Impact of Workplace Support on Career Advancement of Electrical Trade Teachers in Technical Colleges

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Abstract
One of the key factors for employee to reach the peak of their career is the level of support from colleagues or those around them. This is crucial for professional development and career progress. Hence, this study examines the impact of workplace support on the career advancement of electrical trade teachers in technical colleges in Ogun State, Nigeria. Descriptive survey research design was adopted for the study. The population for the study comprised all the thirty (30) electrical trade subject teachers across the 8 technical colleges in Ogun State. Structured questionnaire was used for data collection. Data were analyzed using mean and standard deviation, correlation and regression. The findings of the study revealed that no significant relationship exist between workplace support and career advancement of electrical trade teachers ($r=.033$; $p>0.05$). Also, workplace support significantly influences career advancement of electrical trade teachers ($\beta= .312$; $p<0.05$) in technical colleges in Ogun State. It was concluded and recommended that workplace support plays a crucial role in shaping professional growth and career progression of electrical trade teacher's. Therefore, educational stakeholders should collaborate with industries for regular workshops, training sessions, and certification programs to keep teachers updated with the latest industry trends and teaching methodologies.

Keywords: Workplace Support, Career Advancement, Electrical Trade Teachers, Technical Colleges.

Introduction

The contemporary workforce is experiencing substantial transition, driven by rapid technological advancements, evolving organizational structures, and the increasing complexity of global labor markets. These shifts have necessitated the development of diverse and adaptive vocational skills among employees, prompting organizations to raise expectations concerning workforce efficiency, innovation, and responsiveness to change to increase their level of productivity. Besides, multifaceted career characterized by individual self-direction, continuous skill acquisition, and adaptability has gained substantial relevance in the present-day career discourse (AlKhemeiri, Khalid, & Musa, 2020). Similarly, the globalization of economies has accelerated the restructuring of job roles, compelling employees to remain current with emerging knowledge and practices. (Musaigwa, 2023). Thus, the capacity for lifelong learning and strategic career self-management and has become indispensable in navigating the demands of modern vocational pathways for employees to maintain professional relevance and advance in their career.

Career advancement is the process by which each person develops their skills in order to pursue their intended career (Eko, 2015). It is a crucial component of professional development for workers in any organization. This is not an exemption to educators, since it is not only contributing to job satisfaction but also enhances their teaching strategies and bring more improvement to students' academic satisfaction and performance (Day & Gu, 2014). It is even more crucial for teachers in technical colleges who teaches skill-based subjects to engage in periodic professional development in order to stay relevant in their roles due to rapid changes in technology. Some of the skill-based subject under the tutelage of these teachers across various technical colleges includes: Agric-Mechanization, Motor-Mechanics, Building Construction, Woodworking, Metalworking, Plumbing, and Electrical trades among others (Hassan, Dauda and Badawi 2019).

Electrical trades is one of the programme offers at technical colleges which is geared towards gaining the practical skills, fundamental scientific knowledge, and mindset needed for those who are interested or are practicing electrical work at basic level (Oviawe, Uwameiye, and Uddin, 2017). The trade comprises of different areas such as surface wiring, conduit wiring, AC and DC machines, electrical equipment maintenance, and installation, among others. Therefore, due to protean nature of this trade and the emergent technology, electrical trade teachers are obliged to refresh their expertise on a regular basis in

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order to keep their knowledge current and prevent it from becoming outdated. Besides, upgrading their knowledge and abilities is crucial to ensure that students receive the necessary training required in the world of work (Payne, 2021). In order to make this a reality, electrical trade teachers in technical colleges needs different kind of support related to their work including material resources, on-going training, among others. This will help them to sustain high standards for practical knowledge, and improve their professional growth (Akpan & Ita, 2015). Supporting these specialized teachers' professional development is therefore essential since the services they provide are vital to the nation's economic, human, and cultural advancement.

It is no doubt that at some point in life, everybody needs help, whether social, spiritual, or material. Furthermore, without assistance of any kind, no one can achieve tangible or professional success on their own. Support in this study is streamline to workplace. Workplace support is referred to as assistant rendered during interpersonal dealings, business transactions or one's job that make workers feel cared for, esteemed, and loved (Giao et al 2020). Workplace support has been found to be a major contributor to career advancement in a variety of professional domains since it is the supportive system that employees rely on for information, encouragement, and help in both personal and professional concerns. For electrical trade teachers, their career is shaped in a different way based on the type of support they receive, which in turn affects their resilience, motivation, job satisfaction, and prospects for growth. Additionally, this also determine how they will manage their job demands, overcome institutional obstacles, respond to opportunities for advancement as well as professional growth in their career. In light of this, this study investigates impact of workplace support on the career advancement of electrical trade teachers in technical colleges in Ogun State.

