



Impact of Goal Attainment and Sustainability of Business Teachers in Secondary Schools for Educational Development

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Abstract

This study determines the impact of goal attainment and sustainability of business teachers in secondary schools for educational development. Two research questions guided the study. Descriptive survey design was adopted for the study. One hundred and eight male and female business teachers made up the population of the study. Four points rating structured questionnaire containing 14 items and was face-validated by three experts was used for data collection. Cronbach Alpha reliability method was used to determine the internal consistency of the instrument and a reliability coefficient of 0.93 was obtained. Data collected for the study were analyzed using mean and standard deviation to answer the two research questions and determine the closeness or otherwise of the responses from the mean using Statistical Package for Social Sciences (SPSS). The findings of the study revealed that Job satisfaction and Skill Development are part of the goal attainment and sustainability that impacts business teachers in secondary school for educational development. Educational institutions and policy makers should prioritize investing in ongoing professional development programs for business teachers in secondary schools.

Keywords: Business teachers, goal attainment, sustainability, educational development.

Introduction

Globally, Education has played vital role in the development and modernization of Nations. It is a key and a vital element in the broad development of the nation's youth's capacity to address and solves societal problems. Education forms the basis for the proactive and positive economic, social and political changes in the society. This is the reason The National Policy on Education describes it as an instrument "par excellence" for effecting national development (FRN, 2013). Education remains the key to empowerment of the people and the nations as a whole. As stated by Olawolu and Kaegon, (2017), education consolidates and builds upon our youths the empowerment to really live which enable them to function as productive member of the society, earning a living, and contributing to societal progress. Education according to Scanlon, (2022) is a discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various non-formal and informal means of socialization like rural development projects and

education through parent-child relationships. It is a way by which values and accumulated knowledge, cultures and skills of a society is transmitted to the younger generation. The foundation of growth and development of any society is based on education and how its activities are carried out for purposeful actualization of societal goals.

Goals are specific, measurable objectives that individuals or organizations strive to achieve within a defined time frame. They can be short-term or long-term, and they help individuals focus their efforts, prioritize tasks, and monitor progress towards success (Locke & Latham, 2002). While attainment, on the other hand, refers to the successful accomplishment or achievement of a goal. It signifies reaching the desired outcome or target set by an individual or a group.

With reference to this assertion, goal attainment is the process through which human and other resources are mobilized for the attainment of collective goals and purposes. Goal attainment refers to the process of achieving desired outcomes or objectives within a



specified time frame. It involves setting clear and measurable goals, developing strategies to reach those goals, and monitoring progress to ensure successful completion. Similarly, according to Brundtland Commission report, also known as Our Common Future of 1987. The report defines sustainability as a development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Business teachers play a crucial role in educating and preparing students for careers in the business world. They possess expert knowledge in various areas such as finance, marketing, entrepreneurship, and management. These teachers have strong communication skills and the ability to facilitate student learning through practical examples, case studies, and interactive discussions. They guide students in developing critical thinking, decision-making, and problem-solving skills essential for success in the business field. The purpose of business teachers is to provide students with a solid foundation of business principles, theories, and practices while instilling ethical values. Their importance lies in shaping the next generation of business professional who will contribute to economic growth and innovation (Ajuogu, et al., 2019).

Secondary education is the second level in the educational system. Federal Republic of Nigeria (2004) asserted that secondary education is the form of education children receive after primary education before the tertiary stage. According to Federal Republic of Nigeria (2004), the broad aim of secondary education is to prepare individuals for higher education and also prepare them for useful living within the society they live. To raise a generation of people who think for themselves, respect the dignity of labor, appreciate those values specified under the broad national goals and live as citizens. Secondary education consists of senior secondary schools and junior secondary schools.

Educational development is a multifaceted concept that encompasses efforts to enhance teaching and learning processes, curriculum design, and educational policies. It involves continuous reflection, assessment, and improvement to optimize educational outcomes. According to Retelsdorf, et al. (2014), educational development seeks to create an environment that promotes effective teaching, student engagement, and academic achievement. The primary purpose of educational development is to enhance the overall quality of education. It aims to develop an

environment that fosters creativity, critical thinking, and problem-solving skills among students.

Job satisfaction refers to an individual's overall feelings and attitudes toward their job role, work environment, and the organization they are employed with. It encompasses various facets, including contentment, fulfillment, happiness, and fulfillment derived from one's job. Job satisfaction can be influenced by multiple factors, such as the nature of the work, relationships with colleagues and supervisors, compensation, opportunities for advancement, work-life balance, and organizational culture.

