Organizational Resources and Job Satisfaction among University Lecturers in Ebonyi State Nigeria

Paul Nwakpa

Department of Educational Foundations, Faculty of Education,
Ebonyi State University, Abakaliki, Nigeria

Abstract: This study determined the relationship between University resources and lecturers' job satisfaction in Ebonyi Slate of Nigeria. It adopted the correlational research design using a population of 1929 out of which fifty where selected for the study using the random techniques. Two instruments were developed and administered on the respondents. These are Nigeria University Resources Questionnaire (NURQ) and University Lecturers' Job Satisfaction Questionnaire (UUSQ). 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.

Key words: Organization · Resources · Job satisfaction · University lecturers etc

INTRODUCTION

Managers, supervisors, human resource specialists, employers and citizens in general are concerned with ways of improving job satisfaction in society [1]. These scholars agree that job satisfaction is the driver for job performance. Judge, Hanisch and Drankosk [2] 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 C'ropanazono in Akomolafe, C.O. [3], 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. [4] is of the opinion that universities are ivory towers, where instruction is given and universal idea of the university as a community of scholars, free to pursue knowledge without undue interference from any quarters [5, 6] 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 [7] 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 Ebonyi 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 arc 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

Corresponding Author: Dr. Paul Nwakpa, Department of Educational Foundations, Faculty of Education,
Ebonyi State University, Abakaliki, Nigeria. Tel: +08035499699.

evidenced in the continual ASUU demand for more funding of the University system. ASUU/FRN Agreement [7] acknowledged the fact and agreed to improve the funding of Universities.

Low productivity seems to characterize 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; gelling staff to effectively exercise their functions, among others.

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

- To access the relationship between availability of financial resources and lecturers' job satisfaction.
- To determine the relationship between physical facilities and lecturers' job satisfaction.

Research Questions: The following research questions guided the study:

- What is the relationship between the availability of financial resources and lecturers' job satisfaction?
- 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.

- There is no significant relationship between availability of financial resources and lecturers' job satisfaction.
- 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 [8]. 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 [9]. He 'emphasized that there must also be provision for the effective supervision and auditing of school accounts. Abenga [9] 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.

Nwagu [10] has pointed out that many school heads run into trouble because they attempt to introduce innovation and rogrammas 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 [11] is a financial plan through which educational activities arc 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 infrastructures 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 [3]. School physical facilities are perceived as part of the tools designed to facilitate and stimulate educational programmes. It has been argued by [10, 12] 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 arc 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 become over-stretched, leading to greater frequency of breakdowns.

Since school physical facilities arc very important in teaching and learning, it is obvious that a good school premises could have significant educational effect on students. Durosaro in Akomolafe [3] found out in his investigation that schools that arc 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 includes school buildings (classrooms, dormitories, halls, dining hall, assembly hall, laboratories, library, etc) equipment (for laboratory, workshop, sports and computers); machinery (workshop machines, tools); furniture, books, electrical infrastructure and water supply. Ogunsaju [13] 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 me 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 Ebonyi State. Ebonyi State is one of the states in the South East Zone of Nigeria. There are two Universities were used for the study one federal and 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 [14]. The researcher attempted to only relate some existing effect or observation.

Population: The population of this study consisted of two Universities with one thousand nine hundred and twenty nine (1929) academic staff of Ndufu Alike Federal University, Ikwo (FUNAI) and Ebonyi State University, Abakaliki (EBSU).

Sample and Sampling Technique: A sample size of fifty (50) lecturers were drawn from the two Universities using stratified random sampling techniques. The entire population was stratified on the bases of University ownership status namely: State and Federal University. The sample selection was done on Department and Faculty bases.

Instrumentation: The researcher constructed two (2) survey questionnaires. One questionnaire was tilled: Nigerian University Resources Questionnaire (NURQ). It contained ten (10) items and was administered on lecturers to measure the stale of University resources. It consisted of two sections: Part 1 required respondents to supply information on their universities. While Part 11, 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 (JD1) developed by Smith, Kendall and Hullin [15]. 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 stuff and relationship with employers.

Every item on both instruments was weighted and adapted after Rensis Likert Scale [18]. The scale requires that respondents react to each statement by marking one of four possible answers as coded below:

Table 1: Sample of Framework of Lecturers in Ebonyi State Universities in the South East Zone

S/N	University	Ownership status	Staff population	Sample Size
1	Ndufu Alike Federal University, Ikwo	Federal	879	23
2	Ebonyi State University, Abakaliki	State	1050	27
Total			1929	50

Source: Department of Senior Establishment Ndufu Alike Federal University, Ikwo and Ebonyi State University, Abakaliki [16].

