

Analysis of Workplace Motivational Variables and Vocational Education Lecturers' Job Satisfaction in Government Universities in Abia State, Nigeria

¹Michael Onwumere, ²Lilian O. Nwandu, ²Timothy O. Olinya

¹Department of Vocational and Technical Education,
Faculty of Education,
Alex Ekwueme Federal University, Ndufu-Alike Ikwo, Ebonyi state,
²Business Education Department,
Faculty of Education,
University of Nigeria, Nsukka,

ABSTRACT

The paper centered on workplace motivational variables and Vocational education lecturers' job satisfaction in government Universities. Three research questions and three null hypothesis guided the study. Correlational design guided the study. The target population consisted of 169 Vocational education lecturers drafted from the 2 Public Universities in Abia state, Nigeria (i. e - MOUAU and ABSU), while there was no sampling carried out because of the manageable number of the population; hence the whole population was used as the sample; the data was gathered with two validated instruments titled "Workplace Motivational Variables Questionnaire" (WPMVQ) and Vocational Technical Education Lecturers' Job Satisfaction Questionnaire (VTELJSQ) with reliability co-efficient of 0.95 and 0.85 for WPMVQ and VTELJSQ respectively using Cronbach alpha. Pearson Product Moment Correlation Statistic was used in testing the null hypotheses at p-value of 0.05 and r-value for answering the research questions. The findings reveal that workplace motivational variables of remuneration, promotional opportunities and job security correlate positively to agricultural education lecturers' job satisfaction in government Universities. From the findings, we recommend prompt payment of salaries and other remunerations commensurate with global practices as motivational strategies to Vocational education lecturers.

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INTRODUCTION

The widely recognized vital indicators of efficiency of a University education is the quality and caliber of human resources and their students, hence lecturers with high level and skilled outcomes are the key facilitator of any needed change in the society. In addition, the success and failure of any institution could be measured by job satisfaction level of the workshop in the workplace (Fritzsche & Parrish, 2005). On this note, the cornerstone of any successful educational system is a satisfied workforce. In many developing countries such as Nigeria, the teaching force is twined in bureaucracies and centralized education system that support neither the effective

performance of teachers, nor their career progression. Personal experience has shown the lecturers, especially the agricultural education lecturers' sometimes perform their tasks in a workplace environment characterized with insecurity and hostility. Understanding whether academics are satisfied or dissatisfied towards their work could lead to improvements and innovations in their teaching. Also, it could help the University to retain competent academics, lower absenteeism and turnover rate, as well as attracting quality new staff to the University and subsequently meeting national demands. In other words, institutions will not be able to operate smoothly and cannot achieve their objectives and goals if the agricultural

Corresponding author: Michael Onwumere

✉ onwumeremichael@gmail.com

Computer Engineering Department, Ahmadu Bello University, Zaria
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lecturers are not satisfied in their job (Azeem, 2010). Thus understanding factors that contribute to agricultural education lecturers' job (or dissatisfaction) is essential to improving the information base needed to support a successful educational system. If faculty members are not satisfied with their profession, they will not be able to increase their performance and will not contribute to the growth of higher education. Thus, increase in job satisfaction could lead to higher effectiveness in performance, and employees are less likely to leave the organization (Agboola & Offong, 2018). Ashton and Webb as cited by Pham (2017) opined the satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement. Employees who have fulfillment wholeheartedly embrace their workplace, commit their time, energy, and efforts to work which is often would result in high productivity.

According to Hulin and Judge (2003,) job satisfaction includes multidimensional psychological responses to one's job, and that such responses have cognitive (evaluative), affective (emotional), and behavioral components. A staff who is capable of performing an assigned task derives intrinsic reward from it, as he is capable of accomplishing something. He sees himself as having some control over his environment and may perceive himself as an achiever. This reward increases when the organization recognizes his contribution and gives him added incentive in the way of promotion or other privileges. If the employee believes that what he receives is equal to what other employees who have achieved level of productivity are entitled, he derives satisfaction. Extrinsic reward includes all forms of format recognition, promotion, advancement, pay, amenities, fringe benefits, and a pat on the back. These originate from the organization. Intrinsic reward is an inner feeling of satisfaction originating from work well done, achievement, personal growth, status or power possessed and informal recognition. This inner warmth a form of self-gratification is very sustaining. Many employees will stay in the organization if they are denied extrinsic reward but possess intrinsic reward. Where the latter is lacking, the employee is very likely to leave the organization, or become very

