

INFLUENCE OF INSTITUTIONAL WORKPLACE CULTURE IN ENHANCING THE SUSTAINABILITY OF BUSINESS EDUCATION LECTURERS' PROFESSIONAL DEVELOPMENT IN TERTIARY INSTITUTIONS

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Abstract

The need to sustain the professional development of business education lecturers for better job performance necessitated this study. The study determined the influence of institutional workplace culture in enhancing the sustainability of business education lecturers' professional development in tertiary institutions in Anambra State. Two research questions guided the study. One hundred and twelve business education lecturers in public tertiary institutions in Anambra State was studied without sampling. A-20 item structured questionnaire titled "Influence of Institutional Workplace Culture in Enhancing the Sustainable Business Education lecturers' Professional Development (IIWCESBELPD)" was used as instrument for data collection. Face and content validity of the instrument were ascertained using opinions of three experts, two from Business Education and one expert from Measurement and Evaluation. The reliability of the instrument was established using pilot-test and data collected were calculated with Cronbach Alpha formula which yielded correlation coefficients of .85 and .78 for clusters B1 to B2 respectively with an overall value of .82 obtained. The researcher with the help of three research assistants adequately briefed administered the instrument to the respondents. Out of 112 copies of questionnaire distributed, 108 copies were correctly filled and returned which was used for data analysis. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' mean ratings. Findings of the study revealed that business education lecturers agree that all the workplace cultures listed are practiced in business education departments except culture of open communication; business education lecturers agree that institutional workplace culture in Anambra State tertiary institutions influence the sustainability of business education lecturers' professional development. Based on the findings of the study, the researcher concluded that there is still deficiency in fostering a culture of open channels of communication in business education departments in the tertiary institutions in Anambra State despite its plays in shaping the ongoing professional development of business education lecturers. It was recommended among others that; Heads of department of business education in Nigerian tertiary institutions should actively promote and facilitate open communication channels within departments. This can involve establishing regular meetings, forums, or online platforms where business education lecturers can openly discuss ideas, concerns, and feedback. Encouraging transparency and creating a culture where individuals feel comfortable expressing their thoughts and opinions is crucial for fostering an open communication environment

Keywords: Institutional Workplace Culture, Sustainable Workforce Development, Business Education, Lecturers' Professional Development

Introduction

In today's rapidly changing global economy, educational institutions around the world have prioritized sustainable workforce development as a means of achieving success. Building a workforce that is competent, flexible and environmentally concerned is not only a duty, but also a strategy by many educational institutions to gain competitive advantage educational. In order to achieve their educational goals, Nigerian tertiary institutions must recognize the importance of sustaining workforce development. Since the success of every tertiary institution depends

largely on the quality of both teaching and non-teaching staff, tertiary institutions must therefore prioritize sustainable professional development of lecturers.

Sustainable workforce means having the necessary energy, capabilities and resources to meet current and future organizational performance objectives. Gambatese et al. (2019) defined it as the extent to which workers can perform desired functions over a period of time. The lecturers may exhibit a high or low level of sustainability based on the extent to which they have been skillfully developed. Sustainable workforce development is an ongoing method of training and empowering workers to meet the organizational current and potential job needs. Arulrajah (2021) defined it as efforts intended at improving workers' knowledge and skills in ways that promote organizational growth, fairness and respect for the environment. Business education lecturers' professional development is the process of ensuring that business education lecturers at tertiary institutions have the resources, opportunities, and support they need to continuously enhance their knowledge, abilities, and pedagogical approaches is known as sustainability. It covers a number of important components, including continuous learning, which entails giving instructors opportunities for lifelong learning, including conferences, workshops, seminars, and advanced degree programmes, so they can stay current on the newest trends, research and best practices in the field of business education; improving lecturers' pedagogical techniques, subject matter expertise, and teaching abilities to better serve students and meet the changing needs of the field; and creating an environment in the classroom that is supportive and values the professional development of business educators.

Business education lecturers in Nigerian tertiary institutions need to stay up to date with shifting industry trends to ensure that trainings given to students are relevant. Park and Lee (2017) agreed that lecturers can address their teaching challenges and prepare students for careers in different fields with the help of sustainable professional development programmes. Likewise, business education lecturers can enhance their teaching and practices by participating in sustainable-oriented in-service programme, the lecturers can contribute to the holistic development of students, the advancement of knowledge in the field, and the promotion of a sustainable and prosperous society. Sharma et al. (2019) in support agreed that sustainable professional development programmes into educational institutions' policies can enhance the performance of lecturers..

