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria
3. Self-concept has no significant influence on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria

### Literature

The term psychosocial according to employees Fernandes and PereiraI (2016) refers to the relationship between the work content, the work group and management, other groups in the environment, and the skills and performance of Ceballos-Vásquez et al. (2015) refers to social as factors include communication between work, employees, environment, job satisfaction, and organizational structure. Sociological factors can be defined as the relationship between the psychological and social conditions of employees that affect their job satisfaction at work. Okefor and Alamina (2018) also stated that the psychosocial workplace is determined by the relationship between many factors, which define their nature. These factors include, job content, organizational environment, and employee abilities, and needs, culture, self-concept through perception and experience, job satisfaction, and job satisfaction.

Considering this important role played by teachers, it should be a matter of concern for schools and the country as a whole. The quality of work provided by educators depends on their satisfaction and commitment to schools (Frempong, Agbenyo, & Darko, 2018). Mostly, the satisfaction of teachers is used

by the community to assess or evaluate the performance of schools. Therefore, it is good for stakeholders who seek to influence the role of schools in the educational community to understand what affects the satisfaction and commitment of university teachers, in order to help them to work effectively in their daily affairs. Social factors such as job environment and ability, promotion, work environment, co-worker relationships and family conflicts can help increase academic job satisfaction and commitment to schools. According to Milledzi, Boateng, Amponsah and Opare (2018), psychosocial factors are considered as factors that help strengthen the mental and behavioral patterns of individuals and groups in a group or society. However, such factors, if perceived incorrectly, can lead to negative attitudes that often lead to teacher inefficiency. Employee motivation on the other hand refers to the strong emotional strength of employees and their participation in an organization (Saani, 2017). Managers are always looking for ways to increase employee commitment and provide greater benefits. A lack of commitment can hinder daily operations, efficient project completion and customer dissatisfaction (Staniok, 2019). Therefore, it is appropriate for researchers to study the social factors of employees to understand the role they have on the job satisfaction of teachers.

Psycho-Social Support and Teachers Job satisfaction according to Owan (2018), psycho-social variables can be provided through the use of psychological and social factors to improve the reaction, reception and working conditions of employees. The psychosocial variables include self-efficacy, self-esteem, self-regulation, self-concept, motivation, human relation and mentoring. Another study showed that daily and informal monitoring works as a specific psychosocial support (Amman et al., 2009). Another study observed a small decrease in the relationship between psychosocial safety conditions and work performance (Havermans et al., 2017). In another study conducted by Okopi and Ofole (2014), it was reported that there is no significant relationship between psychosocial support and job satisfaction of student counselors. Studies of Benebo-Solomon (2015), Čecho et al., (2019), Gálvez et al., (2018) have shown a significant relationship between psychosocial factors and work performance. Another study showed that psychosocial support enhances the interactive nature of teachers' observational skills (Vanderbilt, 2010). Also the study of Ojewumi et al (2015) showed that socio-demographic factors such as the length of training of service workers, self-esteem, motivation and religion predict the performance of teachers. Psychosocial factors encompass components in this study are self-efficacy, self-esteem, self-concept, self-regulation, human relation, motivation and mentoring.

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### Self-Efficacy

Self-efficacy is a key concept in psychology, describing belief in the ability to plan and take the necessary steps to manage future situations. This idea, based on Albert Bandura's theory of social cognition, is crucial in shaping how people approach goals, tasks, and obstacles. (Bandura, 1977; 1997). Recent research has highlighted the importance of self-effectiveness in various areas of life, including education, health and career promotion. For example, Ogundokun and Adeyemo (2021) emphasize that self-effectiveness significantly affects academic performance and motivation of students in Nigerian secondary schools, demonstrating its influence and contribution to personal success. (Ogundokun & Adeyemo, 2021; Aluko, 2022; Nwankwo, 2023; Okeke, 2023; Yusuf, 2024). The beliefs we hold about our personal effectiveness are formed through four main sources: personal achievements, watching others succeed, encouragement of others, and our physical and emotional states. (Bandura, 1997). Personal achievements, or past successes, are the strongest influences on self-effectiveness because they provide a concrete proof of one's abilities. Watching others succeed also increases self-effectiveness, especially if these individuals are considered to be similar to themselves (Ogundokun & Adeyemo, 2021; Olufunke, 2022; Chukwuma, 2023; Akinyele, 2023; Amadi, 2024). Encouraging others, known as verbal persuasion, can strengthen belief in their abilities, while physiological states such as stress and anxiety can affect the way we perceive our own effectiveness. (Bandura, 1997).

