ORGANIZATIONAL RESOURCES AND JOB SATISFACTION AMONG UNIVERSITY LECTURERS IN CROSS RIVER STATE NIGERIA

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Abstract

This study determined the relationship between University resources and lecturers’ job satisfaction in Cross River State of Nigeria. It adopted the correlational research design using a population of 1929 lecturers out of which 50 were selected for the study using the random sampling technique. Two instruments were developed and administered on the respondents. These are Nigeria University Resources Questionnaire (NURQ) and University Lecturers’ Job Satisfaction Questionnaire (ULJSQ). The data obtained were analysed using Pearson Product Moment Correlation (PPMC). The result showed that university resources correlated positively with lecturers job satisfaction. It is concluded that resources allocation to university are important and determine lecturers welfare hence, job satisfaction. It is therefore recommended that university allocation should be improved.

Managers, supervisors, human resource specialists, employers and citizens in general are concerned with ways of improving job satisfaction in society (Cranny, Smith and Stone 1992). These scholars agree that job satisfaction is the driver for job performance. Judge, Hanisch and Drankosk (1995) support this submission and advice that it is imperative for human resource managers to beware of this area within an organization which may impart employees’ job satisfaction and the end results will be fruitful to both the organization and employees. Job satisfaction describes how contented an individual is with his/her job. The happier people are with their job, the more satisfied they are said to be. Weiss and Cropanazono (1996) suggest that people form attitudes towards their jobs by taking into account their feelings, their beliefs and their behaviours and in this case compare their credentials with their work.

Universities are recognized as centers of excellence all over the world. As a place where knowledge is not only acquired but also disseminated. (Benjamin 2001) is of the opinion that universities are ivory towers, where instruction is given and received without harassment and undue influence from the outside world. Thus the African Education Indices, Volume 7 No. 1, August, 2014, ISSN: 2276 – 982X
universal idea of the university as a community of scholars, free to pursue knowledge without undue interference from any quarters (Banjo 2001; Hannah 1998) in the same vein postulate that universities are enterprises that produce and distribute a public good, which is knowledge. Knowledge production is the focus of universities, and that the production of knowledge has always focused on teaching and research.

A study on Universities’ lecturers poses the following questions: are the lecturers committed to their jobs? Are they loyal to the systems’ objectives? Are they patriotic? Are they satisfied with their jobs and way of life? Are they actually motivated so as to work harder? What is the quality of their job and products? Whatever the answers may be, strongly point to the extent of provision and utilization of references.

The present study investigates how organizational resources and job satisfaction can affect lecturers in Cross River State. Resources are paramount to the survival of any organization. In the University system availability of modern resources as well as utilization of those resources are necessary for the achievement of the University goals and objectives. The resources outlined for investigation in this study are funding and physical facilities.

Fund is unarguably a vital resource to the University. Unfortunately, Nigerian Universities seem to be under-funded. The manifestation of University under-funding is evidenced in the continual ASUU demand for more funding of the University system. ASUU/FRN Agreement 2009 acknowledged the fact and agreed to improve the funding of Universities.

Low productivity seem to characterise universities with lecturers who are criticized for the poor state of Nigerian Education. Absenteeism, poor planning and even the prevalence of cultism on campuses have been attributed to ineffective administration especially in screening candidates seeking admission to Universities; getting staff to effectively exercise their functions, among others.

No matter how qualified and skilful university lecturers maybe, their ability in organization and utilization of both human and material resources is necessary for their job performance and satisfaction.

On the other hand, members of the university community complain of low funding of the university system with its attendant risks of low manpower, poor facilities and poor condition of services. One wonders the extent to which university lecturers are satisfied with their jobs.

The problem is for the researcher to objectively determine whether organizational resources do indeed correlate with the university lecturers’ job satisfaction.
Purpose of the Study
The study investigates the relationship between organisational resources within the Nigerian universities environment and job satisfaction of university lecturers in the Cross River State of Nigeria. The following specific objectives guided the study.
1. To access the relationship between availability of financial resources and lecturers’ job satisfaction.
2. To determine the relationship between physical facilities and lecturers’ job satisfaction.