Skill development on the other hand refers to the process of acquiring, enhancing, and refining the abilities, knowledge, and competencies necessary to perform tasks, roles, or functions effectively in various contexts. It involves both acquiring new skills and improving existing ones through training, education, practice, and experience. According to World Bank (2012), skill development is defined as a process of identifying, assessing, and developing the skills that enable individuals to perform effectively in the labor market. It is a continuous process that occurs throughout one's life and career, as individuals adapt to changes in technology, job requirements, and industry trends. It encompasses a wide range of skills, including technical skills specific to a particular job or industry, as well as transferable skills such as communication, problem-solving, critical thinking, and teamwork.

Finally, the acquisition and utilization of these job satisfaction, and skill development among business teachers is of essence for their goal attainment and sustainability, and also for them to be relevant in the society and in the world of teaching for every education sector including secondary schools would like to indulge such teachers that have excellent qualities and are willing to impact them to their students for a better tomorrow. The education sector of every nation is where their future is embedded and the ability to achieve the goals for establishing it and as well sustain its status is what makes a difference. However, the fact that many business teachers are not really satisfied with their jobs, and still lack relevant skills needed for sustainability in their field, and it is against this backdrop that the researcher is seeking to know the Impact of goal attainment and sustainability of business teachers in secondary schools for educational development in Enugu State. The purpose of this study is to determine impact of goal attainment and sustainability of business teachers in



secondary schools for educational development. The following questions were addressed;

1. What is the Impact of Job Satisfaction on Business Teachers in Secondary Schools for Educational Development?
2. What is the Impact of Skill Development on Business Teachers in Secondary Schools for Educational Development?

Methods

Descriptive survey research design was adopted for the study. Descriptive Survey research design was considered suitable for the study because it made use of questionnaire to collect data on the impact of goal attainment and sustainability of business teachers in secondary schools for educational development from male and female business teachers of some secondary schools in Enugu State. The population for the study was 108 comprising of 48 male and 60 female business teachers in secondary schools in Enugu State. The population for the study was obtained from the secondary schools by the researcher. No sample was taken from the population since the population of the study is relatively small and of a manageable size. Therefore, census survey was used to study the entire population. The instrument for data collection was a 14 items structured questionnaire developed by the researcher with the title "impact of goal attainment and sustainability of business teachers in secondary schools for educational development in Enugu State Questionnaire (IGASBTSSSEDESQ). The instrument was divided into two major sections (A and B) and was structured on a 4-point rating scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the respective value of 4, 3, 2 and 1. The questionnaire was face-validated by three experts in the Department of Business Education, University of Nigeria, Nsukka, to ensure the reliability of the instrument. The study made use of Cronbach Alpha reliability method to determine the internal consistency of the instrument and a reliability coefficient of 0.93 was obtained. Copies of the questionnaire was administered by the researcher to the respondents with the help of one

research assistant who was briefed by the researcher in order to enhance the administration and ensure high rate of return. Data collected were analyzed using mean and standard deviation. Item with the mean of 2.50 and above was considered agree while item with the mean less than 2.50 was considered disagree.

Results

The result in table 1 shows that the respondents agreed with the items 2, 3, 4, 5, 6 and 7 with mean scores of 3.3, 3.1, 3.2, 3.3, 3.4 and 3.1 and standard deviation 1.1, 1.1, 1.2, 1.1, 1.4 and 0.8 respectively. This indicates that Ability to have competitive compensation, recognition, and a supportive work environment helps in enhancing job satisfaction among business teachers, Ability to have autonomy in decision-making empowers business teachers to innovate and tailor their teaching methods to suit the diverse learning needs of students, leading to a more fulfilling professional experience, Business teachers experience job satisfaction when the job tasks they perform align well with their skills and qualifications, Business teachers experience a sense of accomplishment in their work through witnessing students' progress and success in the subject they teach, Business teachers experience job satisfaction when they have access to the resources and tools necessary to effectively carry out their teaching responsibilities which directly influences their performance, dedication, and commitment to their roles, and Business teachers experience job satisfaction when the workload assigned to them is reasonable and manageable are areas job satisfaction impacts business teachers in secondary schools for educational development.

Similarly, the result in table further revealed that the respondents disagreed with item 1 with mean score 2.3 and standard deviation 0.6. This indicates that Ability to provide opportunities for professional development, mentoring programs, and continuous feedback can help business teachers feel supported and valued are not area that job satisfaction impacts business teachers in secondary schools for educational development.

