

Organizational Growth and Maturity of Individual Among Business Educators in Crisis Situations in the Niger Delta.

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Abstract

The study examined organizational growth and maturity of individual among business educators in crisis situations in the Niger Delta. Two research questions were posed to guide the study and one hypothesis was formulated and tested at 0.05 level of significance. The entire population of 84 was studied by the researcher and no sample/sampling was considered necessary as the study observed a purposive design. Data for this study were collected by means of questionnaire developed by the researcher and titled "Organizational Growth and Maturity of Individual among Business Educators in Crisis Situations in the Niger Delta (OGMIABECSND)". A total of 80 lecturers who returned their instrument amounting to 95 percent return rate were studied. The questionnaire adopted a modified four point Likert scale. Validity was done by 20 lecturers, other than those used for the study and a reliability co-efficient of 0.87 was obtained. Mean rating and standard deviation was used to analyze the research questions while Z-test was used to test the hypothesis. Findings revealed that growth and maturity exhibition was measured as a necessity during crisis situations by the respondents and positive reactions of business educators during crisis situations in academic organizations is necessary and important. Recommendations made amongst others were that organizational members should work cooperatively towards a common objective and avoid crisis situations as growth and maturity occurs according to plan that eventually determines the size and shape of that organization and crisis should be effectively managed by business educators at all levels without bias and sham.

Key Words: Organizational, Growth, Maturity, Individual, Business Educators, Crisis, Situations, Niger Delta.

Introduction

Organization is association of individual who are working cooperatively towards a common objective under authority and leadership. Growth is seldom random as it occurs according to a plan that eventually determines the size and shape of the individual (Growth, 2010). Growth may be restricted to special areas in the life of an individual, such as the state of mind that a business educator sees his or her career as everything is a clear evidence of growth. What a business educator says in the time of trouble, think in the face of challenges and meditate on in the midst of crisis is a measure of his or her level of shock absorbers which can only be attained by reason of growth and maturity (Amesi; Wogboroma and Nnadi, 2012).

Growth can best be described as a process of transformation as organizational growth and maturity is all about an individual's reactions to things during and after crisis situation (Amesi and Amaewhule, 2015). Growth proceeds from a traditional society life of an individual to a transitional one in which the foundations for growth are developed. Many business educators will obviously react differently when confronted with life challenges that leads to crisis if the transitional life is not in them. Effective business educators approach to issues of life is growth towards attaining a desired goal called perfection or maturity (Economic Growth, 2010). The stage of growth is not an aging process neither does it yield grey hair in the life of an individual. The ability of an individual to manage crisis within the department and organization is a major tool that clearly measures the extent of growth in that individual (Amesi; Akpomi and Amadi, 2014).

The resultant effect of ill-managed crisis can be very disastrous as it directly affects human emotions. According to Amesi and Akpomi (2013), the rate of growth of an individual (business educators) in his or her career, may have important consequences in its ability to adapt to the environment and hence may play a role in evolution. For instance, promotion that one gets as individual provide an opportunity for the individual to adapt more easily to things at the level the individual finds him or herself. Without disproportionate growth of the individual in the area of promotion and advancement, the development or mentoring of members through natural selection might have been impossible. This is so because any structure of organizations designed without human activities are

mere skeletons. It is individuals that breathe life into the organization and as such, the growth and maturity of individuals in organizations directly or indirectly affects the structure and functionality of the organization.

Indications of Growth and Maturity

According to Amesi (2014b), the indications of growth within business education department or programme as the case may be, could be attributed to thus:

Love: This is expected to grow in kindness of conscience as departmental members should be filled with the love of God and its attendant fruits of loving one another as yourself. Love within and outside the department is the only thing that will make members to grow rapidly in organization.

Knowledge: Knowledge is a strong antibiotic that prevents the departmental member from falling prey to the peddlers of falsehood within and outside the organization. Knowledge of the past, present and future is necessary in the setting where an individual finds him or herself.