Research Questions
The following research questions guided the study:
1. What is the relationship between the availability of financial resources and lecturers’ job satisfaction.
2. To what extent does availability of physical facilities relate to lecturers’ job satisfaction.

Research Hypotheses
The following null hypotheses were tested at .05 level of significance.
1. There is no significant relationship between availability of financial resources and lecturers’ job satisfaction.
2. There is no significant relationship between availability of physical facilities and lecturer’s job satisfaction.

Financial Resources and Job Satisfaction among University Lecturers
No organization can survive or carry out its functions effectively without adequate finance resources at its disposal. Money is needed to pay staff, maintain the plant, and keep services going (Ozigi, 1997). It is not just the responsibility of the institutional head to collect revenue but he must also ensure that all school finances are put to effective use according to the priorities of the school. To do this effectively, he must always have a well-planned budget and the school accounts well maintained (Abenga 1995). He emphasized that there must also be provision for the effective supervision and auditing of school accounts. Abenga (1992a) has pointed out that a good school administrator should be aware of the fact that in every school year or fiscal year, he should estimate the funds that could be available to him to execute projects and to carry out routine administration. He opined that it is on the strength of these estimates that he could plan his course of action and allocate funds to each project or programmes that he intends to carry out taking into consideration the priorities of the School.

Nwagwu (1978) has pointed out that many school heads run into trouble because they attempt to introduce innovation and programmes without first of all
making sure of the costs and sources of funds by having a well planned budget. A school budget, according to Musuaazi (1982) is a financial plan through which educational activities are implemented and translated into reality. He stressed that it is a reflection of past performances including both successes and failures.

**Availability of Physical Facilities and Job Satisfaction among Lecturers**

Physical infrastructure are important in the teaching-learning situation and have resultant effects on quality of education. They also contribute to the enhancement of teacher’s motivation and job satisfaction Akomolafe (2001). School physical facilities are perceived as part of the tools designed to facilitate and stimulate educational programmes. It has been argued by (Nwagwu, 1978) and (Adesina, 1990) that the quality and quantity of the educational facilities available within an educational system have positive relationship with the standards and quality of that educational system.

Universities in Nigeria are now witnessing a state of dilapidation of infrastructural facilities. This is visible in the attention of the Federal Government to the rehabilitation of some schools. Akomolafe continued to state that the present conditions of the physical facilities in the schools are not unconnected with the current population explosion in Nigeria and the resultant increase in the school enrolment at all levels of education in the country. School facilities have therefore been subjected to over-utilization. The existing facilities have therefore become over-stretched, leading to greater frequency of breakdowns.

Since school physical facilities are very important in teaching and learning, it is obvious that a good school premises could have significant educational effect on students. Durosaro (1981) cited by Akomolafe (2001) found out in his investigation that schools that are well planned and maintained have higher students retention and are even more effective than others. It was found out that schools that were adequately provided with school facilities scored higher in their performance and in their rate of utilization of instructional facilities.

School physical infrastructure generally include school buildings (classrooms, dormitories, halls, dining hall, assembly hall, laboratories, library, etc) equipment (for laboratory, workshop, sports, computers); machinery (workshop machines, tools); furniture, books, electrical infrastructure and water supply. Ogunsaju (1984) argued that students cannot perform at their best in the absence of good physical infrastructure and equipment. He observed that in Nigeria the “unity schools” or Federal Government Colleges are well equipped with buildings, workshops, laboratories, libraries and teaching and non-teaching staff. He felt that this explains why the performances of students from these schools are always good as compared to
the public schools; where teachers and pupils appear to be uncomfortable and restless, hence, unable to perform well in both internal and external examinations.

**Research Methodology**

**Area of the Study**

This study was carried out in Cross River State. Cross River State is one of the states in the South South Zone of Nigeria. There are universities used for the study one Conventional, one state.

**Research Design**

The researcher adopted correlational design. This is because the events investigated had already occurred. A systematic empirical inquiry was therefore made by the researcher who could not manipulate nor control the variable of interest because the incidents study had already taken place before the investigation (Kelinger 1973, Nworgu, 1991)). The researcher attempted to only relate some existing effect or observation

**Population**

The population of this study consisted of all the 1929 academic staff of University of Calabar (UNICAL) and Cross River State University of Technology (CRUTECH).