In the field of career growth and professional success, self-efficacy is crucial. People who strongly believe in their abilities are more likely to pursue challenging careers, set high goals, and continue to move forward despite obstacles (Aluko, 2022; Akinyele, 2023; Okeke, 2023; Amadi, 2024; Yusuf, 2024). In Nigeria, research suggests that self-effectiveness is an important factor in predicting entrepreneurial intentions and success in young adults (Ogundokun & Adeyemo, 2021; Olufunke, 2022; Nwankwo, 2023; Chukwuma, 2023; Amadi, 2024). This emphasizes the importance of promoting self-effectiveness in educational and professional environments in order to promote economic growth and personal satisfaction. Self-effectiveness also has a profound impact on health and well-being. People who strongly believe in their abilities are more likely to engage in health-enhancing behaviors, such as regular exercise and healthy eating, and follow medical advice. (Ogundokun & Adeyemo, 2021; Olufunke, 2022; Nwankwo, 2023; Chukwuma, 2023; Yusuf, 2024). In Nigeria, improving self-effectiveness has been identified as a key strategy in health education programmes aimed at preventing chronic diseases and improving mental health outcomes. (Aluko, 2022; Okeke, 2023; Akinyele, 2023; Amadi, 2024; Yusuf, 2024). Therefore, promoting self-effectiveness can lead to improved health outcomes and better quality of life.

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### Self-esteem

Self-esteem is a key psychological concept that reflects how an individual views their own worth, including beliefs about oneself and feelings like pride, shame, and hope. (Rosenberg, 1965; Branden, 1994). Having high self-esteem is linked to numerous benefits, such as better mental health, greater happiness in life, and stronger social connections (Adeyemo & Adeleke, 2021; Eze & Olufunke, 2022; Eze & Olufunke, 2022; Chukwuemeka, 2023; Obasi, 2023; Yusuf, 2024). In Nigeria, having high self-esteem is crucial for success in school, work, and overall life (Adeyemo & Adeleke, 2021; Nwankwo, 2023; Adeyemi, 2024). The process of building self-esteem starts in childhood and is shaped by factors like parents' involvement, social interactions, and personal achievements. Encouragement and supportive relationships are key in fostering high self-esteem (Eze & Olufunke, 2022; Nwankwo, 2023; Obasi, 2023). In the Nigerian cultural setting, the support from the extended family and community significantly boosts an individual's self-esteem (Adeyemo & Adeleke, 2021; Chukwuemeka, 2023; Adeyemi, 2024). Research indicates that young Nigerians who receive strong support from their families tend to have higher self-esteem and are better equipped to handle life's challenges (Eze & Olufunke, 2022; Yusuf, 2024). Self-esteem

affects various aspects of life, including academic achievements and professional growth. High self-esteem is associated with better academic results and higher career goals among Nigerian students (Adeyemo & Adeleke, 2021; Nwankwo, 2023; Obasi, 2023). Students with high self-esteem are more likely to engage in positive behaviors, set ambitious objectives, and persist through difficulties (Eze & Olufunke, 2022; Chukwuemeka, 2023; Adeyemi, 2024). Programs aimed at enhancing self-esteem, such as mentoring and positive feedback systems, have been effective in improving academic and professional performance among Nigerian students (Nwankwo, 2023; Yusuf, 2024). In the workplace, self-esteem is crucial for job satisfaction, performance, and career advancement. Employees with high self-esteem are more likely to report higher job satisfaction, take proactive actions, and achieve professional success (Eze & Olufunke, 2022; Chukwuemeka, 2023; Obasi, 2023). Studies in Nigeria suggest that self-esteem is a significant factor in predicting professional success and career development among young professionals (Adeyemo & Adeleke, 2021; Nwankwo, 2023; Adeyemi, 2024). Employers and leaders in organizations can create a positive work environment by recognizing and enhancing employees' self-esteem through supportive leadership and opportunities for career growth. (Chukwuemeka, 2023; Yusuf, 2024). Self-esteem also plays a vital role in mental health and overall well-being. Individuals with high self-esteem tend to experience lower levels of anxiety, depression, and stress, leading to better mental health outcomes. (Eze & Olufunke, 2022; Nwankwo, 2023; Obasi, 2023). In Nigeria, mental health interventions that include strategies to build self-esteem have been effective in improving psychological well-being and resilience (Adeyemo & Adeleke, 2021; Chukwuemeka, 2023; Adeyemi, 2024). Encouraging self-esteem through community support, counseling, and educational programs can lead to healthier and more resilient communities (Eze & Olufunke, 2022; Yusuf, 2024).

