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ORGANISATIONAL FACTORS AS CORRELATES OF CAREER DEVELOPMENT AMONG CIVILIAN TEACHERS IN COMMAND SECONDARY SCHOOLS: TOWARDS A POLITICAL EMANCIPATION

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Abstract
Career Management has strong implications for individuals, employers and governments and served as a means for socioeconomic and political empowerment which in other words signifies political emancipation hence, the need to investigate factors that influenced career development among civilian teachers in command secondary schools. Therefore, this study investigated organisational factors as correlates of career development among civilian teachers in command secondary schools towards a political emancipation. Super's life-space theory of career development and career development models was adapted in this study. The study adopted the correlational survey design and focused on civilian teachers in Command Secondary Schools, Nigeria. A sample size of 306 civilian teachers was drawn from the population of 1454 civilian teachers in the Command Secondary Schools in Nigeria, but 241 questionnaires were retrieved. The regression analysis and the analysis of variance were used to analyse data obtained from the field in this study at 0.05 level of significance. The findings of the study revealed that both the management and administrative structures are very important factors that influenced career development among civilian teachers in the Nigeria Command Secondary Schools. The study recommended that Nigeria Command Secondary Schools should provide better management and administrative structures that inculcated the civilian teachers into the system to be able to partake in higher career levels in the schools. This could lead to a higher socioeconomic and political emancipation towards encouraging them for higher career attainments. It will also enhance the achievements of goals of the Nigeria Command Secondary Schools towards better teachers and school performance.

Introduction

Studies (Feldman, 2002; Hall, 1996; Sullivan, 1999; van Dijk, 2004) have highlighted the period of the traditional career development where employees climb organizational ladder for socioeconomic and political emancipation to attaining higher levels of income, power, security and status are gone. As an alternative, "many employees are engaged in what is called boundaryless career development where career development of employees is extended beyond the boundaries of a single organisation. Hence, the idea of a 'job for life' is been replaced with the 'survival of the fittest' due to the forces of downsizing employees hence, employees are forced to develop their own career plans for effective development that transcends beyond a single organization (Conlon, 2003). In addition, most organizations fail to offer high efficient job security for employees hence, employees need to take charge of their own careers (van Dijk, 2004; Giulioni, 2022; Ossborn et al., 2022).

However, in the case of Nigeria, the high level of unemployment as stated by Omiunu (2017) has partially broken the tendency for most employees to exhibit boundaryless career development as it is most often a herculean task to even secure a job in the country. Hence, on most occasions, when people are able to secure a job, they eventually see that job as a permanent means of livelihood. However, seen as a part of such organization, there is need for organization to provide support for the career development of such employees because this could cause positive significant impetus on the development of such organization. In addition, if this is not provided by the organization, employees may have advanced their potentials and skills in such organization and eventually deploy the boundaryless career development as stated by Conlon (2003) for another job when opportunity arises hence, there would be a case of organisational loss in the long run. According to Mishra and Sachan (2012) and Awodjii et al. (2020), organizations need to provide programmes for skills development, good working environment, promotion, organizational values, recognition and reward that could motivate employees for better sustainable career development. Hence, the place or organizational factors in career development of employees cannot be over emphasized in organizational study in developing better human resources of the organizations for an enhanced competitive advantage.

The importance of career development in organization has attracted much attention in organizational studies especially with respect to human capital development for efficient human resource management and also enhancing career sustainable development. According to the European Centre for the Development of Vocational Training (2008) and Giulioni (2022), it has strong implications for individuals, employers and governments and could serve as a means for socioeconomic and political empowerment. Hence, it has been a phenomenon of concern to scholars, researchers, decision makers and human resources experts (Osibanjo, Oyewunmi and Ojo, 2014; Betz, 2022; Giulioni, 2022). Its importance for socioeconomic and political empowerment has led to the quest for the need for effective human resource management with regards to recruitment, selection, training and development, promotion, and among others (Byars & Rue, 2004; Osibanjo, Oyewunmi and Ojo, 2014; Betz, 2022; Giulioni, 2022). Career development is a formalized effort that is directed to enrich the organization's human resources in alignment with employees' and the organizational needs (Osibanjo et al., 2014; Giulioni, 2022; Osborn, Hayden, Marks, Hyatt, Saunders and Sampson, 2022).

