

Financial Incentive and Communication Style as Panacea of Job Satisfaction among Electrical/Electronic Teachers in Technical Colleges

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Abstract: This descriptive survey research design study determined the indices of job satisfaction among electrical/electronic teachers in technical colleges in Enugu State. Two research questions and two null hypothesis guided the study. A total of 9,907 teachers from 322 technical colleges in Enugu State were used as population size. Out of this, a sample size of 991 (279 males and 712 females) were randomly selected using multi-stage sampling technique. Instrument for data collection was Indices of Job Satisfaction among Teachers Rating Scale (IJSTRS). The instrument was face validated by three experts. It was trial tested using 20 electrical/electronic teachers in technical colleges in Enugu State and its internal consistency was ascertained using Cronbach Alpha co-efficient statistical method. The result gave overall alpha-co-efficient value of 0.93. Mean, standard deviation and t-test were used as statistical tools to analyze the data collected. The major findings revealed that financial incentives and communication style constitute parts of job satisfaction to a great extent among electrical/electronic teachers. It was found that there is no significant difference between the mean rating scores of male and female electrical/electronic teachers in technical colleges on financial incentives and communication style with regards to job satisfaction. Based on these findings, some educational implications were highlighted and recommendations made.

Key words: Job, satisfaction, job satisfaction, financial incentives, communication, style and teacher

INTRODUCTION

Education is the bedrock of all development; as such the importance of education to nation development cannot be glossed over. In the same vein, the importance of teachers who are pillars in the sustainability of education cannot be overlooked. The teacher is the human resource and tends to stand at the pinnacle, despite his social or political position because it is on him that the steering of the academic vehicle is given (Onwueke, 2004). This implies that teachers work tirelessly for the development of the nation by grooming the students although they are not accorded the necessary recognition and respect which they deserve. Ani (1997) affirmed that Nigerian society still rate teaching as the lowest civil service job. Based on the negligence that exists due to poor financial incentive and communication flow makes teachers to be dissatisfied.

Man by nature is an economic being and a wanting animal. Ekpenyong (2002) noted that the urge to satisfy

his basic needs such as food, shelter and clothing pushes him to undertake some viable economic and professional ventures. Man tends to work harder and put more efforts in his establishment or organization if the person is reasonably satisfied in his chosen career. Job satisfaction is therefore, imperative if one is to discharge one's duties diligently and if any organization is to achieve its objectives. Job satisfaction has been the most frequently investigated variable in organizational behaviour studies, since, it has a positive effect on organizational effectiveness and efficiency (Spector, 1999).

Maintaining a high level of worker's job satisfaction is vital in increasing organizational productivity. Job satisfaction is desired in virtually all human organization. The quest for job satisfaction is as old as man. It is observed that salaries fringe benefit and promotions are often unduly delayed and as such affecting job dissatisfaction among teachers (Ebule, 2002). In addition, there is also problem of inadequacy of facilities and equipment to work with and society accords teachers very

low status which negates ability performance. Ebule (2002) also, maintained that workers confidence, stability and loyalty to authority could be adversely affected if the level of job satisfaction is low. It is pertinent and note worthy to state here that the content behavior one engages at work as well as the amount of efforts he puts in the job is determined by the result or reward yielded by the efforts put previously. Hence, job satisfaction and productivity should be seen as variable in every organizational setting.

This implies that when one is satisfied with his job and feels highly committed and positively motivated towards it all time both the employer and the employee are looking forward to a satisfactory job and a result. However, in as much as workers and employers wish to achieve satisfactory job result, it would then bring about existing gap between the expected and the achieved (Aguokogbuo, 2002). In other words, the wish for satisfactory job may not always be met. This especially occur when job placement, vocational guidance and counselling services which gave the individual worker an assurance of satisfactory end result are either ignored or completely not in existence. Where these services exist and they are carried out in haphazard manner it does not offer job satisfaction. This creates room for bad choices of job selection leading to lukewarm attitude in the job. The implication of this could be leaving before the closing time, laxity, absenteeism reluctance and sluggish behavior in job performance due to the fact that the employer is not satisfied with his job.