It goes without saying that lecturers in Nigerian tertiary institutions still face challenges in equipping students with relevant skills for global competitiveness. This implies that lecturers in Nigeria need sustainable workforce development programmes. Tertiary institutions must therefore support factors that can improve lecturers' professional growth. Workplace culture could shape professional development programmes being offered to workers by tertiary institutions in Nigeria. Institutional workplace culture refers to the shared values, beliefs, attitudes, and behaviours that characterize an organization and shape its working environment. Tierney and Lanford (2018) defined it as the shared norms, values, practices, beliefs and assumptions that provide a framework for understanding events and behaviours and guiding the behaviour of higher education workforce. Institutional workplace cultures can be collaborative, innovative or hierarchical (Anwar et al. 2017). In the same vein, Wong (2020) saw institutional workplace culture as the collection of values, expectations, and practices that guide and inform the actions of all team members. Wong noted that institutional workplace culture is a combination of value systems and assumptions which lead an organization to run its operations. Power-oriented culture, role-oriented, task-focused and personal-oriented are components of workplace culture. Bashayreh et al. (2016) identified supportive, communication-oriented, inventive, team-oriented and performance-oriented as examples of workplace cultures.

Additionally, the Harvard Business Review (2018) mentioned purpose culture, learning organization culture and caring organization culture are major types of workplace culture.

The influence of workplace culture within Nigerian educational institutions on the long-term professional growth of lecturers has been an ongoing topic of national debate. Programmes designed to enhance and sustain professional development of lecturers may have an influence on the results depending on the institutional workplace culture. It might also have an influence on how they develop intellectually or inclusively. While Kooser (2021) pointed out that workplace culture has a significant impact on academics' promotion, work-life balance, and professional progress, Bayar and Hürriyet (2021) claimed that a positive workplace culture prioritizes employees' well-being. Higher education institutions that place a high value on innovative, collaborative, and ongoing learning environments may be more likely to support lecturers' long-term professional growth. On the other hand, organizational cultures that place a premium on authority and hierarchy may impede lecturers' ability to innovate and advance their careers. Aremu and Gbadeyan (2018) contended that a culture of open communication is necessary for long-term workforce development. Akpomi (2018) noted that organizations that support decentralized decision-making enable staff members to take charge of their own growth and make significant contributions to the objectives of the organization. Egbo (2017) revealed that culture that value accomplishments encourage the establishment of a sustainable labour force.

Tertiary institutions all over the world have engaged in an impressive number of institutional programmes that complicate the notion of a single or unified culture in higher education (Teine, 2023). The workplace work environment in tertiary institutions in Nigeria is often intense which places physical demands on lecturers and expose them to adverse conditions that are not present in other organizations. The intense environment negatively affects the lecturers' job performance, leaving minimal perceived value and incentive for fresh graduates to enter the lecturing field and the existing lecturers to remain in the job. The issue of the low performance of lecturers in business education in Nigeria's tertiary institutions worries stakeholders in the education sector. Stakeholders in Nigeria have recently criticized the academic performance of higher institutions. After a brief inspection, the researcher discovered that several business education lecturers in Nigerian tertiary institutions were not providing their students with a sufficient education. Additionally, some business educators in some of the tertiary institutions visited do not seem to be doing a good job or particularly care if the educational goals of the institutions that hire them are met.

Furthermore, it seems that not many business education lecturers equip their students with the 21st-century skills necessary to compete on a global scale. Oyewobiet al. (2021) in agreement found that a high percentage of unemployment among graduates of business education programme is caused by a lack of skills. The FRN (2021) attributed low quality of business education programme offered in Nigerian tertiary institutions as contributing factors to the high unemployment rate among graduates of the programme. Many tertiary institutions in Nigeria may not be investing in enough workforce professional development and may not have enough sustainable plans to cultivate their workforce. This deficiency may be a key reason behind the perceived low value of being a lecturer in the Nigerian tertiary institutions. This research study was intended to fill this gap in practice by developing informed tool to assess and improve workforce sustainable professional development of business education lecturers in tertiary institutions in Anambra State.