tanty, play truancy and characteristically, show a very poor attitude to work. Satisfaction is very closely related to absenteeism and labour turnover (Nwachukwu, 1988). Nwachukwu posits that job satisfaction is important because it influences absenteeism and tardiness and to a less extent, turnover of labour but not performance. It costs a lot of money to recruit and train employees therefore no company can survive continuous high turnover of employee or xlii unexcused absenteeism. Job satisfaction affects staff turnover to an extent because turnover is also influenced by availability of alternative job opportunities in the workplace.

Healthfield (2016) defined workplace or work environment as the surrounding conditions in which employees operate. It is also the location at which an employer provides work for an employee. What constitutes workplace according to the author could be physical conditions and may also be related to factors such as work processes or procedures. However, workplace motivational variables are many, depending on the organization and the work environment. In teaching or lecturing, determinants such as remunerations, teaching workload, and promotion opportunities are critical in creating a work environment that may motivate the agricultural education lecturers in achieving the desired educational goals. A research by Padala (2011) in a corporate setting found that male employees give least importance to individual development and economic aspects as factors of the job satisfaction though reverse is true for females. After analyzing the literature available next section discusses the perceived problem statement (PPS), chief aims and model of the study.

Perceived Problem Statement (PPS)

The goals of education are accomplished when the components of the educational systems are in good conditions. Among critical components of the University educational system are viable, functional and productive teaching forces, which if satisfied and motivated is crucial to the attainment of any University goals and most significantly for the improvement and effectiveness of the national education system. The ability to retain quality lecturers, especially Agricultural Education lecturers is becoming a challenging issue for all

Corresponding author: Michael Onwumere

✉ onwumeremichael@gmail.com

Computer Engineering Department, Ahmadu Bello University, Zaria

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higher education institutions in Nigeria, though they constitute part of the biggest human capital resource of a University (Pham, 2017 citing Tack & Platitu, 2000). Agricultural Education lecturers in Nigeria have complained about Federal Government inability to ensure prompt payment of salary and financial entitlements. They are owed arrears of salaries and allowances without making an attempt to pay, except they threaten to embark on strike. The issue of Vocational education lecturers shortage and brain drain of 1980s because of lack of job satisfaction is still posing as a big educational challenge in Abia state and Nigeria in general.

Some public Universities workplace environments still have poor infrastructure and inadequate facilities. Little or no attention is paid by some University management to the prompt promotion of Vocational education lecturers while their remuneration could not compete favourably with many African and/or developed nations' Universities. There is increase in cases of insecurity of their lives in the area of study and in recent times there is great rift between the government, institution management and the academic staff resulting in re-occurrence of strikes. Some Vocational education lecturers experience promotion stagnation, and when this occurs, they are demoralized, frustrated and dissatisfied with their jobs and look elsewhere for greener pasture. Thus dissatisfaction could manifest in partial commitment to work, early retirement, attrition tendency and finally resignation. Therefore, the study sought to answer the following research questions: 'What is the correlation between remuneration and Vocational education lecturers' job satisfaction in Universities in Abia state, Nigeria? What is the correlation between promotional opportunities and Vocational education lecturers' job satisfaction?' and What is the correlation between job security and Vocational education lecturers' job satisfaction?'

The following null hypotheses were also formulated to guide the study:

1. There is no significance correlation between remuneration and Vocational education lecturers' job satisfaction in the universities in Abia state
2. There is no significant correlation between promotional opportunities and Vocational education lecturers' job satisfaction.

3. There is no significant correlation between job security and Vocational education lecturers' job satisfaction.

LITERATURE REVIEW

The study was premised on two theories namely: The Motivator-Hygiene or dual factor theory propounded by Frederick Herzberg in 1959 and affect theory by Edwin A. Locke in 1976.