Table 1. Mean and standard deviation of the Impact of Job Satisfaction on Business Teachers in Secondary Schools for Educational Development

| S/N | Item Statement | \bar{X} | S.D. | Remark |
|-------------------|---|------------|------------|----------|
| 1 | Ability to provide opportunities for professional development, mentoring programs, and continuous feedback can help business teachers feel supported and valued. | 2.3 | 0.6 | D |
| 2 | Ability to have competitive compensation, recognition, and a supportive work environment helps in enhancing job satisfaction among business teachers. | 3.3 | 1.1 | A |
| 3 | Ability to have autonomy in decision-making empowers business teachers to innovate and tailor their teaching methods to suit the diverse learning needs of students, leading to a more fulfilling professional experience. | 3.1. | 1.1 | A |
| 4 | Business teachers experience job satisfaction when the job tasks they perform align well with their skills and qualifications. | 3.2 | 1.2 | A |
| 5 | Business teachers experience a sense of accomplishment in their work through witnessing students' progress and success in the subject they teach. | 3.3 | 1.1 | A |
| 6 | Business teachers experience job satisfaction when they have access to the resources and tools necessary to effectively carry out their teaching responsibilities which directly influences their performance, dedication, and commitment to their roles. | 3.4 | 1.4 | A |
| 7 | Business teachers experience job satisfaction when the workload assigned to them is reasonable and manageable. | 3.1 | 0.8 | A |
| Grand Mean | | 3.0 | 0.8 | A |

N = 108, \bar{X} = Mean, S.D. = Standard Deviation, A = Agreed, D = Disagree

The result in table 2 shows that the respondents agreed with the items 8, 9, 10, 11, 13, and 14 with mean score 3.3, 3.4, 3.1, 2.9, 3.2, and 3.4 and standard deviation 1.1, 1.2, 1.1, 0.8, 1.1, and 0.8 respectively. This indicates that Ability to acquire new skills and knowledge enhances business teachers' ability to engage students in the classroom, Ability to improve skills and competencies have led to higher student achievement levels in the class, Ability to acquired skills through professional development programs have facilitated the implementation of innovative teaching methods, Ability to enhance skills and knowledge enable them to adapt more effectively to changing educational trends and technologies, Skill development of business teachers helps to improve student learning

outcomes, and Skill development ensures that business teachers stay updated with the latest teaching methodologies, technological advancements, and curriculum changes in the field of business education are areas skill development impacts business teachers in secondary schools for educational development. Similarly, the result in the table further revealed that respondents disagreed with the item 12 with mean scores 2.3 and standard deviation 0.2. This indicates that Skill development opportunities contribute to the professional growth and advancement of business teachers are not area that skill development impacts business teachers in secondary schools for educational development.

Table 2. Mean and standard deviation of the Impact of Skill Development on Business Teachers in Secondary Schools for Educational Development

| S/N | Item Statement | \bar{X} | S.D. | Remark |
|--|--|------------|------------|----------|
| 8 | Ability to acquire new skills and knowledge enhances business teachers' ability to engage students in the classroom. | 3.3 | 1.1 | A |
| 9 | Ability to improve skills and competencies have led to higher student achievement levels in the class. | 3.4 | 1.2 | A |
| 10 | Ability to acquired skills through professional development programs have facilitated the implementation of innovative teaching methods. | 3.1. | 1.1 | A |
| 11 | Ability to enhance skills and knowledge enable them to adapt more effectively to changing educational trends and technologies. | 2.9 | 0.8 | A |
| 12 | Skill development opportunities contribute to the professional growth and advancement of business teachers. | 2.3 | 0.2 | D |
| 13 | Skill development of business teachers helps to improve student learning outcomes. | 3.2 | 1.1 | A |
| 14 | Skill development ensures that business teachers stay updated with the latest teaching methodologies, technological advancements, and curriculum changes in the field of business education. | 3.4 | 0.8 | A |
| Grand Mean | | 3.0 | 0.8 | A |
| N = 108, \bar{X} = Mean, S.D. = Standard Deviation, A = Agreed, D = Disagree | | | | |