Statement of the Problem

Teachers of Electrical trade in technical colleges are crucial in producing qualified workers that are needed for industrial manpower and economic expansion. These educators are tasked with equipping students with technical knowledge and practical skills that are in high demand across a range of industries, including manufacturing, telecommunications, and power generation. However, a number of obstacles stand in the way of these teachers' work effectiveness and career advancement. This includes lack of opportunities for professional growth, unavailability of resources, and the need to stay current with changes in their field. As a result, professional growth is crucial for maintaining the quality and relevance of technical education as well as for motivating and retaining electrical trade teachers.

Numerous studies have demonstrated the importance of workplace support, which includes help from coworkers, management, and professional networks, in determining the degree of career advancement in a variety of fields, including education. This suggests that workplace assistance is crucial for electrical trade teachers' well-being and job productivity. But in the absence of this support, teachers are now experiencing a number of negative effects, including a decline in job satisfaction, stress on their mental health, reduction in the quality of their instruction, lack of creativity, poor emotional health, disruption in teamwork and collaboration, rise in absenteeism, loneliness and isolation, among others. In addition, the devastation caused due to lack of workplace support by instructors' is influencing the caliber of graduates produced at technical colleges, which remain a worrisome issue. All put together, prompted this study on impact of workplace support on the career advancement of electrical trade teachers in technical colleges in Ogun State.

Objectives of the Study

The main purpose of this study was to examine impact of workplace support on the career advancement of electrical trade teachers in technical colleges in Ogun State. Specifically, the objectives of this study are to determine:

1. If there are work place support received by electrical trade teachers in technical colleges in Ogun State.
2. Career advancement system in place for electrical trade teachers in technical colleges in Ogun State.
3. Relationship between workplace support and career advancement of electrical trade teachers in technical colleges in Ogun State
4. Impact of workplace support on career advancement of electrical trade teachers in technical colleges in Ogun State

Research Questions and Hypotheses

1. Is there workplace support received by electrical trade teachers in technical colleges in Ogun State?
2. What are the career advancement system in place for electrical trade teachers in technical colleges in Ogun State?
3. There is no significant relationship between workplace support and career advancement of electrical trade teachers in technical colleges in Ogun State?
4. There is no significant impact of work place support on career advancement of electrical trade teachers in technical colleges in Ogun State?

Literature Reviewed

Career advancement

The development and progression of a person's career path is known as career advancement. It is the process by which each person develops their skills in order to pursue their intended career (Eko, 2015). According to Ng and Feldman (2014) career advancement is define as an employee's upward movement in their professional trajectory, which is essential for job satisfaction, retention, and general professional growth. Individual improvement in their fields of expertise is the goal of professional advancement. The organization where an employee works will be greatly impacted by personal efforts for capacity building in their career. Similar to this, every organization is supposed to establish an atmosphere that fosters growth and development for both its employees and the organization as a whole (D'Netto, Tang, and Shen, 2014). This suggests that professional growth, particularly for educators, is not solely dependent on their own roles but also on the degree of support or provision received, which is a major factor in their career advancement and has a high propensity to increase their motivation and self-readiness for their work. Hence, support is very important for career advancement of electrical trade teachers.

Electrical Trade Teachers

Professional educators who have the requisite electrical technology subject-matter knowledge and abilities to support their theoretical understanding are known as electrical trade teachers (Mbaga et al., 2017). Electrical trade teachers are majorly found working at technical colleges. Majority of them are often trained in educational institutions that offer technical education or courses linked to electrical engineering in order to transmit electrical technology expertise to students after they graduate (Ezugu Bala & Muhammad, 2023). These educators are expected to constantly participate in on-the-job training and attend a number of workshops that will broaden their knowledge of their particular fields in order to stay relevant in their roles despite technological advancements. If these teachers are unable to pursue additional training, they may become irrelevant and their skill would become obsolete, which means that the students they are teaching would suffer as a result of their incompetency (Shetima, 2010). Consequently, there is a strong correlation between teachers' skill and how effective or bad their instruction is. Subtly, the dedication and technical proficiency of the teachers who carry out the educational program are crucial to its effectiveness (Mbaga, Wampana, and Shanga, 2017).