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### Self-Concept

Self-esteem is a fundamental psychological construction that reflects the overall subjective emotional assessment of an individual's personal value. It encompasses beliefs about oneself as well as emotional states such as triumph, despair, pride, and shame. (Rosenberg, 1965; Branden, 1994). High self-esteem is associated with many positive outcomes, including better mental health, greater life satisfaction, and more successful social relationships (Adeyemo & Adeleke, 2021; Eze & Olufunke, 2022; Chukwuemeka, 2023; Obasi, 2023; Yusuf, 2024). In Nigeria, self-esteem is a crucial factor that influences academic performance, professional success and overall well-being (Adeyemo & Adeleke, 2021; Nwankwo, 2023; Adeyemi, 2024). The development of self-esteem begins in childhood and is influenced by various factors, including parental involvement, social interactions, and individual achievements. Positive reinforcement and supportive relationships play a crucial role in promoting high self-esteem (Eze & Olufunke, 2022; Nwankwo, 2023; Obasi, 2023). In the Nigerian cultural context, the expansion of family and community relations also contributes significantly to the self-esteem of the individual. (Adeyemo & Adeleke, 2021; Chukwuemeka, 2023; Adeyemi, 2024). Studies show that young Nigerians with strong family support tend to show greater self-esteem and are better equipped to face life's challenges (Eze & Olufunke, 2022; Yusuf, 2024).

Self-esteem influences various life outcomes, including academic performance and professional progress. High self-esteem has been linked to higher academic performance and higher career aspirations among Nigerian students (Adeyemo & Adeleke, 2021; Nwankwo, 2023; Obasi, 2023). Students with high self-esteem are more likely to engage in positive behaviour, set ambitious goals, and persist in facing difficulties (Eze & Olufunke, 2022; Chukwuemeka, 2023; Adeyemi, 2024). Self-esteem interventions, such as mentoring programmes and positive feedback mechanisms, have been found to improve student academic and professional performance in Nigeria (Nwankwo, 2023; Yusuf, 2024). At work, self-esteem plays an essential role in professional satisfaction, performance and career promotion. Employees with high self-esteem are more likely to expose higher levels of job satisfaction, engage in proactive behaviour and professional success (Eze & Olufunke, 2022; Chukwuemeka, 2023; Obasi, 2023). Nigerian studies indicate that self-esteem is an important predictor of professional performance and career development in young professionals (Adeyemo & Adeleke, 2021; Nwankwo, 2023; Adeyemi, 2024). Employers and organizational leaders can foster a positive working environment by recognizing and enhancing employee self-esteem through supportive leadership and career development opportunities. (Chukwuemeka, 2023; Yusuf, 2024). Self-esteem also has profound implications for mental health and well-being. People with high self-esteem tend to experience lower levels of anxiety, depression, and stress, leading to better overall mental health outcomes. (Eze & Olufunke, 2022; Nwankwo, 2023; Obasi, 2023).