Tongue: This is one of the simplest human instrument used to measure growth and maturity of an individual as it has to do with what we say, act and do. Isaiah 50:4(a) states that the Lord God has given me the tongue of the learned, that I may know how to speak a word in season to him that is weary. Every individual that has the tongue of the learned will not hurt his or her fellow citizen. It is also required that our speech and conversations be to edify one another and not to derail each other within the department or programme.

Leadership tussle and scuffle: The issue of leadership tussle and scuffle is used to measure growth and maturity of individual as it has to do with who is the greatest in the department, programme, faculty or organization. In organizations, departmental members always tussle and scuffle for who is the oldest or greatest in the department, as business educators, this issue is not and should not be mentioned among members for purposes of growth and maturity.

Forgiveness: This is very necessary and essential as we need to forgive those who wrong one another within the department and we need to have no resentment against any one working with us as business educators. Forgiveness is also an aspect of growth and maturity of individual in organization as it helps us as individuals to avert crisis situations.

Article publication: This is necessary as it is often said publish or perish, this means that an individual need to publish or you perish. Article publication is necessary for one to grow, without publications, no one grows in academic environment. It is only when adequate publications have been made that one gets promotion then maturity sets in.

Conferences and seminars: This helps individuals to grow and get mature as what you didn't know may be explained to you in conference or seminar. Attending conferences and seminars is also an indication of growth and maturity.

Training and retraining: This helps us in averting crisis situations in organizations as we are trained and retrained for the both the present and future. Every individual in organization needs training and retraining for growth and maturity to set in. Training is very necessary as it has to do with you being equipped with knowledge and experience of the past and present concerning your area of specialization.

Mentoring: This can be done collectively or individually as the case may be, mentoring is essential because it is during this period that an individual finds him or herself fit or not fit in the position he or she is handling. Mentoring helps in grooming one to overcome incidents of crisis, not properly guided and so on. As business educators we need to always set the pace in whatever we do and where ever we find ourselves.

There are other indications of growth and maturity as in the areas of faithfulness, grace, prayers for one another within and outside the department and organization and so on. These indications as earlier mentioned is what makes individual to be matured in handling crisis in the department and in organizations. Academic growth is usually distinguished from academic development, the latter term being restricted to academies that are close to the continuation level. The term academic growth is applied to academicians' already experiencing rising in their various field. To Amesi, academic growth begins somewhere between the stage of take-off and the stage of maturity; this can be seen as the stage of graduate assistant and one becoming a professor.

Factors that Regulate Growth and Maturity

According to Okwuanaso and Nwazor (2000), the following are factors that regulate growth and maturity of individual in organizations

Environmental factors: The environment in which an individual lives and work plays an important role in modifying the rate and extent of growth. Environmental factors may be either physical or spiritual. Physical environment could be seen as those things that attracts and make an individual to fill comfortable while discharging his or her duties as business educator, when the atmosphere is not conducive for an individual to

work, it takes time for such an individual to grow in his or her work place. This is as a result of the fact that the environment determines the form and survival of an individual in the area of political, economic and social policies or forms that are thought to be necessary for or at least conducive to the benign treatment of the environment by humans and through a reassessment of humanity relationship with nature.

Pressure: Pressure in the environment is of necessity because atmospheric pressure is relatively constant except in the peaks, it probably is of little importance in growth regulation. Increases in pressure in the life of an individual may be significant, however, it is known that movements of business educator from one organization to another may affect the individual growth and maturity.

Light: Of all the physical factors, light plays the best understood and most dramatic role in the environment. Many of the effects of light on mans' growth are obvious and direct. Light is what pushes a man to either be successful or not, it also assist an individual in achieving a desired end hence, increase in day length, seems to initiate growth and maturity of individual. No one can effectively work in an organization or institution without light, light is required for publications, script marking and scoring or grading, light is also necessary in the area of achieving a desired result that may help one to grow.

Spiritual factors: This is all about what makes an individual to be what he or she has in mind, it is the spiritual that beats the physical, for growth and maturity of individual to occur, it means that an individual has an edge over his or her physical growth. The spiritual factors are things that actually qualifies one to be law abiding, silent, attentive, loving, peace-making, knowledgeable and above all with holding ones tongue from speaking evil about his or her colleagues. Business educators need to be spiritually minded as to know when there is danger within and outside the department. As a business educationist, it is also necessary for one to be high minded hence, it helps in making an individual to overcome crisis situations in organization. Other factors that regulates growth and maturity includes internal factors, measurement of growth, dynamics of growth and the study of growth itself.

