

STOCK MARKET AND ECONOMIC DEVELOPMENT IN NIGERIA

THOMAS, DIMA SUNDAY¹, AME EKPENYONG², INNOCENT JOHN ENANG³,
UDOSEN, IDORENYIN SAMUEL⁴

Department of Business Administration and Management, Akwa Ibom State
Polytechnic, Ikot Osurua, Ikot Ekpene.

Corresponding Author's Email: dima.sunday@yahoo.com¹; ameekpenyong221@gmail.com²;
enanginnocent@gmail.com³; udosenidorenyin.sam@gmail.com⁴

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ABSTRACT

This study investigates the relationship between stock market performance and economic development in Nigeria, Africa's largest economy with diverse sectors such as oil and gas, agriculture, manufacturing, and services. It emphasizes the critical role of the Nigerian Stock Exchange (NSE) in capital formation and investment, serving as an economic activity indicator. Using data from the Central Bank of Nigeria, the NSE, and the World Bank, the research employs econometric models to analyze the correlation between stock market indicators (market capitalization, trading volume, and stock market index) and economic growth metrics (GDP growth rate, investment levels, employment rates). The findings reveal a complex interaction between stock market performance and economic growth, with significant yet variable impacts. Key influencing factors, including political stability, regulatory environment, and foreign investment, are discussed. The study addresses challenges like market volatility and investor confidence, offering policy recommendations to enhance market efficiency and promote investment.

Introduction

Business Education as part of vocational and technical education taught in universities, aimed primarily at incorporating into the learner the principle and logic of becoming a business educator and or to become an establish entrepreneur after the completion of their study. Business Education is an educational programme that prepares students for entry and advancement in jobs and to handle their business affairs as well as to function intelligently as consumers and citizens in a business economy. Ajisafe et al. (2019) observed that business education refers to a programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM), the major topics include: office practice, book keeping, business mathematics, business communication, secretarial duties, word processing, advertising. The teaching staff (business educators) plays one of the most imperative roles in the actualization of Business Education aims and objectives (Atah, 2018). The extent to which business education lecturers achieve quality programme depends on the effectiveness of compensation.

Compensation of Business Education lecturers is an important factor which determines the quality of programme. Ivancevich (2023) defined compensation as a component of what a human resource manager does in an organization which specifically focuses on every type of rewards given to the employees by the employers in exchange for services rendered to the organization. This is necessary to make Business Education lecturers more committed to the realization of the stated goals for qualitative Business Education programme. According to Denisi and Griffin (2019), compensation is a reward system that an organization provides to individuals in return for their willingness to perform various jobs and tasks within the organization. Also, Milkovich and Newman (2018) defined compensation as all forms

financial returns and tangible services and benefits employee receives as part of an employment relationship. Heartfield (2020) stated that compensation includes payments such as bonuses, profits sharing, special allowances, overtime pay, recognition rewards and sales commissions which are designed to strictly reward employees based on specific job performed. Teeseema and Soeters (2021) opined that a good compensation scheme is a good stimulator. Universities Lecturers in Kwara State are indispensable elements of schools that play significant roles in achieving the goals of these institutions. Therefore, it is imperative for the Kwara State government to ensure that lecturers are adequately compensated. In the view of Osibajo et al. (2020), ability of the organization to appropriately attract and keep experienced and effective employees depends on the level of attention given to compensation. Therefore, it is not doubtful that compensation of Business Education lecturers is indispensable towards having quality programme in Universities in Kwara State, some of the compensation package among others includes; salary, promotion and health services.

Salary is an aspect of Business Education lecturers' compensation which needs to be given adequate attention by the institutions to facilitate effective quality programme. According to Surbhi (2017), salary is a fixed amount of money given to the workers at regular periods for the services rendered towards the realization of organizational goals. In similar vein, according to Odoh (2019), salary is usually based on mutual agreement between the employees and the employer, which may be sometimes an individual, group of individuals or government, depending on the ownership of the job. Wasiu and Adebajo (2021) asserted that one of the benefits of prompt payment of salaries is that it helps the organization to properly retain the competent, committed and highly motivated employees it needs to clinch success. Salary contributes majorly in setting and boosting morale of Business Education lecturers for

qualitative programme specifically in Kwara State. Ezeani (2018) asserted that there is no doubt that ability of any organized enterprise to achieve its goals depends to a large extent on how regular, employees' salaries are paid. Indeed, the manager may not succeed in actualizing the stated goals of the organization when salaries are not regularly paid to the employees. Prompt payment of salary goes a long way in improving the viability and commitment of Business Education lecturers as well actualization of the vision and mission of qualitative Business Education programme (Umar, 2018).