According to Career Development Institute (2017) and Ossborn et al. (2022), career development is a long term process focused towards the managing, learning, working, and transitions to move forward and participate effectively in work and society. It has a major significant effect on individuals' personal and economic well-being, social mobility, economic productivity and social justice. Consequently, it has a lasting effect on employees' and organizational productivity (Ismajli, Krasniqi and Qosja, 2015; Giulioni, 2022; Ossborn et al., 2022). To this end, Byars and Rue (2004) identified three major objectives of career development and include: directed to meet the immediate and future human resource requirements of the organization on a timely basis; to increase the organisational knowledge and understanding about employees' potential career paths in the organization and to utilize the existing human resource strategies through the integration of the several activities that select, assign, develop, and manage employees careers with respect to the organizations' plans.

According to Kosine and Lewis (2008) and Ossborn et al. (2022), several underlying theories of career development assumes that several factors are responsible for certain career development.

According to Super's theory of career development, the life-space theory refers career development to occur at different stages of career pathway and recognizes the need for intentional efforts toward career development and also for socioeconomic and political empowerment. The intentional efforts could also imply the need for organizational intervention hence, the importance of organizational factors to career development among employees (Super, 1963; Kosine and Lewis, 2008; Ismajli et al., 2015). Although, previous studies such as Feldman (2002); Leana (2002); van Dijk (2004); Giulioni (2022); Ossborn et al. (2022); among others have noted that employees are responsible to take control of their own career development for better socioeconomic and political empowerment. However, a major argument posed by this study is that unless organizations provide social support and motivations for the employees, individuals' effort for better career development to attain socioeconomic and political emancipation in the organisation may lead to little or no avail.

Organisational factors are divided into five groups, which are: organizational cultures and styles, organizational communication, organizational administrative structures, organizational process assets and enterprise environmental factors (Project Management Institute, 2013; Zidanea, Husseina, Gudmundssonc and Ekambaramb, 2015). Major focuses of this study are the organizational cultures/styles and the administrative structures. The choice of these two organizational factors is based on the population of focus of the study which is the command secondary schools in Nigeria. Organizational culture is the personality of the organization and comprised of the assumptions, values, norms and tangible signs (artifacts) of organization members and their behaviours (McNamara, 2020). It also cuts across the management styles of leadership which refers to as the approaches managers use to relate with and lead people.

Different management styles have been introduced in literature but the most widely used is the one provided by Purcell and Sisson (1983); Okon and Isong (2016) and Thangjam (2022) which includes: participative, autocratic, laissezfaire, paternalistic, persuasive, democratic management style among others. The participatory management style allows employees at all levels to contribute to ideas towards identifying and setting organisational goals, problems-solving and other decisions that may affect them. The autocratic management

style involves the managers making decisions unilaterally, and without much regard for subordinates. The laissez-faire management style allows the manager hands-off and allows group members to make the decisions. The paternalistic management style allows the manager to take into account the best interest of the employees as well as that of the business. The persuasive management style allows the managers share some characteristics with that of an autocratic manager. The democratic management style allows the employees to take part in decision making hence, everything is agreed upon by the majority.

Chowdhury (2014); Ahmed and Shafiq (2014) and Jusuf, Mahfudnurnajamuddin, Mallongi and Latief (2016) noted that management or leadership styles does have significant influence on the career development of employees in an organization. According to Jusuf et al. (2016), a weak management style can result in employees less disciplined in work, low attendance rates, compliance and adherence to the leadership and also could make employees to have less motivation to set at impetus career development. Also, administrative structure, on the other hand is a typically hierarchical arrangement of lines of authority which determines how the roles, power, and responsibilities are assigned, and how the work process flows among different management levels (Pfeiffer, 2020). It is often called organizational structure. It cuts across the roles, power, participation in decision making and responsibilities assigned to employees within an organization. The administrative structure of an organization helps the organization to manage resources and people in a more efficient manner and can also enhance career development among employees (Pfeiffer, 2020). Poor structure could result in chaos of contradictions: confusion within roles, a lack of coordination among functions, failure to share ideas, and slow decision making bring managers unnecessary complexity, stress and conflict, which could affect career development among employees within an organization (LearningHouse, 2018).