However, satisfaction is a function of the correspondence between the reinforced system of the work environment and the individual needs provided that the individual abilities correspond with that ability requirement of the work environment. Akudo considered job satisfaction as a state of pleasurable feelings toward one's job necessitated by many factors within and outside the organization. Brief and Wass defined job satisfaction as a pleasurable emotional state resulting from the appraisal of one's job and effective to ones job and an attitude towards one's job. Operationally, job satisfaction is how electrical/electronic teachers carry out their duties as well as how they are devoted to their duties by coming to school regularly and promptly without the intention of leaving teaching profession for another profession. Teachers need to enjoy positive function and continuity meaningful to the teaching and learning process in the technical colleges.

Job satisfaction as used in the present study is applied to school situation only. Teachers are the major determinants of any educative process because on them lies the success or failure of the educational system (FRN., 2013). It is therefore necessary to ensure electrical/electronic teacher's job satisfaction as this will enhance productivity and teacher's longer stay in

teaching profession. This implies that job satisfaction of teacher is imperative for the achievement of educational goals.

Much concern has been expressed by the society over the continuous teacher's reduced abilities to meet student's needs. This is evident by the poor academic performance of public technical college students. It appears that most teachers in technical colleges are not satisfied with their job and this affects their level of performance which also affects student's performance.

From general observation of the researchers, the performance of electrical/electronic technical college students in recent times in both WASSCE and NECO Examinations seem to be a source of worry to both parents and the government. The reasons could be that technical college teachers are poorly remunerated; as a result, teaching and learning process is hampered. However, if teachers are dissatisfied with the poor financial motivation, they will not derive joy in their teaching task irrespective of their gender. The teacher's gender to some extent plays important roles. The foregoing therefore implies that gender of a teacher is a necessary factor in assigning responsibilities.

This is because teacher's job satisfaction leads to efficiency and productivity especially if they are charged with responsibilities. Okonkwo stated that teachers who are not satisfied with their job go to other jobs they feel could satisfy their needs, rather than constituting serious danger to organizational effectiveness. Thus it implies that the parameter for measuring teaching length of service in the teacher profession is their level of job satisfaction or dissatisfaction.

The major factor that determines technical college teacher's decision to leave or remain in teaching profession is their job satisfaction or dissatisfaction (Olube, 2007). That is why the Federal Government of Nigeria made it clear in the National policy of Education on FRN. (2013) that the purpose of education should be to produce highly satisfied conscientious and effective class room teacher. The government in an attempt to achieve the above aim of teacher education organized workshops, seminars and training programmes for the production of highly satisfied electrical/electronic teachers at different instance and place in the country to ensure the availability of qualified, well motivated and satisfied teachers.

Studies relating to job satisfaction have indicated that the way people feel about their job makes some significant difference in their productivity (Owen, 2001). Consequently, those who were made to feel important and had a favourable attitude towards their work were more productive than when they were made to feel unimportant (Osula, 1996). Also, teachers confidence, stability and loyalty to authority could be more adversely affected if the level of job satisfaction is low (Ebule, 2002). This

implies that teacher's pleasure which appears to be resulting from their job experience in terms of financial incentives and communication could be hampered by human activities.

Financial incentive is a very important factor that can help ensure job satisfaction. Ikedugwu (2007) defined finance as the science, of the management of funds in any organization or institution. The place of finance cannot be relegated as it is needed to equip such organization and maintain the human elements working in such organization. For a worker to be satisfied in his study, the level of salary he receives and the amount being paid and when being paid contributes to his or her job satisfaction. Most technical college teachers today absent themselves from school in search of other means of livelihood because of poor remuneration and due to poor communication flow between the led and leader.

Communication is a process of sending message from one person to another. According to Ocho (2008) communication is referred to as the transferring of a thought, message, idea, feeling or knowledge to another person in such a way that is understood. Ene (2011) opined that communication is the transfer of information, feelings or messages from a source to receivers. It is also the way and a manner with which the administrator (principal) communicates with the teachers that contributes to a large extent towards job satisfaction. It stimulates the electrical/electronic teachers to be happy with their job and pays adequate attention to their work and be ready to co-operate with such a leader. If the administrators are polite regarding the communication process and has no problem with their staff it will go a long way to make the teachers feel they are important and hence, study collaboratively with the leader and also be happy working for the organization. In essence, the administrator may not delegate any duty to other subordinate (s). In view of this background, the researchers are uncertain whether financial incentives and communication style of both male and female technical college teachers (electrical/electronic option) constitute the indices of job satisfaction in secondary school in Enugu State, Nigeria. This translates to lack of job satisfaction. Job satisfaction is a complex concept which has no definite indices. The problem of this study is therefore what are the indices of job satisfaction among teachers in Enugu State? Based on the above worries, this study was hypothesized thus, financial incentives and communication style are significant factors of job satisfaction in electrical/electronic teachers in technical colleges.

