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Abstract

Using a survey research with two hypotheses, the paper looks at the effect of job satisfaction on job performance in the university system using Covenant University as the case study. The research was carried out on a randomly selected sample of two hundred and twenty teaching staff from the two colleges in Covenant University, Ota i.e. College of Development Studies and College of Science and Technology. The paper uses remuneration and communication variable to measure Job Satisfaction while teaching effectiveness was used to measure performance. Guttman Split-half test was used to get the reliability, which was 0.82. Responses were analysed using regression analysis. The study reveals that there is a significant effect of remuneration on job performance. It also reveals that there is a significant effect of communication on job satisfaction. The paper recommends that training and retraining of employees must be kept alive in the school administration system; There must be organization of periodic workshop/seminars where the school policies and goals are constantly entrenched in the staff as this has a way of keeping the staff in line with the variables that affect their job performance and thereafter improve their job satisfaction. rganization must constantly put in place good motivational factors for workers as this will actually affect their performance and also have a multiplier effect on their job satisfaction, among others.

Key words: Relationship, Job, Satisfaction, Teaching and Performance.

Introduction

Job satisfaction is a broad and multifaceted concept. Job satisfaction is the quality, state, or level of satisfaction a person derives from his job, which is the result of various interests and attitudes of a person (Otu, 2006). It is the level of satisfaction and fulfillment a person obtains from his/her job. Job satisfaction is relatively greatly associated generally with happiness, and can be seen as one of its major components (Argyle, 1989). The satisfaction of teachers is measured from the efforts made by teachers themselves, school heads and students towards the actualization of school's goals. Nonetheless, the quantity of efforts teachers put to the actualization of goals depends to a very large extent on the needs satisfaction teachers derive from school. Job satisfaction of teachers is, therefore, to be seen as a measure between school academic performance and the needs satisfaction of teachers which is very much influenced by the existing organizational setting (Otu, 2006). According to the author, job satisfaction is generally associated with motivation.

Otu (2006), citing Jacobson (1973) is of the opinion that the schools can not be an effective organization unless teachers find satisfaction in their work. In Simons (1973), human relation scholars like Elton Mayo, William Dickson, etc. share these views. These people believe that high morale leads to improved productivity, because a happy worker is a productive worker. This is also significant of a school system. An increase in job satisfaction would most likely mean increasing the intrinsic or social rewards of work. If the working group is made more unified, this means that under many conditions work performance is given greater social rewards, via greater cooperation and help, in addition to purely interpersonal rewards. If jobs are redesigned to increase skill variety, autonomy, etc. this means that work performance will be intrinsically more rewarding (Argyle, 1989).

The general objective of this paper is to examine whether there exist a relationship between job satisfaction and job performance among teaching staff of Covenant University. The specific objectives of the study among others are to:

1. Examine the level of relationship between remuneration and job performance and
2. Establish whether there exists a causal relationship between effective organizational communication and job performance.

Research Problem

Scholars are of the opinion that there are positive and negative aspects of job satisfaction (Herzberg, Mausner & Snyderman, 1959). Mochal (2007) asserts that no matter what one's personal reasons for work are, the base line is that every one works for money. Ebai (2006) supports this when he cautioned that playing down on the importance of money and other benefits to people in their work environment would be a misnormal and organizational mistakes. Out (2006) opines that as soon as a teacher is deprived of his salaries, fringe benefits, then low performance and antagonism should be expected from such a teacher. Many studies have existed on job satisfaction, motivation, performance and productivity generally, fewer of these study if any, locally have really attempted to examine the relationship between Job Satisfaction and Job Performance in a tertiary and highly celebrated institution of higher learning like the Covenant University, Nigeria. This proposed research intends to fill that intellectual gap.

Related Existing Literature

Satisfaction of teachers is usually measured from efforts made by teachers, school heads and student towards the actualization of goals and objectives of such a school. Otu (2006) opines that job satisfaction of teacher is to be seen as a measure between school academic performance and the satisfaction of teachers, which is very much influenced by the existing organizational setting. The scholar added their job satisfaction is generally associated with motivation. It is worthy of note that there are positive and negative aspects of job satisfaction. Herzberg, Mausner, and Snyderman, (1959) stated that the hygiene factors which are in the work environment, such as pay, fringe benefits, working conditions, fellow workers, personal life, quality supervision and administrative policies are sources of dissatisfaction (negative satisfaction) in workers. Positive Satisfaction on the other hand is due to factors such as achievement, recognition, the work itself, responsibility, advancement, personal growth and fulfillment.