Meanwhile, both the management and Administrative structure are important to Career Development among employees. A major focus in this study is the civilian staff of the Command Secondary Schools in Nigeria. Command Secondary Schools are controlled by the Education Corps of Nigerian Army. . Command Secondary Schools were established to offer education to children of serving military personnel

(officers and soldiers) It serves as welfare to them . Hence. have limited number of civilian children in attendance in such schools. These schools are located in twenty five states of the federation that includes the Federal Capital Territory (FCT). At inception, they were being administered by education officers recruited by the Federal civil service commission and its equivalent but seconded to the Ministry of Defence, the heads of these schools were Chief education Officers seconded from the Federal Ministry of Education (FME). The few military personnel posted there were only to help in maintaining discipline, sound physical training and sports. During this period, civilian teachers worked independently; running the school like a conventional school with civilians as principal officers.

However, the structure took a different turn, as soon as the military officers were introduced as heads of schools. The Administration of the school became divided into military and civilian. The military personnel in command secondary schools are still in charge of decision making in the administrative setting of these schools. Every command secondary school is administered in a dichotomous fashion where the military serves as overall head of the administrative and academic units with Education Officers significantly reduced in number and consigned to the position of vice principal to help carry out the instructions of the commandant irrespective of the years of experience and qualification(s). The civilian teachers are all educated and trained for teaching as well as school administration, but not all the military heads of schools are trained for school management. Most often than not, the vice principals are more experienced and qualified than some of the commandants placed above them.

Hence, civilian officers are under the control of the military that make all decisions. This situation has made teaching profession in Command secondary schools unpalatable and the civilian teachers do not receive the motivation and this situation appears shrinking when considering teachers with high career aspiration hence, its effect on career development could be elusive. According to Mansoor and Tayib (2010), this could affect career development of civilian teachers in the Nigeria command secondary schools. This effect could also extend to the outcomes of the schools since the major educational work force of the school are the civilian teachers and could eventually affect national development if not tackled. To this end, this study investigates the

effect of organizational factors (with focus on management and administrative structure) on career development among civilian teachers in command secondary schools, Nigeria. Thus, the following hypotheses were subjected to test at 0.05 level of significance:

Ho_1: There is no significant relationship between management structure and career development among civilian teachers

Ho_2: There is no significant relationship between administrative structure and career development among civilian teachers

Ho_3: There is no significant difference in career development between the male and female civilian teachers in Command Secondary Schools, Nigeria

Research Framework

The study adapted the Super's life-space theory of career development. According to the life-space theory, career development occurs at different stages of career pathway and there was the need to recognize intentional efforts toward career development such as organisational support or factors that could motivate employees for better career development. Such intentional efforts could also imply the need for organizational support, this makes organizational factors important to career development among employees (Super, 1963; Kosine and Lewis, 2008; Ismajli et al., 2015). Also, adopting the Career Development Model, organisational career planning and individual career planning need to be integrated to design mutually acceptable career paths and formulate appropriate developmental strategies that would contribute to employees career development. To this end, this study proposed the organisational support career development model as provided in Figure 1. This innovation of this model is based on the fact that unless organizations provide social support and motivations for the employees, individuals effort for career development may lead to little or no avail. Hence, Mishra and Sachan (2012) noted that organizations need to provide supportive measures directed towards the skills development, good working environment, promotion, organizational values, recognition and reward that could motivate employees for better career development.