The Motivator-Hygiene Theory by Herzberg, Mausner & Syndermann (1959)

The theory stated that satisfaction and dissatisfaction are driven by different factors which include-motivation and hygiene factors respectively. The theory stated that there are two distinct human needs namely: physiological needs that can be filled by money for food and shelter, and the psychological needs which focus on achievement and growth, and this need is fulfilled by activities that cause an individual grow. This theory explained the role of satisfaction and motivation in the workplace. Motivating factors considered to be intrinsic to the job, are work itself, advancement, and growth that provide people with satisfaction and make people want to perform optimally. Hygiene factors also known as extrinsic factors include aspects of the working environment such as pay, company policies and administration, supervisory practices, interpersonal relations, salary, status, job security and other working conditions lead to dissatisfaction.

The theory is relevant to this study because the theory helps any organization management to understand that an employees' satisfaction and dissatisfaction are driven by different factors which must be identify and holistically addressed. In addition, certain workplace determinants when put in place stimulate maximum lecturers' job satisfaction. Therefore, in an atmosphere where salary is paid regularly, enhance Agricultural Education lecturers' job satisfaction will be achieved, meanwhile the reverse would be the case if not in place.

Affect Theory by Edwin A. Locke (1976)

This theory was propounded by Edwin A. Locke in 1976 as the most famous

Corresponding author: Michael Onwumere

✉ onwumeremichael@gmail.com

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job satisfaction theory. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory stated that how much one values a given fact of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that fact. To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also stated that too much of a particular fact will produce stronger feelings of dissatisfaction than more a worker values that facet.

The theory is relevant to this study because Agricultural Education lecturers' satisfaction is determined by the differences that exist between what they want in their job like salary and promotion and what they have in job (their ability to transfer the knowledge) as well as the nature of workload on them.

Concept of Job Satisfaction

Job satisfaction or employee satisfaction has been defined in many different ways. Heathfield (2016) defined employee

satisfaction as the terminology used to describe whether employees are happy, contented and fulfilling their desires and need work. Many scholars purported that employee satisfaction is a factor in employee motivation, employee goal achievement, and positive employee morale in the workplace. Job satisfaction is simply how content an individual is with his or her job, whether or not they like the job such as teaching workload or supervision. Others believe it is not as simplistic as it suggests and instead that multidimensional psychological responses to one's job are involved.

According to Armstrong (2006), job satisfaction are the attitudes and feelings people have about their jobs. For Armstrong, positive or favorable attitudes about the work environment indicate job satisfaction, and the reverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction. In this case, a person with high level of job satisfaction holds positive feelings towards it.

Thus, job satisfaction is a result of the overall reaction towards a job. The researchers developed model depicting the inter-relatedness between the variables as diagrammatically presented in Figure 1, as shown below.

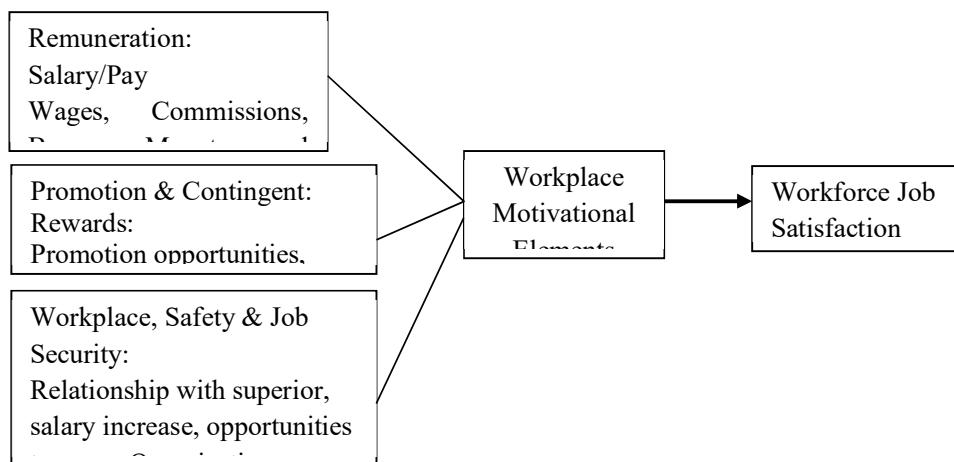
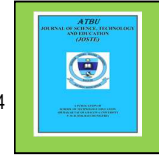