Statement of the Problem

In order to maintain the high standard of instruction and prepare business education students for the ever-changing workforce, tertiary institutions in Nigeria especially Anambra State must

invest heavily in the professional development of business education lecturers. Nevertheless, little is known about how particular institutional culture elements—like innovation, teamwork, supportiveness, focus on research, incentive structures, and communication styles—influence business education lecturers' experiences with professional development. This knowledge gap makes it more difficult for tertiary institutions to plan and carry out sustainable skill development programmes that support lecturers' lifelong learning and professional development in the field of business education. The dynamics of institutional workplace culture must thus be investigated, as well as how they may influence the long-term viability of professional development programmes for business education lecturers in tertiary institutions in Anambra State.

Specifically, the study determined (1) workplace cultures practiced in business education programme in tertiary institutions in Anambra State, (2) the influence of institutional workplace culture practiced in business education departments on the sustainability of business education lecturers' professional development.

Purpose of the Study

The study determined

- (1) Workplace cultures practiced in business education programme in tertiary institutions in Anambra State,
- (2) The influence of institutional workplace culture practiced in business education departments on the sustainability of business education lecturers' professional development.

Research questions

The following research questions guided this study;

1. What are the workplace cultures practiced in business education programme in tertiary institutions in Anambra State
2. How does institutional workplace culture practiced in business education departments in Anambra State influence the sustainability of business education lecturers' professional development?

Methods

The study adopted survey research design. It was carried out in Anambra State, Nigeria. Two research questions guided the study. The population of 112 business education lecturers in the public tertiary institutions that offer business education in Anambra State was studied without sampling. Structured questionnaire titled "Influence of Institutional Workplace Culture in Enhancing the Sustainable Business Education lecturers' Professional Development (IIWCESBELPD)" was used for data collection. The questionnaire consisted of one section A containing 20 items according to the two research questions. The instrument was structured on a four points rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Face validity of the instrument were established using three experts, two from the field of Business Education and one expert from Measurement and Evaluation. The reliability of the instrument was determined using pilot-test and data collected were calculated with Cronbach Alpha formula to determine the internal consistency of the instrument and correlation coefficients of .85 and .78 for clusters B1 to B2 respectively with an overall value of .82. The researcher with the help of three research assistants adequately briefed administered the instrument to the respondents in their offices. On the spot distribution and collection of questionnaires was employed and those who did not fill theirs immediately were revisited on another agreed date. Out of 112 copies of questionnaire distributed, 108(96%) were correctly filled and returned and used for data analysis. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' mean ratings. The analysis was carried out using Statistical Package for Social Sciences (SPSS) version 25.0.

Table 1: Respondents' Mean Ratings and Standard Deviation on the Institutional Workplace Culture Practiced in Business Education Programme

S/N	Institutional Workplace Culture	$\bar{X}$	SD	Remarks
1	My head of department practices a culture of collaboration among lecturers	3.12	.81	Agree
2	My head of department lays strong emphasis on continuous learning of lecturers	2.67	.75	Agree
3	My department supports professional development for lecturers	2.46	.79	Disagree
4	My department integrates sustainability goals into the department's strategic objectives.	2.38	.68	Disagree
5	My head of depart prioritizes ethics and integrity of lecturers	4.00	.77	Strongly Agree
6	My department encourages innovation and creativity among lecturers.	3.00	.65	Agree
7	My department has a culture of recognizing and rewarding the contributions of business education lecturers	2.44	.71	Disagree
8	My department collaborates with industries on staff training and development	2.00	.83	Disagree
9	My head of department fosters transparent communication channels with lecturers	3.01	.66	Agree
10	My department prioritizes research and innovation.	3.09	.80	Agree
Cluster Mean		2.82		Agree

Table 1 shows a cluster mean score of 2.82 which indicates that business education lecturers agree that the majority of workplace cultures listed are practiced in business education departments. The item by item analysis reveals that item 5 is rated strongly agree with mean scores of 4.00, items 1, 2, 6, 9 and 10 are rated agree with mean scores ranging from 2.67 to 3.12 while the remaining four items are rated disagree with mean scores ranging from 2.00 to 2.46. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Table 2: Respondents' Mean Ratings and Standard Deviation on the Influence of Institutional Workplace Culture on the Sustainability of Business Education Lecturers' Professional development