Business education can be seen as education for business or training skills, which are required in business offices and clerical occupation, it includes education for an office occupations, distribution and marketing occupations, accounting, business teaching, business administration, secretarial studies and economic understanding. Business Education represent a broad and diverse discipline that is included in all types of educational delivery systems-elementary, secondary and post-secondary. Business education can begin at any level, it can be interrupted for varying periods of time, it can be continued throughout the life span of an individual (Amesi, 2010). The foregoing points out that business education covers a wide range of spectrum of economic life activities in any society, and also refers to the pedagogical and desirable business competencies necessary for one to be employed with a view of making the recipient not only self-reliant but with suitable ways of overcoming crisis and becoming more mature in the field (Amesi, 2010). Thus business education can by appropriate training ensure for individuals growth and maturity even in our present decadent economy by equipping them with life-long skills on how to avert crisis. Several definitions of business education exist as it encompasses knowledge, attitudes and skills needed by all citizens in order to effectively become managers of their personal business and advancement in a broad range of business careers. However, any programme that cannot provide for her citizenry basic skills to overcome the incidents of crisis in the educational system makes the citizens to continue to wallow in immaturity.

The problem here is that growth and maturity are not being displayed or establish by business educators in handling crisis in academic organizations. As business educators, we need some element of growth and maturity level or element of growth phase like development, accommodating and affectionate love as the case may be to help us in overcoming crisis in all areas. It is in this regard that this study is raised to actually examine organizational growth and maturity of individual among business educators in crisis situation.

Purpose

The aim of this study is to:

1. Ascertain the growth and Maturity level of business educators in academic organizations.
2. Determine how business educators react during crisis situation in academic institutions in the Niger Delta.

Research Questions

Two basic questions were answered here

1. What is the growth and maturity level of business educators in academic organizations?
2. How do business educators react during crisis situation in academic Organizations?

Hypothesis

Only one hypothesis is used for testing of hypothesis

1. There is no significant difference in the mean rating of the respondents towards growth and maturity of business educators and their reactions during crisis situation in academic organizations in the Niger Delta.

Method

The study area was in the Niger Delta. The researcher was interested in two States of the Niger Delta for accessibility namely, Rivers and Bayelsa State. The study used a descriptive survey research design. The population of the study was 84, made up of all the business education lecturers in Rivers and Bayelsa States that offers degree programme in business education namely, Niger Delta University, Rivers State University of Science and Technology, and Rivers State University of Education. Details of the population is shown in the table below. The entire population was studied by the researcher and no sample nor sampling was considered necessary. Data for this study were collected by means of questionnaire developed by the researcher and titled "Organizational Growth and Maturity of Individual among Business Educators in Crisis Situation in the Niger Delta" (OGMIABECSND). The OGMIABECSND has part A and part B. Part A of the instrument was for demographic information of the respondents, while part B sought information on the view of the lecturers regarding the topic of the study and was broken into two as each contained seven question items. The questionnaire adopted a four point scale which was as follows: Very Mature (HM = 4 points); Mature (M = 3 points); Fairly Mature (FM = 2 points) and Not Mature (NM = 1 point) for research question one and Strongly Agreed (SA = 4 points); Agreed (A = 3 points); Disagreed (DA = 2 points) and Strongly Disagreed (SDA = 1 point) for research question two. The researcher and one research assistant trained by the researcher personally distributed 84 copies of the questionnaire to the respondents, with accompanying letters of appeal. In all, 80 copies of the instrument sent out were retrieved, which amounts to 95 percent return rate. The initial copy of the questionnaire was face and content validated by 20 lecturers, other than those used for the study. Test-retest method was used to test the reliability of the instruments and a reliability coefficient of 0.87 was obtained. Mean and standard deviation was used to analyse the research questions while Z-test was used to test the hypothesis.