The information in Figure 1 shows that, career development as the dependent variable, is affected by management and administrative structure. Hence, the study hypothesized that management structure

could be a major organisational factor that could contribute to the career development of employees. In addition, administrative structure could also be a major organisational factor that could contribute to the career development of employees. Furthermore, the study also assumes that gender differences which includes male and female of civilian teachers in Command Secondary Schools, Nigeria could pose significant effect on career development.
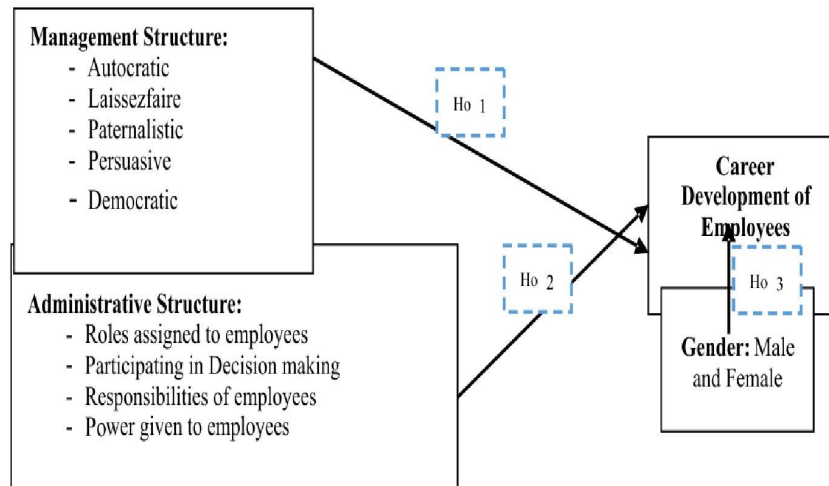

Figure 1: Organisational Support for Career Development (OSCD) Model
Source: The Author

Methodology
The study adopted the correlational survey design and focused on civilian teachers in the Command Secondary Schools, Nigeria. Variables of interest in this study are organizational factors and career development. In Nigeria, Command Secondary Schools can only be found in eleven states out of the thirty six states in the Federal Republic of Nigeria including Abuja, the Federal Capital Territory (FCT). In addition, 1454 civilian teachers are employed in the Command secondary schools, in Nigeria. Using the sampling techniques selection of the Research Advisors (2006), a sample size of 306 was obtained from the 1454 population of civilian teachers in the Nigeria Command Secondary Schools. This was presented in Figure 1.

Population Size	Confidence 95.00%				Degree o
	Degree of Accuracy/Margin of Error				Degree o
	0.05	0.035	0.025	0.01	0.05
10	10	10	10	10	10
20	19	20	20	20	19
30	28	29	29	30	29
50	44	47	48	50	47
75	63	69	72	74	67
100	80	89	94	99	87
150	108	126	137	148	122
200	132	160	177	196	154
250	152	190	215	244	182
300	169	217	251	291	207
400	196	265	318	384	250
500	217	306	377	475	285
600	234	340	432	565	315
700	248	370	481	653	341
800	260	396	526	739	363
900	269	419	568	823	382
1,000	278	440	606	906	399
1,200	291	474	674	1067	427
1,500	306	515	759	1297	460
2,000	322	563	869	1655	498
2,500	333	597	952	1984	524
3,500	346	641	1068	2565	558
5,000	357	678	1176	3288	586

Source: Research Advisors (2006)

In addition, a two stage sampling procedure was adopted to select the sample size of 306 civilian teaching staff but only 241 questionnaires were retrieved from the field. At the first stage, the study included all Command Secondary Schools in Nigeria hence, the eleven states where Command Secondary Schools were situated were selected. At the second stage, a simple random sampling technique was used to select civilian teachers in each Command Secondary School. Respondents were selected irrespective of their cadre or years of experience. Information was obtained from the respondents through the aid of a close-ended structured questionnaire and structured in four Likert scale

form of strongly agree, agree, disagree and strongly disagree. In addition, the questionnaire was subjected to validity and reliability by administering 20 questionnaires and using the Cronbach alpha, the result were subjected to reliability analysis and yielded a reliability coefficient of 0.81 for career development and 0.74 for organisational factors. The regression analysis and the analysis of variance were used to analyse data obtained from the field in this study at 0.05 level of significance.

Results

The section provided the results and discussions of findings with respect to previous studies provided in the study. First, the demographic characteristics of respondents were provided in Table 1.