S/N	Influence of Institutional Workplace Culture	$\bar{X}$	SD	Remarks
11	Supportive-oriented culture can lead to regular funding of conferences, workshops research, and further education for business education lecturers.	3.00	.75	Agree
12	Innovative-oriented culture can encourage the development of new teaching strategies among business education lecturers	2.75	.81	Agree
13	A culture of open communication can lead to long-term professional development of business educators	3.76	.69	Strongly Agree
14	Lack of supportive culture in business education department can cause lecturers to struggle in updating their skills.	4.00	.83	Strongly Agree
15	Collaborative culture can promote sharing of ideas, resources, and best practices among business education lecturers	2.59	.60	Agree
16	collaborative culture can provide opportunities for mentorship, peer feedback and interdisciplinary collaborations among business education lecturers	3.01	.72	Agree
17	Power-oriented culture can discourage collaboration and limit opportunities for business education lecturers to develop professionally	2.78	.90	Agree
18	Research-oriented culture can encourage business education lecturers to engage in scholarly activities and contribute to the advancement of knowledge.	3.09	.58	Agree
19	A reward-oriented culture can motivate business education lecturers to seek for professional development programmes in order to excel in their jobs.	2.91	.84	Agree
20	A culture of continuous improvement can foster a sense of accountability among business education lecturers to strive for pedagogical innovation.	3.21	.87	Agree
Cluster Mean		3.11		Agree

Table 2 shows a cluster mean score of 3.11 which indicates that business education lecturers agree that institutional workplace culture in Anambra State tertiary institutions influence the sustainability of business education lecturers' professional development. The item by item analysis reveals that items 13 and 14 is rated strongly agree with mean scores of 3.76 to 4.00 while the remaining eight items are rated agree with mean scores ranging from 2.59 to 3.21. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Discussion of Findings

Findings of the study revealed that business education lecturers agree that all the workplace cultures listed are practiced in business education departments except culture of open communication. The findings specifically found that the respondents agree that supportive-oriented, innovative-oriented, collaborative, research-oriented and reward-oriented are practiced in their departments, but disagreed that culture of open communication is being practiced. The

finding of this study agree with the earlier findings of Ohiorenoya and Eboreime (2014) which reported that differences in institutional workplace cultures led to differences in the performance of teaching staff of tertiary institutions. Agu (2020) in agreement, found that public tertiary institutions in Nigeria practice different workplace cultures, which affects the productivity of lecturers differently. Agu noted that some tertiary institutions in Nigeria practice worker-friendly cultures; others practice cultures that do not adequately value worker. Emengini et al. (2020) disclosed that many tertiary institutions in Nigeria have a predominantly bureaucratic workplace culture which makes lecturers to think that the management—aside from themselves—is in charge of all decisions made within the institutions.

Findings of the study revealed that business education lecturers agree that institutional workplace culture in Anambra State tertiary institutions influence the sustainability of business education lecturers' professional development. The findings of this study aligns with the assertion of Kooser (2021) that workplace culture has a significant impact on lecturers' promotion, work-life balance, and professional progress. Bayar and Hürriyet (2021) claimed that a positive workplace culture that place a high value on innovative, collaborative and ongoing learning environments are more likely to support lecturers' long-term professional development. Aremu and Gbadeyan (2018) concluded that a culture of open communication is necessary for long-term workforce development. Akpomi (2018) agreed that organizations that support decentralized decision-making enable staff members to take charge of their own development and make significant contributions to the objectives of the organization. Egbo (2017) revealed that culture that value accomplishments encourage the establishment of a sustainable labour force.

Conclusion

Based on the findings of this study, a conclusion was drawn that while there is a focus on many institutional workplace culture within business education departments in tertiary institutions in Anambra State, there is still deficiency in fostering a culture of open channels of communication in business education departments in the tertiary institutions in Anambra State despite its plays in shaping the ongoing professional development of business education lecturers.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. Heads of Department (HODs) of business education in tertiary institutions in Anambra State should maintain the practice of workplace culture of innovation, collaboration, teamwork and support in order to promote sustainable professional development of business education lecturers.
2. Heads of department of business education in Nigerian tertiary institutions should actively promote open communication channels within departments. This can involve establishing regular meetings, forums, or online platforms where business education lecturers can openly discuss ideas, concerns, and feedback. Encouraging transparency and creating a culture where individuals feel comfortable expressing their thoughts and opinions is crucial for fostering an open communication environment.
3. Heads of department of business education in Nigerian tertiary institutions should recognizing the importance of effective communication in fostering a positive workplace culture, the department should offer communication skills training for business education lecturers. This training can focus on active listening, conflict resolution, assertiveness, and other communication techniques that enhance interpersonal relationships and facilitate open dialogue.
4. Administrators of tertiary institutions in Nigeria should ensure that business education lecturers have access to sufficient resources, including funding, time, and opportunities

for development activities. This may involve allocating budgets specifically for professional development programmes and providing support for attending conferences, workshops, and other relevant events.

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