**Sample and Sampling Technique**

A sample size of fifty (50) lecturers were drawn from 2 universities using stratified Random sampling technique.

The entire population was stratified on the basis of university ownership status namely state and Federal University. As a result there were two (2) University state and federal. The sample selection was done on department and faculty bases..

**Table 1: Sample Framework of Lecturers in Cross River State Universities in the South-south Zone**

<table>
<thead>
<tr>
<th>S/N</th>
<th>University</th>
<th>Ownership status</th>
<th>Staff population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Calabar</td>
<td>Federal</td>
<td>1050</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>Cross River State University of Technology</td>
<td>State</td>
<td>879</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>1929</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: Department of Senior Establishment University of Calabar and Cross River University of Technology (2013).
Instrumentation

The researcher constructed two (2) survey questionnaires. One questionnaire was titled: Nigerian University Resources Questionnaire (NURQ). It contained ten (10) items and was administered on lecturers to measure the state of University resources. It consisted of two sections: Part I required respondents to supply information on their universities. While Part II, on the other hand, presented ten statements related to organizational resources under study. These resources are: physical facilities and finance.

The second instrument was titled: University lecturers’ Job Satisfaction Questionnaire (ULJSQ). It contained 5 items, and was structured after the Job Descriptive Index (JDI) developed by Smith, Kendall and Hullin (1969). The questionnaire, which was divided into two sections, was used to measure University lecturers’ job satisfaction. Section I requested information about Universities, while section II carried 5 statements related to job satisfaction. The constructs measured were: work on the present job, present pay, opportunity for promotion, relationship among staff and relationship with employers.

Every item on both instruments was weighted and adapted after Rensis Likert Scale (1932). The scale requires that respondents react to each statement by marking one of four possible answers as coded below:

- Strongly Agree - (AS)
- Agree - (A)
- Disagree - (D)
- Strongly Disagree - (SD)

Validation of the Instrument

In order to ensure that various items within the instruments were relevant to the problem of the study, had a general relatedness to the various research questions and hypotheses framed for this study so that they ensure clarity and avoid ambiguity, and to measure what they intended to measure.

Reliability of the Instrument

A pre-testing of the instruments was necessary as a means of ascertaining the clarity and understanding of the items contained in both the Nigerian University Resources Questionnaire (NURQ) and University Lecturers’ Job Satisfaction Questionnaire (ULJSQ).

Forty lecturers were randomly sampled from University of Calabar and the (NURQ) and (ULJSQ) questionnaires were administered on them by the researcher. Forty (50) lecturers outside those for the main study were used. The pre-test and post-
test of the instruments yielded reliability coefficient of 0.99 for ULJSQW and 0.98 for NURQ as shown on Table 2.

Table 2: Test-Retest Reliability Analysis of the Research Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number of items</th>
<th>Number of testing</th>
<th>X</th>
<th>SD</th>
<th>R&lt;sub&gt;xy&lt;/sub&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>5</td>
<td></td>
<td>101.1500</td>
<td>15.1684</td>
<td>0.99*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>104.1250</td>
<td>15.9522</td>
<td></td>
</tr>
<tr>
<td>Organizational resources</td>
<td>10</td>
<td></td>
<td>108.0250</td>
<td>10.4157</td>
<td>0.98*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>110.8500</td>
<td>9.4802</td>
<td></td>
</tr>
</tbody>
</table>

* substantially high enough to justify the use of the research instrument

Table 2 shows that the reliability coefficient ranged from 0.98 to 0.99. These values are remarkably high and are in agreement with the opinion of some experts who stated that the reliability coefficient of 0.5 will suffice at the early stage of investigation. The obtained reliability coefficients for the pilot study of the variables shows that they meet these criteria as the obtained value were substantially high enough to justify the use of the research.