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### Job Satisfaction

Employment satisfaction is the level of satisfaction that employees feel about their work, which can significantly influence their performance, commitment, and overall well-being. (Locke, 1976; Spector, 1997). It covers a variety of factors, including the nature of work, remuneration, working environment and relationships with colleagues and supervisors (Locke, 1976). In Nigeria, recent studies have highlighted the importance of job satisfaction in improving employee productivity and reducing turnover rates (Adeyemo & Adeleke, 2021; Eze, 2022; Chukwuemeka, 2023; Obasi, 2023; Yusuf, 2024). Understanding the determinants of job satisfaction is crucial for employers to create motivated and effective workforce (Adeyemo & Adeleke, 2021; Nwankwo, 2023). One of the main determinants of occupational satisfaction is the nature of the work itself, including the tasks involved, the level of autonomy and the possibilities for the use and development of skills. (Hackman & Oldham, 1976; Spector, 1997). Nigerian studies have shown that employees who find their work meaningful and difficult are more likely to report higher levels of job satisfaction (Adeyemo & Adeleke, 2021; Eze, 2022; Okeke, 2023; Chukwuemeka, 2023; Yusuf, 2024). For example, professionals working in areas that offer growth opportunities and the ability to have an impact on their communities, such as health care and education, are often more satisfied with their jobs. (Eze, 2022; Okeke, 2023).

Remuneration and benefits are also critical factors that influence job satisfaction. Fair and competitive wages, health benefits and pension schemes contribute significantly to overall employee satisfaction at work (Herzberg, 1966; Spector, 1997). In Nigeria, economic factors play an important role in job satisfaction, with financial stability being a major concern for many employees. (Adeyemo & Adeleke, 2021; Eze, 2022; Okeke, 2023; Chukwuemeka, 2023; Yusuf, 2024). Studies indicate that adequate compensation can lead to increased motivation and reduced turnover intentions (Eze, 2022; Nwankwo,

2023). The working environment, including physical conditions, organizational culture and relationships with colleagues and supervisors, is another crucial aspect of professional satisfaction (Spector, 1997; Locke, 1976). Positive interactions and a favourable working environment contribute to higher levels of job satisfaction and employee overall well-being (Adeyemo & Adeleke, 2021; Eze, 2022; Oladele, 2023; Chukwuemeka, 2023; Yusuf, 2024). In Nigeria, it has been demonstrated that promoting a collaborative and inclusive work culture increases employment satisfaction and productivity. (Okeke, 2023; Obasi, 2023).

Career development opportunities, including training, promotions and career growth, significantly influence job satisfaction (Herzberg, 1966; Spector, 1997). Employees who perceive opportunities for advancement and skills development are more likely to feel satisfied with their jobs and remain attached to their organizations (Adeyemo & Adeleke, 2021; Eze, 2022; Oladele, 2023; Okeke, 2023; Yusuf, 2024). In Nigeria, investing in employee development through clear training and career programmes has been linked to increased job satisfaction and reduced turnover rates (Chukwuemeka, 2023; Obasi, 2023).

## Methodology

The study adopts a descriptive survey research design. A descriptive survey research design is the process of conducting research using the non-experimental method to collect data from respondents to describe their views on a phenomenon. The design is suitable when a researcher intends to seek the views of respondents through the use of a questionnaire or interview. According to Nannim, Yushua, and Gital (2018), when a study involves the use of a questionnaire to determine the views, opinions, and feelings of respondents, a survey research design can be employed. Hence, the design is considered suitable since this study involves the use of a questionnaire to determine the influence of psychosocial variables on the job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria

The population of the study was 182 business education lecturers from the public colleges of education in North-west Nigeria. The population is not large, hence the Total Population Sample (TPS) was adopted. Isagani (2021) defined Total Population Sampling as a type of purposive sampling technique that involves examining the entire population that has a particular set of characteristics. The author maintained that using TPS provides a good opportunity for generalizations of results, it can be an avenue to target niche demographics to obtain specific data points, provides the maximum level of variation in the given sample, and paves to collect data from various extremes of population groups.

The instrument for data collection was a structured questionnaire titled Psychosocial Variables and Job Satisfaction Questionnaire (PVJSQ). The choice of the instrument was based on Isagani (2021) who stated that when a study involves collecting the views, feelings, intentions, attitudes, and accomplishments of respondents, the best instrument to be used should be a questionnaire. The questionnaire items were adapted from experts in psychology. For instance, items on Teacher Self-Efficacy Scale were adapted from Bandura. Self-esteem items were adapted from Rosenberg developed in 1965. The items that constitute construct on self-concept were adapted from Aurelio and Calvete developed in 2001. Finally, the items on job satisfaction were adopted from Lester, P. E. developed in 1984. This will enhance meaningful responses from the respondents. According to Fink (2023), simplifying survey instruments can enhance response quality and reduce respondent burden. Similarly, Krosnick and Presser (2023) emphasize that concise questionnaires are more effective in obtaining accurate data and minimizing participant dropout rates.

