

Job Satisfaction among Lecturers in Tertiary Institutions in Bayelsa State

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Abstract

The study investigated level of job satisfaction of lecturers in tertiary institutions in Bayelsa State. Descriptive survey design was adopted. The population consisted of lecturers in tertiary institutions in Bayelsa State. Two research questions guided the study. A questionnaire titled “Lecturers’ Job Satisfaction Questionnaire” (LJSQ) was developed and used. Mean was used to answer the questions. Criterion mean was 2.5, hence the decision was reached thus: 0-1.4-extremely dissatisfied, 1.5-2.4-dissatisfied, 2.5-3.4-satisfied and 3.5-4-extremely satisfied. Results reveal that lecturers are generally not satisfied with their job. Facets of the job where dissatisfaction is recorded include welfare, work environment and personnel development. Despite the fact that they are generally dissatisfied with the job, it is worthy of note that lecturers are satisfied with salary structure and promotion. Based on the findings, the researchers recommended, among others, that welfare issues should be reviewed and made more rewarding, and the management should as a matter of importance ensure that all lecturers are provided with good offices with furniture befitting such caliber of workers, in order to enhance job satisfaction.

Keywords: Job, satisfaction, lecturers, Promotion, work, environment, welfare

Introduction

Job satisfaction is one topic that has been studied vastly. According to Tam (2017), job satisfaction is the level to which an individual is contented with his or her job. Shanthapparaj and Solucis (2005) in Barman and Bhattacharyya (2017) opine that job satisfaction leads to happiness, success and efficiency in an individual’s professional activity, and enhances development of a happy and a congenial working environment in the place of work. Sydney-Agbor, Ebe, Nwankwo and Agu (2014) defined job satisfaction as “a collection of attitudes, which workers have about their job. It describes how content an individual is with his or her job.” Venkatesh (2015) opines that “Job satisfaction is the extent of positive feelings and attitudes that individuals have towards their jobs.” Celik (2011) added that “Job satisfaction is a general expression of worker’s positive attitudes built up towards their jobs.”

Lecturers hold a very prestigious position in any given society; this is so because of the nature of work they do. They mould characters; they train youths to become responsible citizens that will contribute to the development of the society in future. With this kind of responsibility, it becomes very needful for such caliber of persons to be well catered for to ensure job satisfaction, so that they can offer their best. There is the possibility of lecturers seeking an alternative job where job dissatisfaction is encountered. Mgbako-Ezennia (1999) in Akpofure, Ikhifa, Imide and Okokoye (2006) revealed that about 51.7% of lecturers in higher institutions were considering leaving their jobs for other careers. Job satisfaction is an important factor that can determine a worker's choice to either remain in a job or to leave the job. Some researchers have studied job satisfaction of workers in various forms. One of such studies is that of Akpofure, Ikhifa, Imide and Okokoye (2006) on job satisfaction among educators in Colleges of Education in Southern Nigeria. Their focus was on level of job satisfaction and dissatisfaction of workers in relation to workload, coworker, supervision, promotion and pay. Job satisfaction is the feeling of satisfaction someone has on the job he or she is doing that motivates him or her to continue on the job. It is important then for employers of labour to take inventory of level of satisfaction of their workers, and especially important also is to ascertain their level of satisfaction in the different facets of the job, to ensure improvement and maintenance of such workers. This study focused on gathering information on the job satisfaction level of lecturers in Bayelsa State with focus on the different facets of the job such as general satisfaction level on the job, and satisfaction level with regards to pay, promotion, welfare and work environment.

Akpofure, Ikhifa, Imide and Okokoye (2006) in their study verified that educators were satisfied with the workload (81.30%), coworkers (84.40%), supervision (53.04%), and promotion (74.78%); however 97.39% of the respondents indicated dissatisfaction with their pay. Jawabri (2017), in his study on job satisfaction of academic staff of private universities in United Arab Emirates, found out that academic staff in the fifteen private universities in the UAE are satisfied with their job; only a small part were not satisfied. Kafyeta (2015) in Masanja (2018) carried out a study on factors affecting employees' job satisfaction in public organizations in Tanzania and verified that most employees were not satisfied with their jobs. Archibong, David, Omoike and Edet (2010) found out in their study on Academic Staff Disposition to Promotion Criteria in Nigerian Universities that most academic staff in Nigeria Public universities are not satisfied with the promotion practices.