Workplace Support

Support is the help someone or anything needs to succeed. Among other things, the assistance could be social, psychological, or physical. According to Giao et al. (2020), workplace support is defined as assistance provided during commercial transactions, interpersonal interactions, or one's employment that makes employees feel valued, cared for, and appreciated. Support in the workplace is given and received by connections or professional networks with different levels of intimacy. According to Mack and Rhineberger-Dunn (2019), workplace support produce interpersonal work interactions, which can enhance the recipient's coping skills or general well-being. Support at work can come from a variety of sources, including coworkers, administrators or management of the company, and professional networks. For electrical trade teachers, workplace support plays a unique role in shaping their career and thereby influencing their job satisfaction, motivation, and prospects for growth. A study by Ogbuanya and Musa (2020) reported that collaborative arrangement of seminars and workshops together with the involvement of technical instructors in industry operations, greatly promotes skill learning among students. This collaboration ensures that educators remain current of technical innovations, which they may teach to their students. Similarly, Siddiky and Uh (2020) emphasized in their thematic literature analysis that fostering closer linkages between academia and industry reduces practice gaps in Technical and Vocational Education and Training (TVET). According to the review, these kinds of partnerships are essential for fostering the knowledge and abilities needed to satisfy the needs of the labor market which is essential for improvement and adequate growth of electrical trade teachers.

Theoretical Review - Self-Determination Theory (SDT)

According Deci and Ryan (1985), human need changes in a social setting with respect to intrinsic and extrinsic motivation. This implies that humans can achieve self-determination when their three essential psychological demands for autonomy (e.g., freedom), competence (e.g., confidence), and relatedness (e.g., connection) are met. SDT research has demonstrated that major education stakeholders, such as administrators and policymakers, can influence teacher motivation and well-being (Lee et al., 2020). As a result, school learning support (such as professional development activities) is critical to promoting teachers' career advancement. In the context of this study, workplace support that meet this need might increase job satisfaction and commitment among electrical trade teachers. For example, encouragement from school leaders and colleagues can boost instructors' sense of competence and relatedness, prompting them to incorporate new technologies or newly acquired skills into their teaching practices.

Methodology

The study adopted a descriptive survey research design. The study was conducted in Ogun State of Nigeria. The population for this study comprised all the thirty (30) teachers who specializes in electrical trade subject across the 8 technical colleges in Ogun State. Due to relatively manageable number of participants, the entire population were used for the study. Structured questionnaire which comprised of 30 items, rated on a 5-point Likert scale of (5 = Strongly agree, 4 = agree, 3 = disagree, 2 = strongly disagree and 1= undecided) was used as instrument for data collection. Validity of the instrument were carried out by experts to ensured appropriate vocabulary, sentence structure of the items is suitable for the intended purposes. Reliability of the instrument was established by administering 10 copies of the instrument to respondents outside the study area. Cronbach Alpha reliability technique was used to establish the internal consistency of the instrument and reliability coefficient of 0.74 was obtained. The instrument for data collection was administered by the researcher with support of a research assistant. The majority of the filled questionnaire items were collected on the spot by the researchers and co-assistant while the remaining few were collected one week after the day of the distribution of the items. Data was analyzed using descriptive statistics of mean and standard deviation, correlation matrix and regression respectively. Mean and standard deviation was used to answer the research questions while correlation and regression analytical tools were used for the hypothesis. For the research question any mean value above 3.00 was considered agreed, while any value below 3.00 was considered disagreed. For hypothesis, Null hypotheses with p-value that are less than or equal to 0.05 was Accepted while null hypotheses with p-values that are greater than 0.05 was rejected.

Data Analysis and Results

The results and discussion are presented in accordance with the objectives, research questions and hypothesis of the study.

Table 1: Mean responses on the workplace support received by electrical trade teachers in technical colleges in Ogun State.