Laboratory experiments on mood orientation have shown that putting subjects in a good mood leads to (1) better and more innovative problem-solving, (2) better helpfulness with generosity, as well as (3) more encouraging attitudes to other people (Argyle, 1987). Ejiogun, (1985) said that scholars in the area of leadership like Vroom and Scott argued the claim made by human relations movement that management can increase productivity by satisfying the needs of employee. Some researchers consider the relationship between job satisfaction and performance as a complex one (Otu, 2006). She enumerated some factors like: nature of the job being designed; the extent to which employee can identify with the end result of labour; the meaningfulness of employee's work; and the impact of technology, organization and authority, which is determined by the existing organizational climate as other factors that could lead to job satisfaction.

Sinclair (1992), in his reviewed studies discovered that teacher satisfaction is an important element influencing school morale, and that school goals and individual teacher goals go hand in hand. Lumsden (1986) says that when morale is high, schools showed an improvement in student achievement. Proper empowerment according to Blasé and Blasé (1994) can mean uplifting teachers to a recognizable category within school organizations of knowledgeable

professionals. There are a number of reward systems that can make it probable for the school administrator to maintain high morale among staff thereby leading to job satisfaction such as praises, assigning posts of responsibility, recommending efficient and effective staff for promotion and facilitating professional and academic development (Otu, 2006). No matter what your personal reasons for working are, the base line, still, is that practically everyone works for money (Mochal, 2007). Money pays the bills, money provides housing, gives children clothing, food, and sends children to school, and allows leisure activities, and in the long run, retirement. To play down the importance of money and other benefits to people who work is a mistake (Ebai, 2006).

Effective communication creates satisfaction, motivation, empowerment; enables people show understanding, respect, trust, and love towards the school leadership. It also enables staff to do their jobs well; work as a team, share information; listen and obtain directions; save time and readily realize organizational goals without being forced or threatened to do so. The motivation of employee, which leads to satisfaction, morale and self-esteem, are affected absolutely by involvement in decision-making and execution (Doyle & Wells, 1996). The well-known Hawthorne experiments in America in the 1950's proved that once staff are consulted about changes, they invariably produce more and work better than in the past. Worker dedication and devotion are promoted by mutual school administrative practices. In schools where staff meetings are democratic and students also take part in school dealings, the teaching effectiveness of staff and learning experiences of students are probable to be better (Beyerlein, 2003). Lipham and Hoch (1974) says that a participating leader, who assumes an active role in the group, by giving support to his workers, delegating authority and exercising an optional degree of supervision, is likely to have a higher level of productivity among the subordinates than an authoritarian leader who places more emphasis on institutional goals. Tawari (1988) seems to have similar views with Lipham and Hoch (1974) when he noted that teachers would certainly prefer to work with school heads that make their policies clear and assign work schedules to teachers after the group has democratically approved the schedule.

Bentley and Rempel (1980) describe morale as the professional interest and zeal that an individual shows towards the attainment of individual and group goals in a given job situation. Low morale is usually correlated with frustration, trauma, hostility and helplessness whereas high morale is often correlated with fulfillment, belongingness, success and personal and group value (Sinclair, 1992). As soon as a teacher is deprived of his salaries and fringe benefits, then poor performance and sometimes antagonism should be expected from such a teacher (Otu, 2006). Fair sharing of available fringe benefits to commendable and worthy staff would facilitate the raising of personal prestige of personnel. It is obvious that positive organizational climate is the basic condition for staff performance in schools (Tawari, 1988). It is a very important responsibility of school head to generate a school environment which is conducive to a high degree of teacher satisfaction. Teachers would perform better, if they were able to recognize and accept a principal's concern for their personal well-being and comfort. If a person has colleagues and school head that are friendly, sympathetic and kind to him/her, he will respond by putting in his very best in the performance of his job. He may even be willing to go to extra length to initiate activities on his own to ensure that the goals of the organization are met (Otu, 2006). Promotion to assume greater responsibility also brings about satisfaction. Ellis, (1984) citing Herzberg said that it is not just the increase in pay brought about by promotion that gives satisfaction but the recognition that accompanies it also.