In the same vein, Asekun (2015) in his study on survey of pay satisfaction, job satisfaction, and employees turnover in selected business organizations in Lagos, found out that teachers in Lagos were not satisfied with their pay as only 22.9 agreed to being satisfied. Sharma and Jyoti (2006) in their study on job satisfaction of teachers

verified that teachers are dissatisfied with their pay package. Raj and Lalita (2013) in their study found out that the overall satisfaction of teachers is high. Barman and Bhattacharyya (2017) in their study on job satisfaction of teacher educators in different types of B.Ed Colleges in West Bengal found that the teacher educators were satisfied with their job, and they were satisfied in all dimensions of the job except in the dimension of salary and compensation. The satisfied dimensions include, among others, working environment, availability of infrastructural facilities, policies of college authority and management and opportunities for development. Therefore an investigation into the job satisfaction level and facets of the job that satisfy lecturers in Bayelsa State is needful.

Research questions

The following questions were raised to guide the study:

1. To what extent are lecturers in Bayelsa State satisfied with their job?
2. What facets of the job are lecturers in Bayelsa State satisfied with?

Methodology

The study adopted descriptive survey design. It investigated the extent to which lecturers in Bayelsa State are satisfied with their job and to verify the facets of the job that they are satisfied with. This design was deemed appropriate for the study because its focus was to investigate a phenomenon that has already occurred, upon which the researchers have no influence. This agrees with the assertions of Kothari and Gaurav (2016) that the main purpose of descriptive research is to describe the state of affairs as it presently exists and that the researcher has no control over the variables; he can only report what is happening. The target population of this study comprised of lecturers in state-owned tertiary institutions in Bayelsa State. Three tertiary institutions were selected. The convenience sampling technique was adopted, as only lecturers that were accessible were selected. Kothari and Gaurav (2016) declared that “when population elements get selected to be included in a sample on the basis of ease of access, it can be referred to as convenience sampling”

An instrument titled “Lecturers Job Satisfaction Questionnaire” (LJSQ) was developed by the researchers. It contains two sections; Section A contained demographic variables, while section B comprise of items relating to facets of the job to test lecturers satisfaction status. The respondents were required to respond to the items on the LJSQ on a four-point Likert scale ranging from extremely satisfied to extremely dissatisfied. In determining level of satisfaction towards any given facet of the job, the criterion mean of 2.5 was used to make decisions. Any facet with mean score below 2.5 shows dissatisfaction (0-1.4 was determined extremely dissatisfied, while 1.5- 2.4 was determined dissatisfied) and any facet with mean score 2.5 and above is termed satisfied (2.5-3.4 was termed satisfied, while 3.5-4.0 was termed extremely satisfied).

The face and content validity of the items was verified by two experts in Measurement and Evaluation. The reliability of the instrument was established using split-half method and the reliability co-efficient of the instrument was 0.77. For the purpose of answering the questions, the Statistical Package for Social Sciences (SPSS) was used for analyses. Descriptive statistics such as mean and standard deviation were applied to answer the research questions.

Presentation of results

Research Question One: To what extent are lecturers in Bayelsa State satisfied with their job?

Table 1: Extent of satisfaction of lecturers in Bayelsa state with their job

S/N	Description	4 (ES)	3 (S)	2 (D)	1 (ED)	Mean
1	Working for my institution		229	35	5	3.08
2	Training provided for my current job	23	170	123	33	2.50
3	Institution's welfare for her lecturers	24	108	155	59	2.25
4	Job security	100	169	67	12	2.99
5	Salary structure	25	167	127	29	2.53
6	Job specifications	39	223	68	14	2.78
7	Freedom of expression among lecturers	95	190	48	13	3.04
8	Relationship with superior officers	77	212	43	15	3.00
9	Recognition of lecturers accomplishments by superior officers	43	191	91	21	2.70
10	Appraisal of lecturers	33	186	103	27	2.63
11	Institution's policy on promotion of lecturers	32	166	120	30	2.62
12	Institution's policy on lecturer's welfare	11	90	199	47	2.17
13	Institution's policy on lecturers performance feedback		142	157	34	2.36
14	Inter-departmental co-operation	33	183	106	28	2.63
15	Team-work among lecturers in the institution	34	179	112	22	2.63
16	Lecturer- student relationship	65	202	61	22	2.87
17	Provision of offices for lecturers	13	70	125	141	1.87
18	Provision of conveniences for lecturers	29	45	138	138	1.89
19	Support for lecturer's further studies	26	128	126	68	2.30
20	Availability of lecture rooms	7	64	159	121	1.87
21	Provision of education grants for lecturers	18	76	162	94	2.05
22	Support for research work, conferences and workshops.	13	82	155	101	2.01
Summary mean						2.489545

Table 1 shows that lecturers in tertiary institutions in Bayelsa State are generally not satisfied with their job (with a summary mean of 2.49).