Figure 1: Conceptual Framework of Study
 (Workplace Motivational Elements and Staff Job Satisfaction)



The study of job satisfaction among Vocational education lecturers seems inevitable since an understanding of the factors involved in job satisfaction is vital in improving the satisfaction as well as well of productivity level of workers. The influences the mental and physical wellbeing of the Vocational education lecturers in their work, as well as the quality of their teaching, which is important in the production of quality students and the quality of research and academic development. Figure 1 as shown above therefore shows the various factors which made up the workplace motivational elements and if the university management, government and other stakeholders keen pay attention to their inter-relatedness could engender Vocational education lecturer job satisfaction and promote institution efficiency in terms of goal delivery. Zembylas and Papanastasiou (2006) viewed lectures' job satisfaction as a function of the perceived relation between what one wants from lecturing, and one perceives lecturing is offering to a lecturer. Simatwa (2011) defined job satisfaction to mean pleasurable emotional state of feeling that results from performance. Employees operate a different levels of job satisfaction. Employees who have high level job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). Similarly, Schmidt (2007) observed that job satisfaction refers to an outcomes are weighed up against each other. It is an affective reaction to a job that results from the person's comparison of the actual outcomes with those that are desired, anticipated or deserved (Okpara, 2006).

According to Mueller and Kim (2008), there is two types of job satisfaction based on the level of employees' feeling regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs e.g. "Overall, I love my job." The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationship with one's co-workers.

Vocational Education Lecturers' Remuneration and Job Satisfaction

Remuneration or compensation or pay is defined as money paid for a work done

by an employer to an employee under the terms of his or her employment contract (Calvin, 2017). It includes basic salary (or pay) plus bonuses, allowances, commissions and other benefits paid to an employee for accomplishing a job task or group of job tasks. Pay or remuneration satisfaction is much narrower construct than job satisfaction. However, pay satisfaction is also an important variable that was linked to some rather significant organization plays an important role in determining the individual's satisfaction on the job and productivity. Job satisfaction as the extent to which a worker is contented with the rewards he or she gets out of her job, partially in terms of intrinsic motivation.

Other researchers have seen payment as a symbol of achievement and source of recognition, which is often seen by the employers as a reflection of the organizations esteem for their contribution towards the attainment of the organization's goals and objectives (Akpan, 2013; Agboola & Offong, 2018; Lu & Pang, 2018). According to Kottler and Zand (2000), teaching is one of the most stressful profession, increasing hour of work, large class size, more courses to teach and the constantly changing curricula are cited as major demotivates in many countries. In addition, the salaries of lectures in Nigeria are comparatively low when compared with their contemporaries in other sector and African countries. This has in a way into teachers' low morale in the country. Akhtar, Awan, Anwar, Saeed, Ali and Qurban (2016) studies the association of turnover intention with job satisfaction remuneration among faculty member at business school of Pakistan. The test of association of chi square, and the co-relation spearman rank order formula were used. Multistage sampling technique was adopted in order to select 150 respondents was drawn from 200 faculty members of selected private institutions sampled. The collected data were analyzed by using SPSS software. The overall result of the study suggested that turnover intention is significantly negative correlated with factors such as job satisfaction and remuneration.

Calvin (2017) study explored the impact of remuneration on employees' performance. Eighty three employee of Abdulgusau polytechnic and state college of

Corresponding author: Michael Onwumere

✉ onwumeremichael@gmail.com

Computer Engineering Department, Ahmadu Bello University, Zaria

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education both in zamfara state were handed structured questionnaire to solicit data on remuneration and performance. The dependent person correlation and multiple regression models were used to analyze the data. The finding revealed a strong and positive relationship between remuneration, bonus/incentives and employees performance. The researcher thus recommended prompt payment of salaries, wages and all entitlements and encouragement of employee's participation in pay determination.