Promotion means movement of an employee to higher post accompanied with greater responsibilities, higher status and better salary (Gupta, 2019). It is the advancement of an employee in the organization's hierarchy to another higher position which earns him or her greater or higher authority, status and better working conditions. Promotions are used to compensate Business Education lecturers for more effective performance and motivate them for greater efforts towards attainment of quality Business Education programme in Kwara State. Prasad (2017) observed that promotion is the most common form of internal mobility of personnel in an organization and an essential feature of an individual's career. It refers to Business Education lecturer's advancement in tertiary institutions which involves a change from one job/position to another which is higher or better in terms of status and responsibility.

Health service is an important aspect of employee compensation in any organization, because no organization can achieve the stated goals when its employees are not healthy (Sadiku, 2017). In similar vein, Sanusi (2021) opined that provision of health services to the employees is very essential because it goes a long way in contributing to the improvement of their health status. This is very necessary because unless Business Education lecturers are

healthily balanced, effective quality programme cannot be realized. In Kwara State, it is important for every tertiary institution to be committed in providing health services for Business Education lecturers because of their productive benefits to the success of Business Education Programme in Universities. Business Education lecturers health should be well taken care of to make them fit physically and mentally to contribute their quota towards realization of the stated objectives of Business Education programme. Therefore, as observed by Khanka (2018), health service is very necessary in any organization because it helps in the reduction of absenteeism and turnover, accidents and occupational diseases amongst Business Education lecturers for qualitative programme in Universities in Kwara State.

Statement of the Problem

It is of no doubt that no education can rise about its quality teacher. Despite the fact that human resources are indispensable the fall in standard of Business Education programme in Kwara State is alarming thereby affect its quality. Currently both developed and developing countries are experiencing shortage of qualified resource persons to handle Business Education courses in Universities (Hanushek, 2020). Robbins (2019) asserted that when lecturers feel their efforts are not appreciated and the institution failed to introduce a system of fair compensation and satisfaction, the institution will not have optimized motivation on the part of the lecturers towards having quality students. Also, Osibanjo et al. (2014) indicated that there is a significant and positive relationship between extrinsic rewards and employee motivation and hence performance but the challenge is that institutions are not offering fair and adequate financial rewards to the lecturers. It is on the basis of the foregoing that this study was aimed at investigating Business Education lecturers' compensation and quality programme in Universities in Kwara State.

Purpose of the Study

The purpose of this study was to investigate Business Education lecturers' compensation and quality programme in Universities in Kwara state. Specifically, the study sought to:

1. examine level of salary package provided for Business Education lecturers and quality programme in Universities in Kwara State.
2. find out level of promotion package provided for Business Education lecturers and quality programme in Universities in Kwara State
3. Identify level of health service provided for Business Education lecturers and quality programme in Universities in Kwara State.

Research Questions

The following research questions guided the study:

1. What is the level of salary package provided for Business Education lecturers and quality programme in Universities in Kwara State?
2. What is the level of promotion package provided for Business Education lecturers and quality programme in Universities in Kwara State?
3. What is the level of health service package provided for Business Education lecturers and quality programme in Universities in Kwara State?

Methodology

A descriptive survey design was employed for this study. The study was carried out in Kwara State. There are three Universities in Kwara State that have Business Education programme. A total number of 33 Business Education lecturers both full time and part time from the three

universities formed the entire population; University of Ilorin (10 Business Education lecturers), Kwara State University (15 Business Education lecturers) and Al-Hikmah University, Ilorin (8 Business Education lecturers). Since the population is manageable the researcher decided to use the whole population which implies census sampling was used for the study. The instrument titled Lecturers' Compensation and Quality Programme Questionnaire (LCQPQ) was developed by the researcher to collect data for the study. The instrument consisted of 30 items measured on a four-point rating scale of Very High Level (VHL), Moderately High Level (MHL), Moderately Low Level (MLL) and Very Low Level (VLL) with numerical values of 4, 3, 2 and 1 respectively. The instrument was divided into two parts: A and B.