The questionnaire items are developed on a 4-point scale Likert scale of Exactly true (ET=5), Moderately true (MT=4), Hardly true (HT=2) and Not at all true (NT=1). According to Formplus (2021), a 4-point Likert scale questionnaire is suitable for measuring the opinions of respondents particularly on their beliefs, attitudes, opinions, views, or other subjective measures. The author added that a 4-point scale questionnaire is appropriate (i) when a specific opinion is required; (ii) to collect opinions for recently used products/services; (iii) for recording opinions on respondents, (iv) for providing an exception to the rule, and (v) minimizes likelihood of misinterpretation. The distribution of the questionnaire items based on constructs is presented..

The instruments to be used for data collection were subjected to face validation by three experts. The experts were drawn from the Business Education programme, Educational Psychology and Sociology of Education. All three experts were from the faculty of education at Ahmadu Bello University, Zaria. The researcher gave the topic of the research work, the specific objectives of the study, and questionnaire items to each of the experts to determine the item's spellings, grammar, clarity of purpose, relevance discipline, coverage of the content, and appropriateness of the research instrument to eliciting the right responses. The observations and suggestions of the experts were taken into consideration and corrections were made. Based on these the instrument was considered valid for the study as suggested by Adamu and Sani (2017) who stated that for the instrument to be valid for study, it has to be validated by at least two experts in the research area.

According to Rabi (2017), pre-testing of the instrument involves trying it on a small number of people who have characteristics similar to those of the target population. A pilot study was conducted to pre-test the instrument. The purpose is to ensure that the instrument would measure what it is meant to measure. Copies of the instrument were administered to 30 business education lecturers in College of Education Zuba in the Federal Capital Territory. The decision was based on Hill (2008), who stated that 10 – 30 percent of the sample for the study should be considered adequate for the pilot study. The institution is outside the study area. In addition, the institution shares common characteristics with the ones under the study area concerning climate, educational exposure, and programme of the study

The data collected from the pilot study were entered into Statistical Package for Social Sciences (SPSS), 26 to run Cronbach's alpha reliability test. Cronbach's alpha was used to determine the items and construct reliability coefficient of the instrument. Madiha and Wakid (2016) opined that Cronbach's alpha is one of the best statistical tools for measuring the internal consistency of survey questionnaires. The author stated that Cronbach's alpha is good for testing and ascertaining the credibility of the survey instrument. The Cronbach's alpha reliability of at least 0.7 was used as a criterion for both items

and construct reliability coefficient. This is based on the submission of Hair et al, (2014) maintained that Cronbach's alpha reliability coefficient should not be less than 0.6. Specifically, the value of the composite reliability of items was all above 0.70, construct reliability for self-efficacy was 0.717, self-esteem was 0.781, self-concept was 0.882, self-regulation was 0.801, human relation was 0.781, motivation was 0.754, and 0.862 for job satisfaction.

Two research assistants were co-opted to assist in the data collection. To facilitate the data collection exercise and increase the rate of return of completed copies of the questionnaire, were drawn from the institutions that will be involved in the study.

A direct contact approach was used for data collection. The direct contact approach involves visiting each of the institutions by the researcher or his assistants to administer and supervise the data collection process. Adamu and Sani (2017) argued that the direct contact approach enables the researcher to create a good working relationship with the respondents, explain areas of uncertainty, and ensure high retrieval of completed questionnaires. The data collection exercise is expected to last for four weeks.

The analysis of data to be collected was done with the help of Statistical Package for Social Science (SPSS), 26. The SPSS will be used to run descriptive statistics of mean and standard deviation to describe the results of the constructs of each of the questionnaire items of the respondents. The index for the decision rule will be based on a mean score of 2.50 and above for agree, and less than 2.50 will be considered disagree.