Promotion and Vocational Education Lecturers Job Satisfaction

Promotion is beneficial to Vocational education lectures because it has to do with increase in salaries, taking up more responsibilities and booting their social status. Thus workers now has higher purchasing power, are given opportunity to use their initiative and improve their competencies and as a result of such elevation, they experience a high level of contentment with their jobs. Stressing on the benefits of promotion to workers it has been reiterated that staff promotion helps to boost the morale of teachers and motivates them to work thereby increasing productivity and efficiency and also it is positively related to job satisfaction because pay and promotion have social prestige which is tied up with occupational level (Demaki, 2012 & Eze, 2004).

Wan, Sulaiman and Omar (2012) affirmed that employees that perceived promotion decisions as fair are more likely to be committed to the organization, experience career satisfaction, perform better and subsequently have a lower intention to leave the organization. Today, many lectures may consider leaving the institutions where they work, if they work, if they do not have equal promotion opportunities as offered by other organizations, particularly young lecturer who are looking for more work experience from various institutions before deciding to remain with a particular institution. Khan And Mishra (2013) examined the degree to which academic staffs working in higher education institutes of muscat, sultanate of oman experience a different level of job satisfaction. Five collages were selected for the research study on multistage sampling technique basis. The

population was 180 human resource managers and sample size was 155 managers. The instrument used was paulspectors (JSS) job satisfaction survey questionnaire. The finding indicated a moderate and positive effect of promotion on job satisfaction of teaching employees and there was a significant difference in the level of satisfaction.

Agboola and Offong (2018) examined the relationship between occupational incentives and teachers retention in private schools in akwaibom state, Nigeria. Four objectives, research questions and hypotheses guided the study. The research design was ex-post facto. The population of study comprised 10,614 teachers and multi-stage sampling method was used to select 784 teachers as sample. two instruments titled; "occupational incentives questionnaire" (OIQ) and "teacher retention questionnaire" (TRQ) were used to generate data while pearson's correlation statistic was used to analyse data and test the hypotheses. The findings revealed that significant relationship existed between job security, remuneration, promotion, and welfare and teacher retention in private secondary schools.

Job Security and Vocational education Lecturers Job Satisfaction

Job security has been considered as very important factor of job satisfaction and retention by many Vocational education lecturers in every organization on security is and has been for most workers their number one consideration. Teachers want to be assured that their workplace environment as well as their job is secured once they passed the probationary stage of the job workplace security is basically the process to protect an employee from work related illness and injury and to make the workplace (buildings, facilities etc) secure from intruders. Every organization ought to have an environmental, safety and health policy statement, in other words, a workplace safety plan such as workplace security policy put in place.

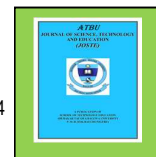
Khan, Nawaz, Aleem And Hamed (2012) investigated the effects of pay, promotion, job safety and security, working conditions, job autonomy, relationship with co-workers, relationship with supervisor and nature of the work on job satisfaction and employee

Corresponding author: Michael Onwumere

✉ onwumeremichael@gmail.com

Computer Engineering Department, Ahmadu Bello University, Zaria

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performance among autonomous medical institutions of Punjab, Pakistan. Data were collected from population of 250 with a sample size of 200. The convenient sampling technique was used to collect the data. The findings revealed that facet of job satisfaction such as pay, promotion, job safety and security, working conditions, job autonomy, relationship with co-workers, relationship with supervisor, and nature of the work significantly affect the level of satisfaction. Akpan (2013) examined the extent to which job security and job satisfaction predicted organizational commitment of University teachers in cross river state, Nigeria. A survey design was adopted and the study sample consisted of 290 lecturers selected from two universities using purposive sampling technique. Two hypotheses guided the study. Instrument for data collection was a structured questionnaire. Data were analyzed using multiple t-test, the result of the study revealed that both job security and job satisfaction jointly had a significant effect on organizational commitment of university teachers.

However, several studies have examine the job satisfaction of academic members in higher education; but evidence of researches on agricultural education lecturers job satisfaction in the area studied is few; hence this creates a gap for this study to fill.