Table 1: Population Distribution

S/N	State	Degree Awarding Institutions	Lecturers	Total
1.	Bayelsa	Niger Delta University (NDU) (Unit)	8	8
2.	Rivers	Rivers State University of Sci. & Tech.(Dept.)	11	
		Rivers State University of Education (Faculty)	65	76
		Total	84	84

Source: Field Survey, 2015.

Results

The results obtained from the respondents is shown below:

Question 1: What is the growth and maturity level of business educators in academic organizations?

Table 2: Growth and Maturity Level of Business Educators in Academic Organizations N = 80

S/n	Items on Growth and Maturity Level of Business Educators	VM	M	FM	NM	Mean	S.D	Remark
1.	Positive reactions to things during and after crisis.	40	20	15	5	3.19	0.95	Matured
2.	Transitional life style are developed.	35	23	12	10	3.04	1.04	Matured
3.	Ability to manage crisis within the department.	20	25	20	15	2.63	1.05	Matured
4.	Love within and outside the department.	30	25	18	7	2.98	0.97	Matured
5.	Knowledge of the past, present and future is a strong antibiotic.	22	27	17	14	2.71	1.05	Matured
6.	Training and retraining of the individual in area of specialization.	15	30	15	20	2.50	1.06	Matured
7.	Forgiving those who wronged you within and outside the department.	28	22	20	10	2.85	1.04	Matured
	Total Mean/S.D =					19.90	7.16	
	Grand Mean/S.D =					2.84	1.02	

Source: Field Survey, 2015.

Table 2 which is for research question one shows that the respondents considered the items in the table as aspect of growth and maturity level of business educators as individuals in academic organization as all the items were 2.50 as mean and above. Item one in the table scored the highest mean of 3.19, followed by item two with mean of 3.04, next to it was item four with mean of 2.98, next to that was item seven with mean of 2.85, another next was item five with mean of 2.71, and next to this was item three with mean of 2.63 and the last but not the least is item six with mean of 2.50. From the responses of the respondents, positive reactions to things during and after crisis matters a lot, this is followed by developing transitional life style and loving your fellow colleagues within and outside the organization. In addition to these, forgiving those who wronged you within and outside the organization is also necessary. The grand mean of 2.84 and standard deviation of 1.02 shows that business educators need element of growth and maturity in academic organizations.

Question 2: How do business educators react during crisis situation in academic Organizations?

Table 3: Reaction of Business Educators during Crisis Situation in Academic Institutions. (N = 80)

S/n	Items on Reaction of Business Educators During Crisis Situation	SA	A	DA	SDA	Mean	S.D	Remark
1.	Seek for adequate knowledge about the situation that led to the crisis.	30	25	20	5	3.00	0.94	Agreed
2.	Avoid leadership tussle and scuffle.	25	35	10	10	2.94	0.97	Agreed
3.	Ask for a learned tongue from the Lord during crisis situation.	15	40	15	10	2.75	0.90	Agreed
4.	Ask from your mentor about the situation on ground.	20	20	25	15	2.56	1.06	Agreed
5.	Pray for one another during crisis situation.	23	27	13	17	2.70	1.10	Agreed
6.	Faithfulness to one another.	31	26	13	10	2.98	1.02	Agreed
7.	Showing love to those you have crisis with.	20	22	20	18	2.55	1.09	Agreed
	Total Mean/S.D =					19.48	7.08	
	Grand Mean/S.D =					2.78	1.01	

Source: Field Survey, 2015.

Table 3 which is for research question two, shows that all the items in the table are ways business educators react during crisis situations in academic organizations. This is based on the responses of the respondents as all the items were above the mean of 2.50. Item one in the table gave the highest mean of 3.00 as it has to do with seeking for adequate knowledge about the situation that lead to crisis. Item six gave a mean of 2.98 as it has to do with faithfulness to one another during crisis situation. Item two gave a mean of 2.94 as it has to do with avoiding leadership tussle and scuffle in academic organizations. Although this may certainly arise, but

as business educators, we need to avoid anything that has to do with leadership tussle and scuffle where ever we find ourselves. This is followed by item three with mean of 2.74, also to this is item five with mean of 2.70, followed by item four with mean of 2.56, and lastly by item seven with mean of 2.55. The grand mean of 2.78 and standard deviation of 1.01 shows that positive reactions of business educators during crisis situations in academic organizations is necessary and important.