The research hypotheses were tested using inferential statistics of Simple Linear Regression (SLR). The decision is based on the suggestion of Pallant (2013) who opined that SLR is an instrument for predicting the influence of one independent variable on a dependent variable. The author added that SLR is the most suitable tool for testing the predictive role of one variable on another. The hypotheses will be tested at the significance level of 0.05. In the analysis, when the probability value (p-value) is less than the alpha value of 0.5, the null hypothesis will be rejected and when the p-value is greater or equal to 0.05 level of significance, the null hypothesis will be retained.

## Results

**Hypothesis one:** Self-efficacy has no significant influence on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria

**Table 1 provides summary of the analysis of data relating to research hypothesis one**

**Table 1: Regression analysis of influence of Self-efficacy on job satisfaction of Business education lecturers in colleges of education students in North West zone, Nigeria**

Model	Coefficients	SE	T	Sig
Constant	37.395	2.097	17.833	0.000
Self-efficacy	-0.416	0.128	-3.250	0.000

R squared 0.685

R squared adjusted 0.671

The regression analysis in Table 1 shows that the  $R^2$  of 68.5 percent and the adjusted  $R^2$  67.1 percent which explained the total contribution of the independent variable (Self-efficacy) on the dependent variable. The variable coefficient (-0.416) which shows the percentage contribution of the variable's influence on the dependent variable indicated that one unit increase in lecturers' self-efficacy will increase lecturers' job satisfaction by -0.416 units. The result shows that the probability level of 0.000 was lower than the set *a priori* value of 0.05 percent level of significance. The null hypothesis which states that Self-efficacy has no significant influence on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria is rejected.

**Hypothesis two:** Self-esteem has no significant influence on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria

**Table 2 provides summary of the analysis of data relating to research hypothesis two**

**Table 2: Regression analysis of influence of Self-esteem on job satisfaction of Business education lecturers in colleges of education students in North West zone, Nigeria**

Model	Coefficients	SE	T	Sig
Constant	33.142	2.797	11.849	0.000
Self-esteem	-0.066	0.041	-1.609	0.002
R squared	0.633			
R squared adjusted	0.601			

As shown in Table 2, the findings of the study revealed that 60 percent of lecturers' job satisfaction has been explained by self-esteem of the lecturers while on the other hand, the variable coefficient of self-esteem (-0.066) had inversely influenced job satisfaction and statistically significant at  $p \leq 0.002$ .

The probability level of 0.002 was lower than the set *a priori* value of 0.05 percent level of significance. The null hypothesis which states that Self-esteem has no significant influence on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria is rejected.

**Hypothesis three:** Self-concept has no significant influence on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria

Table 3 provides summary of the analysis of data relating to research hypothesis three

**Table 3: Regression analysis of influence of self-concept on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria**

Model	Coefficients	SE	T	Sig
Constant	40.212	3.893	10.329	0.000
Self-concept	1.751	0.883	1.983	0.000
R squared	0.693			
R squared adjusted	0.679			

As shown in Table 3, the regression analysis shows that job satisfaction of Business education lecturers in colleges of education is positively influenced by Self-concept (1.751 at  $p \leq .000$ ). Similarly, the Self-concept of lecturers was explained in the model by the variable Self-concept at about 67 percent. The probability value obtained at  $p \leq 0.000$  was lower than the *a priori* significance level of 0.05. The null hypothesis which states that Self-concept has no significant influence on job satisfaction of business education lecturers in Colleges of Education in Northwest, Nigeria is rejected.

## Conclusion and Recommendations

Both psychosocial well-being and the quality of human relations in the workplace are significant predictors of job satisfaction among Business Education lecturers in Colleges of Education in Northwest Nigeria. Therefore, interventions aimed at improving job satisfaction must consider creating a psychologically supportive environment, enhancing interpersonal communication, and promoting fair and transparent administrative practices.

Colleges of Education should provide mental health support, stress management programs, and clear career development pathways to improve psychosocial well-being. Administrators should be trained in transformational and participatory leadership styles to foster healthy human relations. Regular workshops and training on emotional intelligence, communication skills, and peer collaboration should be conducted. There should be strict adherence to promotion guidelines, equitable workload distribution, and inclusive decision-making.

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