METHODOLOGY

Research Design

The design used for this study was correlation design and it was used to establish the relationship between the variables under investigation, without any manipulation. The target population consisted of 169 Vocational education lecturers drafted from the 2 Public Universities in Abia state, Nigeria (i.e - MOUAW and ABSU), while there was no sampling carried out because of the manageable number of the population; hence the whole population was used as the sample.

Table 1: Pearson correlation between remuneration and Vocational education lecturers' job satisfaction in government Universities in Abia State (n = 169)

Variable	Mean	SD	r-cal	r-crit	Decision
Remuneration (X)	17.877	4.301	0.548	0.113	*Sig.
Lecturers' Job Sat. (Y)	30.830	11.388			

N/B: Calculation based on questionnaire survey

*Moderate Correlation and Significant at $P < .05$ alpha levels, $df = 210$

Two structured titled "Workplace Motivational Variables Questionnaire" (WPMVQ) and "Vocational Education Lecturers' Job Satisfaction Questionnaire" (VELJSQ) were used to gather data. The data on workplace environment variables was generated with WPMVQ and VELJSQ was used to measure lectures' job satisfaction. The four point rating scale of strongly Agree- 4 points, Agree – 3 points, Disagree – 2 points, and Strongly Disagree – 1 point was used for WPMVQ and very unsatisfied, 1 points for VELJSQ. The unsatisfied, 2 points; somewhat satisfied, 3 points and very satisfied, 4 points for VELJSQ. The instruments were validated by three experts (Two in agricultural education department and one in test and measurement, while the data generated were subjected to Cronbach alpha analysis which yielded the reliability coefficients of 0.95 and 0.85 for WPMVQ and AELJSQ respectively. Copies of instruments were administered to 169 lecturers of which 169 copies were retrieved, yielding a retrieval rate of 100 percent. The r-value of Pearson Product Moment Correlation Statistic was used in answering the research questions and in testing the null hypothesis at alpha level of significance 0.05.

RESULT

The research questions and null hypotheses were answered and tested using Pearson Product Moment Correlation (PPMC) at alpha level of significance of 0.05.

Research questions 1: What is the correlation between remuneration and Vocational education lecturers' job satisfaction in Universities in Abia state, Nigeria?

Hypothesis 1: There is no significance correlation between remuneration and Vocational education lecturers' job satisfaction in the universities in Abia state.

Corresponding author: Michael Onwumere

onwumeremichael@gmail.com

Computer Engineering Department, Ahmadu Bello University, Zaria

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In Table 1, the result indicates that remuneration correlates positively and moderately with Vocational education lecturers' job satisfaction in the universities in Abia state, with moderate coefficient of 0.548. In addition, the r-calculated is greater than the r-critical value of 0.113. Thus the null hypothesis of no significance correlation was rejected. It could be inferred that, job security contributes to Vocational education lecturers' job satisfaction in the universities in Abia state.

Table 2: Pearson correlation between promotion and Vocational education lecturers' job satisfaction in Universities in Abia state (n = 169)

Variable	Mean	SD	r-cal	r-crit	Decision
Remuneration (X)	17.877	4.373			*Sig.
Lecturers' Job Satisfaction (Y)	30.830	11.388	0.552	0.113	

N/B: Calculation based on questionnaire survey

*Moderate Correlation and Significant at P<.05 alpha levels, df = 210

The result in Table 2 shows that promotion correlates positively and moderately with Vocational education lecturers' job satisfaction in Universities in Abia state, with moderate coefficient of 0.552. In addition, the r-calculated is greater than the r-critical value of 0.113. Thus the null hypothesis of no significance correlation was rejected. It could be inferred that, promotion contributes to

Research Question 2:

What is the correlation between promotional opportunities and Vocational education lecturers' job satisfaction in universities in Abia state?

Hypothesis 2: There is no significant correlation between promotional opportunities and Vocational education lecturers' job satisfaction.

Vocational education lecturers' job satisfaction in Universities in Abia state.

Research Question 3: What is the correlation between job security and Agricultural Vocational education lecturers' job satisfaction in Universities in Abia state?

Hypothesis 3: There is no significant correlation between job security and Vocational education lecturers' job satisfaction.