Research Question Two: What facets of the job are lecturers in Bayelsa State satisfied with?

Table 2: Facets of the job with which lecturers in Bayelsa State are satisfied

S/N	Items	Mean	SD	Remark
1.	Salary structure	2.53	.77064	Satisfied
2.	Institution's welfare for her lecturers	2.25	.85708	Dissatisfied
3.	Institution's policy on lecturers' welfare	2.17	.71587	Dissatisfied
4.	Institution's policy on promotion of lecturers	2.62	1.26044	Satisfied
5.	Provision of offices for lecturers	1.87	.86427	Dissatisfied
6.	Provision of conveniences for lecturers	1.89	.92443	Dissatisfied
7.	Provision of education grants for lecturers	2.05	.83712	Dissatisfied
8.	Support for research work, conferences and workshops.	2.01	.82505	Dissatisfied

Table 2 reveals that lecturers in Bayelsa State are satisfied with the salary structure (2.53) and institution's policy on promotion (2.62) but dissatisfied with welfare for lecturers (Institution's welfare for her lecturers got a low mean of 2.25 and Institution's policy on lecturer's welfare got a low mean of 2.17), work environment (Provision of offices for lecturers got a low mean of 1.87 and Provision of conveniences for lecturers got a low mean of 1.89) and personnel development (Provision of education grants for lecturers scored low with a mean of 2.05 and Support for research work, conferences and workshops scored a mean of 2.01).

Discussion of findings

The findings on job satisfaction level of lecturers in Bayelsa State reveal that lecturers in Bayelsa state are not satisfied with their job. This disagrees with the findings of Jawabri (2017) who found out that academic staff in the fifteen private universities in the UAE are satisfied with their job. It also disagrees with the work of Barman and Bhattacharyya (2017) who ascertained that teacher educators are satisfied with their job. The finding however agrees with the findings of Kafyeta in Masanja (2018) whose study verified that most employees in public organizations in Tanzania were not satisfied with their jobs. It also agrees with the findings of Asekun (2015) who found out that teachers in Lagos were not satisfied with their job.

Findings on lecturers' satisfaction with facets of the job reveal that lecturers in Bayelsa State are satisfied with the salary structure and promotion policy. This is in line with the findings of Akpofure, Ikhifa, Imide and Okokoye (2006) who found out that workers were satisfied with promotion. However, the findings also in an aspect disagree with Akpofure, Ikhifa, Imide and Okokoye (2006) who found out that workers were dissatisfied with the pay. The findings ascertaining Bayelsa lecturers' satisfaction with promotion contradicts the findings of Archibong, David, Omoike and Edet (2010) who found out that most academic staff in Nigerian Public universities are not satisfied with the promotion.

The findings of the study reveal that lecturers are dissatisfied with welfare package, work environment and personnel development. This finding is in contradiction with the finding of Barman and Bhattacharyya (2017) who found out that teacher educators were satisfied with their working environment and opportunities for development.

Conclusion

The study has ascertained that lecturers in Bayelsa State are not satisfied with their job. They are however satisfied with the salary structure and promotion policy; the study also recorded dissatisfaction in welfare policies, work environment and personnel development.

Recommendations

Based on the findings of the study, the researchers made the following recommendations:

- ❖ The management of the institutions in Bayelsa State should review their welfare policy and packages and beef it up.
- ❖ The administrative sector of the tertiary institutions should ensure it provides appropriate and good working environment for lecturers by providing office spaces and convenience to ensure lecturers' job satisfaction. The management should as a matter of importance ensure that all lecturers are provided with good offices with corresponding furniture befitting such caliber of workers.
- ❖ For lecturers to give their best, they need to develop themselves; hence institutions of higher learning should encourage capacity building. Lecturers should be supported when they indicate interest in furthering their education and attending seminars, workshops and conferences. Study leave and financial support should be granted duly, as this will greatly enhance job satisfaction.

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