Data Analysis and Discussion of Findings

Hypothesis One

The null hypothesis states that there is no significant relationship between financial resources and lecturers’ job satisfaction. In order to test the hypothesis, two variables were identified as follows:

1. Finance, as the independent variables
2. Lecturers’ job satisfaction as the dependent variable.

Pearson Product Moment Correlation analyse was used to analyse the data in order to determine the relationship that exists between finances and lecturers job satisfaction.
Table 3: Pearson Product Moment Correlation Analysis of the Relationship between Finance and Lecturers’ Job Satisfaction

<table>
<thead>
<tr>
<th>Variable</th>
<th>$\sum x$</th>
<th>$\sum x^2$</th>
<th>$\sum y$</th>
<th>$\sum y^2$</th>
<th>$\sum xy$</th>
<th>$r_{xy}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of funds (x)</td>
<td>840</td>
<td>3444</td>
<td></td>
<td></td>
<td>31770</td>
<td>0.683*</td>
</tr>
<tr>
<td>Lecturers’ job satisfaction (y)</td>
<td>4867</td>
<td>90550</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level; df = 48; N = 50; critical r-value = 0.333

Table 3 presents the calculated $r$-value as 0.683 (i.e. 62%). This value was tested for significance by comparing it with the critical $r$-value at 0.05 level with 48 degree of freedom. The obtained $r$-value (0.683) was greater than the critical $r$-value (0.333). Hence the result was significant.

The result therefore means that there is significant relationship between finance and lecturers’ job satisfaction. The level of relationship is 62%.

**Hypothesis Two**

The null hypothesis states that there is no significant relationship between availability of physical facilities and lecturers’ job satisfaction. In order to test the hypothesis two variables were identified as follows:

1. Physical facilities as the independent variable
2. Lecturers’ job satisfaction as dependent variable.

PPMC analyse was used to analyse the data in order to determine the relationship that exists between availability of physical facilities and lecturers’ job satisfaction. The result is presented on Table 4.

Table 4: Pearson Product Moment Correlation Analysis of the Relationship between Availability of Physical Facilities and Lecturers’ Job Satisfaction

<table>
<thead>
<tr>
<th>Variable</th>
<th>$\sum x$</th>
<th>$\sum x^2$</th>
<th>$\sum y$</th>
<th>$\sum y^2$</th>
<th>$\sum xy$</th>
<th>$r_{cal}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library services (x)</td>
<td>503</td>
<td>3709</td>
<td></td>
<td></td>
<td>18046</td>
<td>0.562*</td>
</tr>
<tr>
<td>Lecturers’ job satisfaction (y)</td>
<td>4867</td>
<td>90550</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level; df = 48; N = 50; critical r-value = 0.333
Table 4. presents the calculated r-value as 0.562 (i.e. 56%). This value was tested for significance by comparing it with the critical r-value at 0.05 level with 48 degree of freedom. The obtained r-value (0.562) was greater than the critical r-value (0.333). Hence the result was significant.

The result therefore means that there is significant relationship between availability of educational facilities and lecturers’ job satisfaction. The result of the analysis in Table 4. was significant due to the fact that obtained r-value (0.562) was greater than the critical r-value of (0.333) at 0.05 level with 48 degrees of freedom. This result implies that there is a significant positive relationship between availability of physical facilities and lecturers’ job satisfaction.

Conclusion
Based on data analysed and the research findings, it is concluded that university resources have positive correlation with lecturers’ job satisfaction.

Recommendations
Considering the findings of this study, and the conclusions arrived at, recommendations are therefore made as follows:
1. Adequate teaching and learning facilities in terms of buildings for various academic purposes, should be provided. This is because over-crowded lecture rooms, for example, cannot help both students and lecturers to perform their duties effectively.

2. Libraries for the use of both lecturers and students. University education should be differentiated from post primary education by the independence of the teacher to research and publish, internet services should therefore, among other facilities, be provided to help lecturers stay connected with other academic minds.

3. Universities should be endeavour to improve on internally Generated revenue (IGR) to boost more funds to augment what is provided by the government. encouraged to generate more funds to augment that provided by government.

4. Universities should equally collaborate with multinational companies with a view to selling research findings and patents for the profit of their Universities.
References


Department of Senior Establishment University of Calabar and Cross River University of Technology (2013)