S/N	ITEMS	MEAN	S.D	REMARK
	Extent of workplace Support received			
	Support from Colleagues			
1	My colleagues are willing to listen to work-related problems.	3.50	.50	Agreed
2	I can rely on my colleagues for help with teaching resources or ideas.	3.43	.57	Agreed
3	My colleagues share information about professional development opportunities.	3.47	.53	Agreed
4	I feel that I belong to a supportive community of teachers.	3.56	.50	Agreed
5	Colleagues provide useful feedback that helps me grow professionally.	3.40	.49	Agreed
	Average mean	3.47		
	Support from Superior/Management			
6	My supervisors/administrators are approachable and willing to discuss my career goals	3.40	.49	Agreed
7	Management provides clear pathways for promotion and career advancement.	3.46	.50	Agreed
8	Management supports my professional development through training and workshops	2.67	.48	Disagreed
9	I receive encouragement from my superiors to take on challenging tasks that enhance my skills.	3.57	.50	Agreed
10	My efforts are recognized and rewarded by the administration	3.46	.57	Agreed
	Average mean	3.31		
	Support from Professional Networks			
11	I am part of a professional network of technical educators outside my college	3.03	.18	Agreed
12	My professional network provides valuable resources for career advancement.	3.00	.69	Agreed
13	I have access to mentorship and guidance through my professional network.	3.16	.70	Agreed
14	Networking with other professionals has helped me stay updated with industry trends.	3.30	.65	Agreed
15	I feel encouraged to pursue career opportunities due to the support of my professional network.	3.26	.64	Agreed
	Average mean	3.15		
	Overall Average mean	**3.31**		

Table 1 presents mean responses on the workplace support available for electrical trade teachers in technical colleges in Ogun State. All the 15 items have their means ranges between 2.67 and 3.57. Based on the result shown in the table the teachers agreed that their colleagues are willing to listen to work-related problems, they can rely on their colleagues for help with teaching resources or ideas, supervisors/administrators are approachable and willing to discuss on career goals, management provides clear pathways for promotion and career advancement, they are part of a professional network of technical educators outside their college, their professional network provides valuable resources for career advancement among others. However, with an average mean of 3.31 which is greater than 3.00 the minimum level of agreement adopted in this study. It is therefore agreed that electrical trade teachers received workplace support from colleagues, management/superior and professional network in technical colleges in Ogun State.

Table 2 presents mean responses on the career advancement system in place for electrical trade teachers in technical colleges in Ogun State. All the 15 items have their means ranges between 2.67 and 3.57. Based on the result shown in the table the teachers agreed that their colleagues are willing to listen to work-related problems, they can rely on their colleagues for help with teaching resources or ideas, supervisors/administrators are approachable and willing to discuss on career goals, management provides clear pathways for promotion and career advancement, among others. However, with an average mean of 2.78 which is lesser than 3.00 the minimum level of agreement adopted in this study. It is therefore, concluded that majority of electrical trade teachers agreed that there is low level of career advancement system such as promotions, increased professional growth responsibilities in technical colleges in Ogun State.

Table 2: Mean responses on career advancement system in place for electrical trade teachers in technical colleges in Ogun State

S/N	ITEMS	MEAN	S.D	REMARK
	Career Advancement System in place			
	Promotions			
1	There are clear promotion pathways available for teachers in my institution.	3.20	.61	Agreed
2	Promotions occur frequently in my institution	3.10	.66	Agreed
3	I feel that management supports my promotion efforts.	2.13	.68	Disagreed
4	My career advancement is dependent on my performance and achievements.	2.00	.74	Disagreed
5	There are specific criteria set by management for promotion.	3.46	.50	Agreed
	Average mean	2.78		
	Professional Growth			
6	I have access to professional development opportunities within my institution.	2.16	.75	Disagreed
7	My institution provides opportunities for me to attend workshops or conferences related to my field.	2.00	.74	Disagreed
8	Management encourages me to further my education or acquire advanced certifications	3.50	.51	Agreed
9	There is a strong emphasis on professional growth within my institution	3.43	.50	Agreed
10	I receive adequate support (financial or otherwise) to pursue professional development.	1.97	.72	Disagreed
	Average mean	2.61		
	Increased Responsibilities			
11	I am given leadership roles or positions within my department	3.43	.50	Agreed
12	I have been assigned to develop or review the curriculum for my department	2.13	.73	Disagreed
13	I am involved in school-wide projects or initiatives that enhance my career experience	2.60	.89	Disagreed
14	I am given responsibilities that allow me to demonstrate my leadership skills	3.30	.53	Agreed
15	My responsibilities have increased over time in ways that support my career advancement	3.40	.49	Agreed
	Average mean	2.92		
	Overall Average Mean	**2.78**		

Testing of Hypotheses

Table 3: Correlation analysis showing the relationship between workplace support and career advancement of electrical trade teachers in technical colleges in Ogun State

Variables	Mean	Std.	1	2
1. Workplace Support	49.70	1.51	1	
2. Career Advancement	41.83	2.44	.033	1

**. Correlation is significant at the 0.05 level (2-tailed)

Table 4: Regression analysis showing the impact of workplace support on career advancement of electrical trade teachers in technical colleges in Ogun State

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	48.850	4.911		9.946	.000
Workplace Support	.020	.117	.312	.173	.003

Dependent Variable: Career Advancement

Table 3 presents the relationship between workplace support and career advancement of electrical trade teachers in technical colleges Ogun State. The table shows that there is a positive and weak relationship between workplace support and career advancement of electrical trade teachers ($r = .033$). The table further revealed that the relationship between workplace support and career advancement of electrical trade teachers is not significant ($p > 0.05$). Thus, the null hypothesis was accepted. Hence, there is no significant relationship between workplace support and career advancement of electrical trade teachers in technical colleges Ogun State.