Discussion

The study with regards to research question one on the Impact of Job Satisfaction on Business Teachers in Secondary Schools for Educational Development. It was reveals that Ability to have competitive compensation, recognition, and a supportive work environment helps in enhancing job satisfaction among business teachers, Ability to have autonomy in decision-making empowers business teachers to innovate and tailor their teaching methods to suit the diverse learning needs of students, leading to a more fulfilling professional experience, Business teachers experience job satisfaction when the job tasks they perform align well with their skills and qualifications, Business teachers experience a sense of accomplishment in their work through witnessing students' progress and success in the subject they teach, Business teachers experience job satisfaction when they have access to the resources and tools necessary to effectively carry out their teaching responsibilities which directly influences their performance, dedication, and commitment to their roles, and Business teachers experience job satisfaction when the workload assigned to them is reasonable and manageable were Impact of Job Satisfaction on Business Teachers in Secondary Schools for Educational Development. This

finding is in line with Locke's definition of job satisfaction (1976), who stated that it is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. This definition highlights the subjective nature of job satisfaction, indicating that it arises from an individual's evaluation or perception of their work situation. In essence, job satisfaction reflects the extent to which employees find their work rewarding and fulfilling, and it plays a crucial role in various outcomes, including employee morale, productivity, turnover rates, and organizational performance. High levels of job satisfaction are generally associated with better job performance, greater commitment to the organization, and lower turnover intentions, while low levels of job satisfaction can lead to absenteeism, turnover, and decreased productivity. The study indicates that Ability to provide opportunities for professional development, mentoring programs, and continuous feedback can help business teachers feel supported and valued are not area that job satisfaction impacts business teachers in secondary schools for educational development.

The study with regards to research question two on the Impact of Skill Development on Business Teachers in Secondary Schools for Educational Development reveals that Ability to acquire new skills and knowledge enhances business teachers' ability to engage students in the classroom, Ability to improve



skills and competencies have led to higher student achievement levels in the class, Ability to acquired skills through professional development programs have facilitated the implementation of innovative teaching methods, Ability to enhance skills and knowledge enable them to adapt more effectively to changing educational trends and technologies, Skill development of business teachers helps to improve student learning outcomes, and Skill development ensures that business teachers stay updated with the latest teaching methodologies, technological advancements, and curriculum changes in the field of business education were Impact of Skill development on Business Teachers in Secondary Schools for Educational Development. This finding agreed with the assertion of World Bank (2012) that Skill development is a process of acquiring, enhancing, and refining the abilities, knowledge, and competencies necessary to perform tasks, roles, or functions effectively in various contexts. It involves both acquiring new skills and improving existing ones through training, education, practice, and experience. Also, it is the process of identifying, assessing, and developing the skills that enable individuals to perform effectively in the labor market. Since, these skills enable business teachers to tackle complex issues, overcome challenges, and make informed decisions to reach desired outcomes. However, the study revealed that Skill Development opportunities contribute to the professional growth and advancement of business teachers were not area that skill development impacts business teachers in secondary schools for educational development.

Conclusion

The study sought to determine impact of goal attainment and sustainability of business teachers in secondary schools for educational development using survey research. The conclusion from this survey provides empirical and relevant input for practical approaches and participation in real world of teaching in secondary schools. When business teachers in secondary schools successfully achieve their goals, they not only improve their own teaching practices but also inspire students to excel academically and pursue careers in business-related fields. By imparting relevant knowledge, skills, and competencies, these teachers equip students with the tools they need to succeed in an increasingly competitive and dynamic global economy. Moreover, the sustainability of business teachers ensures continuity and consistency in educational delivery, fostering a stable and supportive learning

environment for students. Teachers who are well-supported, motivated, and continuously engaged in professional development are better equipped to adapt to evolving educational trends, technologies, and student needs, thereby promoting long-term educational growth and success. By setting and achieving meaningful goals and maintaining their effectiveness and commitment over time, these business teachers play a crucial role in shaping the future of business education and contributing to the overall advancement of educational quality and outcomes. The following recommendations were made based on the findings of the study:

1. Educational institutions and policymakers should prioritize investing in ongoing professional development programs for business teachers in secondary schools. These programs should focus on enhancing teaching methodologies, incorporating new technologies, and staying abreast of industry trends, thereby providing opportunities for continuous learning, maintaining their effectiveness, adaptability, and relevance in an ever-changing educational landscape.
2. There should be a foster of establishment of collaborative learning communities among business teachers within and across schools. Encouraging collaboration through professional networks, peer mentoring, and knowledge sharing platforms can facilitate the exchange of best practices, innovative teaching strategies, and resources, thereby helping business teachers to leverage on collective expertise and support each other in achieving their goals, leading to improved educational outcomes.

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