The Human Relations movement, of Elton Mayo and many others believed that job satisfaction had beneficial effects, including increased work performance (Argyle, 1988). Job satisfaction is also correlated with other kinds of desirable and undesirable behaviour at work; there is less sabotage, stealing, doing work badly on purpose, and spreading rumours or gossip to

cause trouble (Mangoine & Quinn, 1975). Bateman and Organ (1983) found that university staff who were satisfied engaged more in a wide variety of 'good citizenship' performance at work i.e. they were more punctual, cooperative, dependable, helpful, and tidy, and they produced less waste, made less complaints and were irritated less often. Job satisfaction and performance have some relationship. The link between job satisfaction and absenteeism has also been studied. It would be projected that happy workers would turn up more often to get the benefits, which they enjoy, at work (Hackett & Guion, 1985). Several job performance effects of dissatisfaction among teachers consist of reduced quality of teaching, higher use of sick leave, and a negative view of students (Sinclair, 1992). A positive relationship can be found between low morale and a high rate of absenteeism, and indolence in an organization. Taking excessive time away, from the work at hand, loitering, and constant internal strife are signs of dissatisfaction with the job. Conversely, promptness, enthusiasm, dependability and cooperation are indications of positive job satisfaction (Otu, 2006).

More often than not, pay is a factor that can demoralize and create low morale in virtually all professions (First & Best in Ed.). Raising teacher morale can make teaching more pleasant for both teachers and students resulting in an environment more conducive to learning. (Lumsden, 1986) says that when morale is high, schools showed an improvement in student achievement. Black (2004) asserts that low teacher morale is a problem worldwide due to such factors as low salaries, excessive work overloads, lack of involvement in decision-making, and problems with school discipline. Once a teacher is deprived of his salaries, fringe benefits and kept outside the decision-making process in the school, low performance and sometimes antagonism should be expected from such a teacher (Otu, 2006). Job dissatisfaction and boredom caused anxiety and depression, which in turn led to bodily complaints thereby leading to low job performance (French, Caplan & van Harrison, 1982). When the morale of teachers is damaged, reduced teaching effectiveness and low student performance are the probable outcomes (Otu, 2006). Informal communications between the school head and staff will eliminate element of fear, antagonism and suspicion whilst at the same time enhancing good relationship, thus leading to satisfaction on the job. Making teachers feel that they can take responsibility to make improvements in the teaching and learning situation in the school encourages them to perform and feel satisfied (Ellis citing Herzberg 1984). Teachers, who feel cherished and allowed to take on innovative tasks, are encouraged to perform better.

Methods

The paper uses survey method with structured Likert scale questions with seven response options. Respondents in this study were selected from population of the teaching staff from the two colleges in Covenant University, Ota, Ogun state Nigeria. They are College of Development Studies comprising of two hundred and fifteen (215) teaching staff and College of Science and Technology comprising of one hundred and ninety nine staff making a total of four hundred and fourteen teaching staff. This suggested the need for the use of sample of teaching staff. The samples were picked from the two Colleges, which emerged from a stratified random sampling technique. A total number of two hundred and twenty (220) respondents formed the sample for this study.

Two instruments were used to collect data on job satisfaction and job performance. Andrew and Withney Job Satisfaction Questionnaire (1976) was adopted for this study, this scale measured general job satisfaction It has five items with seven-point Likert scale (from 1 - delighted to 7 - not at all satisfied). Joan and Robert (1992) reported that Andrews and Withey questionnaire correlated significantly with both the Job Descriptive Index ($r = .70, p < .001$) and the Minnesota Satisfaction Questionnaire ($r = .70, p < .001$). The internal consistency of this scale, Cronbach alpha was 0.79, test-retest of 0.69, convergent validity of 0.49 and discriminant validity of 0.15. The job performance scale (JPC) was developed by the researchers. JPC covered

the three main focus of lecturing: teaching, research and community service, 4-ratings were used ranging from Very Adequate (V A), Adequate (A), Just Adequate (JA) and Not Adequate (NA) - nine items were used in all, three items on each of the areas identified. In order to ensure content validity of JPC it was given to experts in the related field of study, for criticism and suggestions. After the scale was found adequate for the study, the reliability of instrument was determined. Guttman Split-half test was used to get the reliability, which was 0.82.

Results and Analysis

Responses were analysed using regression analysis.

Hypothesis 1: There is no significant relationship between remuneration and job performance.

Table 1: Regression

R=.696					
R ² =.485					
Adj. R ² =.475					
Std. Error=9.1007					
Model	Sum of Squares	df	Mean of Squares	F	Sig
Regression	9660343.68	1	9660343.68	70.5359	0.000
Residual	628.24	218	136956.32		
Total	9660971.92	219			

a. Predictors: (Constant), remuneration.

b. Dependent variable: job performance.

From Table 2 the Pearson’s correlation between remuneration and job performance is given (r = 0.696). R square = 0.485 which implies that only 48.5% of the job performance is explained by the remuneration. The table revealed a significant effect of remuneration on job performance at r=.696, r² =.485, f_(1,218) = 70.53 and <.05 significant level.