Table 3: Pearson correlation between job security and Vocational education lecturers' job satisfaction in Universities in Abia state (n = 269)

Variable	Mean	SD	r-cal	r-crit	Decision
Remuneration (X)	17.802	4.405			*Sig.
Lecturers' Job Satisfaction (Y)	30.830	11.388	0.536	0.113	

*Moderate Correlation and Significant at P<.05 alpha levels, df = 210

The result in Table 3 shows that job security correlates positively and moderately with Vocational education lecturers' job satisfaction in Universities in Abia state, with moderate coefficient of 0.536. In addition, the r-calculated is greater than the r-critical value of 0.113. Thus the null hypothesis of no significance correlation was rejected. It could be inferred that job security contributes to Vocational education lecturers' job satisfaction in Universities in Abia state.

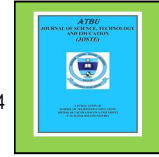
DISCUSSION OF FINDINGS

The first null hypothesis shows that there is a significant correlation between remuneration and Vocational education lecturers' job satisfaction in Universities in Abia state. The amount of money an individual receives for performing certain task in an organization plays an important role in determining the individual's satisfaction on the job and productivity level because it is a need which so many individuals must satisfy. This is

Corresponding author: Michael Onwumere

onwumere michael@gmail.com

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in agreement with the findings of Carvin (2017) who found strong and positive relationship between remuneration and employees' performance. The extent to which a worker is contented with the rewards he or she gets out of his or job, particularly in terms of intrinsic motivation determines his/her level of productivity and commitment to a task.

The second hypothesis reveals a significant correlation between promotion and Vocational education lecturers' job satisfaction in Universities in Abia state. Lecturers who have been promoted used to feel more satisfied with opportunities regarding promotion and have more expectations for future promotions. The above finding is also in agreement with the result of Khan, Nawaz, Aleem and Hamed (2012) who revealed that facets of job satisfaction such as pay, promotion, job safety and security, working conditions, job autonomy, and relationship with co-workers, supervisor, and the nature of the work significantly affect the level of job satisfaction.

The third hypothesis shows that there is a significant correlation between job security and Vocational education lecturers' job satisfaction in Universities in Abia state. The strong nature of the positive relationship that existed between the two variables from the findings proved that job security is related to teacher retention, and that both variables change in the same direction. Better job security is related to high teacher retention, and poor job security is related to low teacher retention. This outcome could be attributed to the fact that teachers feeling of insecurity in their place of work can lead to lack of job satisfaction as well as their job attrition. The findings of this study agrees with the finding of Akpan (2013); Agboola and Offong (2018) who reported that job security has also been established to significantly influence employee job satisfaction and retention.

CONCLUSION AND RECOMMENDATIONS

From the findings of the study, it was concluded that workplace motivational variables of remuneration, promotional opportunities and job security significantly correlates to Vocational education lecturers' job satisfaction in Universities in Abia state. The researcher is of the opinion that Vocational education lecturers would be satisfied with their work if the following

recommendations given are adequately implemented:

1. The Management of universities should improve their policies on working environment and relating factors which could enhance lecturers' job satisfaction.
2. Government should motivate lecturers by prompt payment of salary and other remunerations commensurate with global practices.
3. University management should employ more lecturers in areas of deficit and comply with stipulated workload for lecturers so as to promote efficiency.
4. Lecturers should be avail promotional opportunities as when due so that they could find satisfaction and more committed to their work.
5. Government and non-governmental agencies should aim to adequately make provision (i.e. facilities and equipment) so that lecturers will acquire attitude required for productive and satisfying employment.
6. Recommending and rewarding employees for proper recognition based on favoritism should be discouraged by the management.
7. Employees should be encouraged to embrace other developmental career courses that could impact on their general satisfaction and increase organizational performance.

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Corresponding author: Michael Onumere

✉ onumeremichael@gmail.com

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Corresponding author: Michael Onumere

✉ onumeremichael@gmail.com

Computer Engineering Department, Ahmadu Bello University, Zaria

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Corresponding author: Michael Onwumere

✉ onwumeremichael@gmail.com

Computer Engineering Department, Ahmadu Bello University, Zaria

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