Part A of the instrument collected personal information of the respondents while part B was divided into three sections: section 1 with 10 items on lecturers' salary package which addressed research question 1, section 2 with 10 items elicited information relating to lecturers' promotion package which addressed research question 2, while section 3 with 10 items collected information on lecturers' health service which provided response to research question 3. The instrument was face-validated by three experts from the Department of Business Education, Faculty of Education, Al-Hikmah University, Ilorin. Corrections were accordingly effected. The reliability of the instrument was determined through application of Crobach Alpha which yielded reliability coefficient of 0.79 was obtained after pilot study. The instrument was considered reliable based on the reliability value obtained. Sixty-six (33) copies of the instrument was administered through direct contact with respondents and were all retrieved and used for analysis. The research questions were answered using mean and standard deviation.

In answering the research questions, any mean found between 2.50 and 4.00 was interpreted as High level (HL) while mean below 2.50 was interpreted as Low Level (LL). Also, the standard deviation was employed to indicate how scattered or close the opinions of respondents are around the mean. Where the Standard Deviation was high, the individual responses varied greatly, where the Standard Deviation was low, and the respondents were taken to be close in their opinions.

Result

Research Question One: What is the level of salary package provided for Business Education lecturers and quality programme in Universities in Kwara State?

Table 1: Mean Ratings of Respondent on Salary Package Provided for Business Education Lecturers and Quality Programme in Universities (N=33)

| S/N | Items Statements | Mean | SD | Remarks |
|-----|--|------|------|---------|
| 1 | My employer does not owe me backlog of salaries | 3.57 | 0.12 | HL |
| 2 | My employer regularly pay my salary | 3.00 | 1.23 | HL |
| 3 | My monthly salary commensurate with service rendered | 2.95 | 0.16 | HL |
| 4 | My employer regularly pay my allowance | 3.17 | 0.31 | HL |
| 5 | My employer regularly paid my promotion arrears | 3.35 | 0.18 | HL |
| 6 | I received leave bonus | 3.97 | 0.21 | HL |

| | | | | |
|-------------------------|---|-------------|-------------|-----------|
| 7 | I am entitled to loan to further my studies | 2.78 | 0.35 | HL |
| 8 | My employer gives salary in advance | 3.22 | 0.10 | HL |
| 9 | I received salary in accordance with minimum wage | 3.59 | 0.17 | HL |
| 10 | My salary is enough to cater for basic necessity | 3.11 | 1.09 | HL |
| Weighted Average | | 3.27 | 0.39 | HL |

Source: field survey(2024)

From Table 1, items 1-10 had mean scores above the cut-off point of 2.50, indicating High Level. Therefore, level of Business Education lecturer's salary package for quality programme is high. The standard deviations of the respondents are low and not far from one another, it means that the respondents' compensation package are closely related.

Research Question Two: What is the level of promotion package provided for Business Education lecturers and quality programme in Universities in Kwara State?

Table 2: Mean Ratings of Respondent on Promotion Package Provided for Business Education Lecturers and Quality Programme in Universities (N=33)

| S/N | Items Statements | Mean | SD | Remarks |
|-----|--|------|------|---------|
| 1 | My promotion is implemented at the right time | 3.56 | 0.23 | HL |
| 2 | My promotion accompany increment in payment | 2.92 | 0.13 | HL |
| 3 | Absence of bias in terms of promotion implementation | 3.19 | 0.49 | HL |

| | | | | |
|-------------------------|---|-------------|-------------|-----------|
| 4 | Arrears are paid when there is delay in my promotion | 2.79 | 0.84 | HL |
| 5 | My promotion is based on numbers of academic publication | 3.98 | 0.22 | HL |
| 6 | There are guidelines for promotion provided by my institution | 3.28 | 0.34 | HL |
| 7 | There is transparency in my institution promotion process | 2.78 | 0.35 | HL |
| 8 | My institution provide opportunities for professional development mad training to support promotion | 2.58 | 0.26 | HL |
| 9 | In my institution quality of research output attract promotion package | 3.59 | 0.17 | HL |
| 10 | My institution provide career advancement for promoted lecturer | 3.78 | 0.29 | HL |
| Weighted Average | | 3.25 | 0.33 | HL |

Source: field survey(2024)

From Table 2, items 1-10 had mean scores above the cut-off point of 2.50, indicating High Level. Therefore, level of Business Education lecturer's promotion package for quality programme is high. The standard deviations of the respondents were low and not far from one another, it means that the respondents' compensation package are closely related.