Table 2: Test-Retest Reliability Analysis of the Research Variables N = 20

Variables	Number of items	Number of Testing	X	SD	R_{xy}
Job satisfaction	5	1st	101.1500	1 5. 1 684	0.89*
		2nd	1 04. 1 250	15.9522	
Organizational resources	10	1st	108.0250	10.4157	0.87*
		2nd	110.8500	9.4802	

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

Table 3: Pearson Product Moment Correlation Analysis of the Relationship between Finance and Lecturers' Job Satisfaction

Variable	N = 50			
	Σx	Σx^2		
	Σy	Σy^2	Σxy	r_{sy}
Availability of fund (x)	840	3444	31770	0.683*
Lecturers' Job Satisfaction	4867	90550		

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

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). Twenty lecturers were randomly sampled from University of Nigeria, Nsukka (UNN) and the (NURQ) and (ULJSQ) questionnaires were administered on them by the researcher. The pre-test and post test of the instruments yielded reliability coefficient of 0.89 for ULJSQW and 0.87 for NURQ as shown on Table 2.

Table 2 shows that the reliability coefficient ranged from 0.89 to 0.87. 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 values were substantially high enough to justify the use of the research instrument.

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:
- Finance, as the independent variable.
- Lecturers' job satisfaction as the dependent variable.

Pearson Product Moment Correlation Coefficient was used to analyse the data in order to determine the relationship that exists between finances and lecturers' job satisfaction.

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 [7] 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 other to test the hypothesis two variables were identified as follows:
- Physical facilities as the independent variable
- 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 [7] job satisfaction. The result is presented on Table 4.

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.

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

Variable	N = 50			
	Σx	Σx^2		
	Σy	Σy^2	Σxy	r_{sy}
Library Services	503	3709	18046	0.562*
Lecturers' job Satisfaction	4867	90550		

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

The result therefore means that there is significant relationship between availability of educational facilities and lecturers' [7] 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 [7] 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:

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

REFERENCES

1. Cranny, C., P. Smith, *et al* cds, 1992. Job satisfaction bow people feel about their Job and how it affect their performance Now York Lexington book, pp: 5.
2. Judge, T., K. Hansick, *et al*., 1995. Human Resource management and employee attitudes. In J. Castillo and 3. Cano (Eds). Factors Explaining Job satisfaction among Faculty. Journal of Agriculture Education, pp: 45-165.
3. Akomolafe, C.O., 2001. School of Physical Facilities Maintenance: A Collaborative Approach. International Journal of Education Administration, Planning & Research, !(!): ().
4. Benjamin, S.A., 2001. Perspective on University Autonomy and the Sustainability of Higher Education in Nigeria. Proceedings of the I2th General Assembly of the Social Science Academic of Nigeria, pp: 21-28.
5. Banjo, A., 2000. In the saddle: A vice chancellor story. In: Y Lebeau & M. Ogunsanya (Eds.). The dilemma of post-colonial universities. Ibadan: 1FRA/ African Book Builders.
6. Hannah, R.L., 1998. Merging the Intellectual and Technical Infracturals in Higher Education.
7. Abenga, F.M., 1992. Management of School Finance. A Paper Presented at Workshop Organized for Primary School Administrators, Supervisors at AUuide, Benue State.
8. Ozigi. 1997. Handbook on Schools Administration and Management. Lagos Macmillan.
9. Abenga, F.M., 1995. Principles and Practice of Schools Administration in Nigeria, Markudi Onaivi and Publishing Company.
10. Nwagu, N.A., 1978. U. P. E. Issues, Prospects- and Problems. Benin City Tpex Publishing C.
11. Musuaazi, J.C.S., 1982. The Theory and Practice of Educational Administration. Luy.os MacvmUau.
12. Adesina, S., 1990. Educational Management. Ibadan: University oflbadan Press.

13. Ogunsaju, S., 1984. Secondary School Plant Planning in Nigeria: Strategies for Future Development. In. Adesina, S. and Ogunsaju S. (Eds.), *Secondary Education in Nigeria,* lie Ife. University oflfe Press.

14. Kerlinget, F.N., 1986. Foundations for Behavioural Research (3rd Ed) New York. Holt, Rinehart and Winson.

15. Smith, P., L. Kenall and C. Hulin, 1969. The measurement of satisfaction in work and retirement, Chicago: RandMcNally.

00. ASUU/FGN. 2009. Agreement between Federal Republic of Nigeria and the I Academic Staff union of Universities.

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

00. Ezeocha, P.A., 1990. Educational Administration and Planning. Nsukka: optimal Computer solution Lid.

00. Ainley, J.G., 1987. Equipment and Material. In: Oimkin, M.1 (lid.). The International Encyclopedia of Teacher Education. Oxford: Pergamon Press, pp: 68.