Table 4: Z-test of Difference of the Respondents towards Growth and Maturity of Business Educators and their reactions during Crisis Situation in Academic Organizations in the Niger Delta.

Respondents	Mean	S.D	Num.	Df	Std. Error	Z-Cal	Z-Crit.	Remark
Lecturers	19.90	7.16	80	78	1.59	0.26	2.000	Accepted
Lecturers	19.48	7.08						

*Significant at 0.05 level of significance

Table 4 shows that the calculated z-ratio is 0.26 while the critical or table value is 2.000. Since the calculated z-ratio is less than the table value, the researcher accept the null hypothesis in favour of the alternative hypothesis at 78 degree of freedom and 0.05 level of significance. Based on the test of hypothesis, the researcher concludes that there is no significant difference in the mean rating of the respondents towards growth and maturity of business educators and their reactions during crisis situation in academic organizations in the Niger Delta. In other words, for business educators to work effectively in an academic organizations, they need element of growth, maturity and positive reactions during crisis. This is because negative reactions during crisis can lead to disunity, hatred, malice, un-forgiveness, and unfaithfulness and so on.

Discussion

The discussion here is done according to findings of the study. One of the findings was that the respondents measured growth and maturity exhibition as a necessity during crisis situations. This was as a result of their responses in table two, which was for research question one. To the respondents, the ways and manner in which business educators react during crisis situation matters a lot in academic organizations. In agreement to this, Amesi *et al* (2012) portrays that what an individual says in time of trouble, think in the face of challenges and meditate on in the midst of crisis is a measure of his or her growth maturity. In line with this, Amesi (2014b) depict that organizational growth and maturity is all about an individual's response during and after crisis situation. To Amesi and Amaewhule (2015), the way and manner in which we respond as business educators during crisis situation in academic organization shows our level of growth and maturity. As business educators, during crisis situation, we need to think positively, develop a transitional life style, be able to manage the situation on ground, show love to all irrespective of their trust, forgive one another, have knowledge of the past, present and future about the situation that lead to the crisis and so on. The researcher builds on this, to state that growth and maturity of a business educator in academic organizations is all about the individual overcoming and averting crisis in all areas of work.

Findings from table three which is for research question two revealed that the respondents considered all items in the table as ways business educators react during crisis situations in academic organizations. To the respondents, positive reactions of business educators during crisis situations in academic organizations is necessary and important. In agreement to this finding, Amesi *et al* (2014) depicts that the ability of an individual to manage crisis within the department and organization as a whole, is a major tool that clearly measures the extent of growth and maturity in that individual. In line with the finding, the researcher is of the view that the way an individual (business educator) confront every crisis situation is what makes such individual mature in organization. An ill-managed crisis always lead to disastrous situation as it directly or indirectly affects not only human emotions but also the organization as a whole. In reacting positively to crisis situation in academic or non-academic organizations, we should as business educators avoid 'sell out' as this can cause havoc in the life of some individuals during crisis whereas negative reactions during crisis can lead to disunity, hatred, malice, unforgiveness, unfaithfulness and so on.

Conclusion

Growth can best be described as a process of transformation. Whether a business educator sees him or herself as one that is already modern and developed or as one at an earlier stage of development, one finds that the process

of growth is uneven and unbalanced. It is relevant to state that the functionality of crisis situation in organizations is dependent on the ability of an individual's growth and maturity. The strength of a business educator is determinant by his or her ability to manage crisis effectively. This is because no department, programme or academic organization can effectively achieve its aim and objectives were there is crisis in that environment.

Recommendations

Based on the findings of the study and conclusion, the following recommendations were accelerated by the researcher:

1. Crisis should be effectively managed by business educators at all levels without bias and sham.
2. Business educators at all levels of academic organizations should try to avoid crisis situations as it has little or nothing to do with the growth and development of that organization.
3. Organizational members should work cooperatively towards a common objective and avoid crisis situations as growth and maturity occurs according to plan that eventually determines the size and shape of that organization.

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