Research Question Three: What is the level of health service provided for Business Education lecturers and quality programme in Universities in Kwara State?

Table 3: Mean Ratings of Respondent on Health Service Provided for Business Education Lecturers and Quality Programme in Universities (N=33)

| S/N | Items Statements | Mean | SD | Remarks |
|-----|---|------|------|---------|
| 1 | Health insurance scheme is provided by my institution | 3.94 | 0.61 | HL |

| | | | | |
|-------------------------|--|-------------|-------------|-----------|
| 2 | Health services were subsidize for lecturers | 2.72 | 0.24 | HL |
| 3 | My institution organize health sensitization program for lecturers | 3.23 | 0.19 | HL |
| 4 | Provision of health facilities for lecturers at subsidize rate | 3.29 | 0.14 | HL |
| 5 | My family members benefit through health services provided by institution | 2.96 | 0.32 | HL |
| 6 | Reduction of medical expenses of lecturers through health services provided by institution | 3.72 | 0.37 | HL |
| 7 | My institution provide health savings account for lecturers | 3.19 | 0.91 | HL |
| 8 | Provision of disability insurance for lecturers | 3.18 | 0.19 | HL |
| 9 | Provision of confidential counseling services for mental health | 3.67 | 0.54 | HL |
| 10 | Easy access to medical care, health screening and vaccination | 3.93 | 1.12 | HL |
| Weighted Average | | 3.38 | 0.46 | HL |

Source: field survey(2024)

From Table 3, items 1-10 had mean scores above the cut-off point of 2.50, indicating High Level. Therefore, level of Business Education lecturer's health service package for quality programme is high. The standard deviations of the respondents were low and not far from one another, it means that the respondents' compensation package are closely related.

Discussion of Results

Result in Table 1 shows that level of Business Education lecturers salaries package and quality programme is high. This is in agreement with the study of Wasiu and Adebajo (2014) that is of pertinent that prompt payment of Business Education lecturers' salaries is indispensable which assist the institution to properly retain the competent, committed and

highly motivated lecturers for qualitative programme. The fact remain that prompt payment of salary goes a long way in improving the viability and commitment of Business Education lecturers in Kwara State as well actualization of the vision and mission of Business Education for attainment of qualitative programme.

Result in Table 2 reveals that level of Business Education lecturer's promotion package and quality programme is high. This finding lends credence to the findings of Prasad (2017) who found that promotion is the most common form of internal mobility of lecturers in an institution and an essential feature of an individual's career. This implies that Business Education lecturers required advancement in tertiary institutions which involves a change from one status/position to another which is higher or better in terms of status and responsibility be it from lecturer I to Senior lecturer will highly enhance the quality of Business Education programme in Kwara State.

Result in Table 3 indicates that level of Business Education lecturer's health service package and quality programme is high. The outcome of this study is in line with Sanusi (2021), who opined that provision of health services to the employees is very essential because it goes a long way in contributing to the improvement of their health status. This is very necessary because unless Business Education lecturers are healthily balanced, effective quality programme cannot be realized. Also, the findings is in corroboration with that of Khanka (2018), who observed that health service facilitate reduction of absenteeism and turnover, accidents and occupational diseases amongst Business Education lecturers for qualitative programme.

Conclusion

The major purpose of this study is to investigate Business Education lecturers' compensation and quality programme in Universities in Kwara State. Data were collected, analyzed and interpreted. It was therefore concluded that Business Education lecturers of Kwara State compensation package are salary, promotion and health service package required for qualitative programme.

Recommendations

The following recommendations were made based on the findings of the study:

1. Owners of tertiary institutions be it federal, state, and private proprietors should ensure adequate and prompt payment of lecturer's salary which will facilitate the quality of Business Education programme.
2. Management of tertiary institutions should ensure that Business Education lecturers' promotion package are encouraged and well implement with payment effect on the promotion.
3. That education authority such as ministry of education should create enough awareness through seminars, conferences, and symposia for Business Education lecturers to sensitize them on health insurance scheme thereby facilitate improvement on their health status.

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