Table 1: The demographic Characteristics of Respondents

Demographic Characteristics	Frequency	Percentage%
Gender:		
Male	145	60.2
Female	84	34.9
No indication	12	4.9
Total	241	100
Age:		
21-30yrs	13	5.4
31-40yrs	79	32.8
41-50yrs	88	36.5
51-60yrs	42	17.4
No Indication	19	7.9
Total	241	100
Teaching Experience: 1-5 yrs.	42	17.4
6-10 yrs.	93	38.6
10-15 yrs.	73	30.3
16-20 yrs.	16	6.6
21+ yrs.	4	1.7
No indication	13	5.4
Total	241	100.0

The result in table 1 shows that approximately 60% are males while approximately 40% are female. Respondents between the age brackets 41 and 50 years has the highest percentage (37%), while between the age brackets 21 and 30 years has the lowest percentage (5%). Also, respondents having teaching experience between the brackets 6 and 10 years has the highest percentage (39%) while above the experience

brackets 20 years has the lowest percentage (2%). This implies that civilian teachers in the Command secondary schools, Nigeria have civilian teachers with higher level of teaching experience.

Testing of Hypotheses

The regression analysis was used to analyse the data obtained in this study and decision was made based on 0.05 level of significance.

Ho$_1$: There is no significant relationship between management structure and career development among civilian teachers

The result to hypothesis one is presented in table 2.

Table 2: Regression Analysis for Hypothesis One

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.058	2.254		10.228	.000
	Autocratic	.642	.167	.256	3.857	.000
	Laissezfaire	.184	.150	.082	1.229	.220
	Paternalistic	.247	.191	.085	1.298	.196
	Persuasive	.296	.123	.164	2.420	.016
	Democratic	.048	.215	.015	.222	.825
a. Dependent Variable: Career development						

The result in table 2 showed that only autocratic and persuasive management styles tend to influence career development among respondents (p<0.05). Other management styles were not significant (p>0.05). This implies that when management applies autocratic and persuasive management styles to employees, it tends to affect career development positively. In addition, the joint relative effect of all the management styles on career development is presented in table 3.

Table 2: ANOVA result for Hypothesis One

ANOVA[b]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	309.415	5	61.883	6.141	.000[a]
	Residual	2096.029	208	10.077		
	Total	2405.444	213			
a. Predictors: (Constant), Democratic, Autocratic, Paternalistic, Persuasive, Laissezfaire						
b. Dependent Variable: Career development						

The result in table 3 showed that there was a joint relative effect of all management styles on career development (p<0.05). This implies that when management deployed all the management styles, it has significant positive effect on career development hence, it is important for management to adopt the whole management styles and use them where applicable to enhance employees career development towards enhancing the organisational performance in Nigeria.

Ho₂: There is no significant relationship between administrative structure and career development among civilian teachers
The result of hypothesis two is presented in table 4.

Table 4: Regression Analysis for Hypothesis Two

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Coefficients[a]						
		B	Std. Error	Beta		
1	(Constant)	26.257	1.748		15.020	.000
	Roles	.267	.115	.165	2.317	.021
	Decision making	.104	.090	.084	1.152	.251
	Responsibilities	-.155	.115	-.093	-1.351	.178
	Power	.308	.145	.151	2.119	.035
a. Dependent Variable: Career development						

The result in table 4 showed that only the roles allocated to employees and the ability to exhibit power and authority in command secondary schools tends to influence the career development of the civilian teachers (p<0.05). Other administrative structures were not significant (p>0.05). This implies that when management allocates roles and power to employees, it tends to affect career development positively. In addition, the joint relative effect of all the administrative structure on career development is presented in table 5.

Table 5: ANOVA result for Hypothesis Two

Model		Sum of Squares	Df	Mean Square	F	Sig.
ANOVA[b]						
1	Regression	178.153	4	44.538	4.284	.002[a]
	Residual	2110.534	203	10.397		
	Total	2288.688	207			
a. Predictors: (Constant), Power, Roles, Responsibilities, Decision making						
b. Dependent Variable: Career development						

The result in table 5 showed that there is a joint relative effect of all administrative structure on career development (p<0.05). This implies that when management deployed all the all administrative structure, it had significant positive effect on career development hence, it is important for management to adopt the whole all administrative structure available within the reach of the management and use them where applicable to enhance employees career development towards enhancing the organisational performance in Nigeria.

Ho₃: There is no significant difference in career development between the male and female civilian teachers in Command Secondary Schools, Nigeria
The result of hypothesis three is presented in table 6.