Table 2: Coefficients

Model	Unstandardised Coefficients		Standardised Coefficients Beta	t	Sig.	95% confidence interval for B	
	B	Std. error				Lower Bound	Upper Bound
(Constant)	115.06	7.999		12.36	.000	57.42	94.22
remuneration	2.042	.426	.684	9.518	.000	.512	1.46

a. Dependent variable: job performance

Table 2 provides the quantification of the relationship between remuneration and job performance. With every increase of one unit in remuneration, the job performance (on the average) increases by 1.46 units, p<0.05.

The analysis and explanation above implies that there is a significant effect of remuneration on job performance of teachers. Therefore the null hypothesis, which states that there is no significant relationship between remuneration and job performance, is hereby rejected.

Hypothesis 2: There is no significant between communication and job performance

Table 3: Regression

R=.589					
R ² =.347					
Adj. R ² =.345					
Std. Error=6.1216					
Model	Sum of Squares	df	Mean of Squares	F	Sig
Regression	885844.84	1	885844.84	56.47	0.000
Residual	3419683.16	218	15686.62		
Total	4305528	219			

a Predictors: (Constant), communication.

b Dependent variable: job performance.

From Table 4, the Pearson correlation between communication and job performance is given ($r = 0.486$). R square = 0.347 which implies that only 34.7% of the job performance is explained by the communication. The Table also reveals a significant relationship between communication and job performance at $r=.569$, $r^2 = .347$, $f_{(1,218)} = 56.47$ and $<.05$ significant level.

Table 4: Coefficients

Model	Unstandardised Coefficients		Standardised Coefficients Beta	t	Sig.	95% confidence interval for B	
	B	Std. error				Lower Bound	Upper Bound
(Constant)	115.06	8.3427		11.214	.000	62.14	44.49
remuneration	4.0214	.6422	.5622	7.5244	.000	.438	1.03

a. Dependent variable: job performance

Table 4 provides the quantification of the relationship between communication and job performance. With every increase of one unit in communication, the job performance (on the average) increases by 1.03 units, $p<0.05$

The analysis and explanation above implies that there is a significant relationship between remuneration and job performance of teachers. Therefore the null hypothesis, which states that there is no significant relationship between remuneration and job performance, is hereby rejected.

Discussion

From the result of the analysis of this study, it is obvious that good pay or remuneration as well as good or warm communication when it is adequately transmitted verbally or in writing in work organizations leads to teacher's satisfaction thereby bringing about better or enhanced teaching performance. In corroboration, Ebai (2006) says that to play down the importance of money and other benefits to people who work is a mistake. Otu (2006) also asserts that once a teacher is deprived of his salaries or fringe benefits, low performance and sometimes antagonism should be expected from such a teacher. This is also in agreement with Ejionye (1981) who asserts that a teacher will be prepared to do his best even better if he is sure of adequate compensation, that is, money before others. It is money that pays the bills. To underplay the factor of good pay in enhancing job satisfaction would be a grave misconception. Sinclair (1992) says that teacher satisfaction can happen when communication and motivational forces are well-built, interaction is warm and agreeable, decision making and goal setting are shared, control processes are friendly, and when achievement is emphasized and acknowledged

The educational organization may not be successful except teachers who are the core of the organization are well cared for in terms of recognition/appreciation, participation in decision

making process, timely payment of good pay and other additional benefits, thriving school discipline, substantial workloads, effective communication, etc. which are the variables that bring about teacher satisfaction.

Conclusion and Policy Recommendations

There is obvious evidence signifying that a teacher's satisfaction with his job and his effectiveness of performance are related. Also there is a significant relationship between communication and job performance in Covenant University. Based on these conclusions the following recommendations were advanced:

- Ethical organization policies must be communicated to staff during their orientation programme when they join the organization. They must be kept abreast of all these from time to time.
- Organization must constantly put in place good motivational factors for workers as this will actually affect their performance and also have a multiplier effect on their job satisfaction.
- Universities administration must constantly ensure that their lecturers are given courses in their area of competence. This will motivate them and enhance their job satisfaction. Moreover, students will benefit maximally, as these teachers will be teaching from their best ability, area of interest as well as their areas of competence.
- What is expected in every job must be constantly communicated to the officers concerned. This has a way of improving their performance and enhancing their job satisfaction.
- Training and retraining of employees must be kept alive in the school administration system. There must be organization of periodic workshop/seminars where the school policies and goals are constantly entrenched in the must of staff. This has a way of keeping the staff in line with the variables that affect their job performance and thereafter improve their job satisfaction.
- Management of university system must constantly (periodic/annual) evaluate job performance and communicate results and expectations to employees.

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