Table 4 presents the regression analysis showing impact of work-place support on career advancement of electrical trade teachers in technical colleges in Ogun State. The table revealed that work place support ($\beta = .312$) has moderate influence on career advancement of electrical trade teacher. This suggest that changes in career advancement are is associated with changes in workplace support. The study also revealed that work place support has a statistically significant impact ($.003$; $p < 0.05$) on career advancement of electrical trade teachers in technical colleges. Thus, the null hypothesis was rejected. Hence, there is a significant influence of work place support on Career advancement of electrical trade teachers in technical colleges in Ogun State.

Discussion of Findings

The study's findings draw attention to important facets of workplace assistance and career promotion for electrical trade instructors in Ogun State's technical colleges. However, the survey found that technical colleges had few structures in place for career growth, such as promotions and more responsibility. This is consistent with the study of Mustapha, (2013) which reported that educators' discontent and decreased motivation are caused by a lack of options for career advancement

The study also found that management, professional networks, and coworkers provide workplace support to electrical trade instructors at Ogun State technical colleges. This agrees with the study of Slemp, Kern, and Patrick (2018) which points to the fact that workplace assistance will help in fostering collaboration, lowering job stress, and improving job performance. Besides, Support from superiors and colleagues can be crucial in helping instructors overcome obstacles and continue to perform their jobs. Also, professional networks, such as teacher forums and trade groups, offer chances for resource sharing, skill development, and exposure to market trends (Billett, 2016).

There is no significant relationship between workplace support and career advancement of electrical trade teachers in technical colleges in Ogun State. It's interesting to note that the study showed no significant correlation between the career advancement of electrical trade teachers in Ogun State and workplace support, even though it was visible. This implies that even while instructors receive assistance from their peers and supervisors, institutional barriers such a lack of promotions, professional development programs, and policy restrictions may prevent this assistance from directly resulting in career advancement. This result is in agreement with study of Baruch (2006) which reported that, when institutional impediments remain, workplace support which is essential for performance and job satisfaction does not necessarily ensure career progress.

However, the study also discovered that workplace support significantly influences career advancement of electrical trade teachers. This in line the study of De

Vos & Van der Heijden, (2017) which reported that collaborative settings, professional coaching, and mentoring may improve teachers' abilities and increase the eligibility of workers for promotions when they occur. This indicate that workplace support have a greater impact on career advancement in organizations with well-defined professional development policies and procedures.

Overall, the results indicate that legislative changes are necessary to close the gap between career advancement in technical institutions and workplace support. Creating clear promotion standards, professional development courses, and mentorship programs, will help to strengthen career advancement frameworks. By doing this, job satisfaction and workforce stability will be improved and workplace assistance will be translated into meaningful career advancement.

Conclusion

Teachers' career advancement and professional development are greatly influenced by workplace support. In particular, access to professional development opportunities, mentorship programs, institutional support, and a positive work environment are essential components in making this a reality. This suggests that the professional growth of electrical trade teachers will be hampered by the lack of formal mentorship and ongoing training programs, which will limit their capacity to impart pertinent skills to students. As a result, workplace assistance is crucial for both the professional development of electrical trade instructors and the general enhancement of Ogun State technical colleges curriculum.

Recommendations

Based on the result of these findings and literatures reviewed, the following recommended are therefore put forth:

1. The administration of technical colleges should set up official mentorship programs so that more experienced teachers can guide and assist the less experienced ones. This will enhance instructional strategies, offer career counseling, and foster a positive work atmosphere.
2. Educational stakeholders should collaborate with industries to organize frequent workshops, training sessions, and certification programs to keep teachers updated with the latest industry trends and teaching methodologies.
3. The public and private sectors ought to provide technical colleges with funding, sufficient instructional resources, and up-to-date teaching tools and equipment.
4. Technical teachers should have clear professional advancement pathways established by their employers, including promotions, salary increments, and recognition for outstanding performance.

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Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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