Table 6: t-test Result for Hypothesis Three

Group Statistics							
	Gender	N	Mean	Std. Deviation	t-value	Df	
Career development	Male	107	31.1589	3.29135	-.772	220	.441
	Female	115	31.5043	3.36748			

The result in table 6 showed that there was no significant difference in career development between the male and female civilian teachers in Command Secondary Schools, Nigeria. This implies that career development between male and female civilian teachers in the Command Secondary Schools, Nigeria showed no difference which connoted that they perceived career development almost alike.

Discussions of Findings
The findings of this study revealed that management structure is deemed to be important factor influencing the career development among civilian teachers in the Nigeria Command Secondary Schools. This supported the works of Super (1963); Kosine and Lewis (2008); Ismajli et al. (2015); Giulioni (2022); Ossborn et al. (2022), among others that organizational factors are deemed important to enhance career development among civilian teachers in Nigeria Command Secondary Schools. This could be used to support the studies of Hall (1996); Sullivan (1999); Feldman (2002); and van Dijk (2004) that employees

such as civilian teachers in Nigeria Command Secondary Schools could climb organizational ladder through a better management structure attaining higher socio-economic status through career development that could enhance the development of the Nigeria Command Secondary Schools due to the high level of unemployment as stated by Omiunu (2017). Also, the findings of this study bolstered the works of Chowdhury (2014); Ahmed and Shafiq (2014) and Jusuf et al.(2016) that management styles does have significant influence on the career development of employees in an organization. The findings of this study also supported the work of Jusuf et al. (2016) that weak management style can lead to poor career development of civilian teachers in Nigeria Command Secondary Schools.

Also, the findings of this study revealed that administrative structure of the Nigeria Command Secondary Schools is deemed to be important factor influencing the career development among civilian teachers. The findings of this study supported the works of Learning House (2018) and Pfeiffer (2020) that administrative structure of organisation such as the Nigeria Command Secondary Schools could influence career development among employees such as civilian teachers in the Nigeria Command Secondary Schools. Hence, both the management and administrative structure of the Nigeria Command Secondary Schools are important to have significant influence on the career development among employees such as the civilian teachers in the Nigeria Command Secondary Schools.

Hence, revisiting the Super's life-space theory of career development that career development could occur at different stages of Ones career pathway, the command day secondary schools could provide necessary management structure that could propel career development among civilian teachers in the Nigeria Command Secondary Schools at various and different stages of their career pathways towards enhancing sustainable career development of the civilian teachers. To achieve this, the Nigeria Command Secondary Schools could adopt the Career Development Model to provide necessary career planning and motivate individual civilian teachers to also embark on individual career planning on a yearly basis towards contributing to employees sustainable career development in the long run.

Conclusion and Recommendations

In conclusion, both the management and administrative structure are major organisational factors that can be used to enhance political emancipation in the Nigeria Command Secondary Schools and are deemed important to have significant influence on the career development among employees such as the civilian teachers in the Nigeria Command Secondary Schools. To this end, the study recommended that:

1. The Nigeria Command Secondary Schools should provide organisational and leadership structure that include the empowerment of the civilian teachers to be able to partake in higher career levels in the schools. This could lead to a higher socioeconomic and political emancipation towards encouraging them for higher career attainments.

2. Also, appropriate leadership structure should be deployed among the management to motivate the civilian teachers for better career development in the Nigeria Command Secondary Schools.

3. There should also be policies related to the provision of roles assignment, responsibilities and power should also be giving to them so as to set them at impetus to want to attain a career level that could motivate them for better career development in the Nigeria Command Secondary Schools.

4. The civilian teachers in the Nigeria Command Secondary Schools should also be inculcated to making vital decisions that concerns the schools thereby motivating them for better career development in the school.

5. The command day secondary schools should propel career development among civilian teachers at various and different stages of their career pathways towards enhancing sustainable career development of the civilian teachers.

6. The Nigeria Command Secondary Schools should make it a mandatory assignment to provide necessary career planning and also motivate individual civilian teachers to embark on individual career planning on a yearly basis towards contributing to employees sustainable career development in the long run.

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