MATERIALS AND METHODS

This study adopted a descriptive survey design which aimed at investigating indices of job satisfaction

among teachers in secondary schools in Enugu State. Descriptive survey design, according to Ali (2006) is a study in which a group of people or items are studied by collecting and analyzing data from few people or items considered to be a representation of the entire group. The study was carried out in Enugu state. The entire population was used which totals to 616 teachers (n = 282 male electrical/electronic teachers and n = 334 female electrical/electronic teachers) technical and vocational colleges in Enugu state. The instrument for data collection was a structured questionnaire titled "Indices of Job Satisfaction among Teachers Rating Scale (IOJSAT)." The questionnaire was developed by the researcher and has two sections, A and B. Section A deals with the bio-data of the respondents while section B deals has 36 items with information on indices (financial incentive and communication style) of job satisfaction among electrical/electronic teachers. The instrument was developed from review of previous literatures (Ebule, 2002; Ekpenyong, 2000; Ikedugwu, 2007; Owen, 2001). The instrument was face validated by three experts, two from Educational Management and one from Measurement and Evaluation all from Faculty of Education, Enugu State University of Science and Technology (ESUT). The experts were requested to examine the instrument with regards to relevance and accuracy of the items, language clarity and comprehensiveness of the items, bearing in mind the purpose of the study, research questions and hypotheses. The comments, suggestions and criticism made by the experts helped the researchers to modify and produce the final instrument.

To ensure the reliability of the instrument the validated instrument was trial tested using ten male and ten female electronic teachers in Ebonyi State technical colleges which is outside the area of the study. This was used because the two groups of respondents in Ebonyi State shared similar characteristics with their counterparts in Enugu state. To ascertain the internal consistency of the instrument, Cronbach alpha method was used to compute the internal consistency reliability estimate of the items. The computation yielded 0.95.

Prior to the data collection, the researchers obtained a written informed content from the parents and school heads. The copies of the questionnaire were administered to the respondents by the researchers and three trained research assistants. These research assistants were trained on the method of administering and retrieving the instruments. Direct delivery and retrieval system were be used. This helped the researchers to recover all the distributed instruments from the respondents. The data collected were analyzed using SPSS Version 20.

Table 1: t-test analysis of the mean rating scores of male and female electrical/electronic teachers in technical colleges on how financial incentives constitute part of job satisfaction

Gender	n	\bar{x}	SD	df	t-cal	Sig.(2-tailed)	Decision
Male teachers	282	3.37	0.41	989	-1.91	0.06	Ho ₁
Female teachers	334	3.41	0.42				Accepted

Table 2: t-test analysis of the mean rating scores of male and female electrical/electronic teachers on how communication style constitutes part of job satisfaction

Gender	n	\bar{x}	SD	df	t-cal	Sig.(2-tailed)	Decision
Male teachers	282	2.54	0.51	989	-0.97	0.33	Ho ₂
Female teacher	334	2.56	0.49				Accepted

RESULTS AND DISCUSSION

The analysis in Table 1 shows the t-test analysis of the mean rating scores of male and female electrical/electronic teachers on how financial incentives constitute part of job satisfaction. The analysis reveals that t. cal-1.91 with associated probability level of 0.06. Since the associated probability level 0.06 is higher than the set 0.05 level of significance, thus, the null hypothesis is not rejected. This implies that there is no significant difference between the mean rating scores of male and female electrical/electronic teachers in technical colleges on the extent to which financial incentives constitute part of job satisfaction.

The data analysis in Table 2 shows the t-test analysis of the mean rating scores of male and female electrical/electronic teachers on extent to which communication constitutes part of job satisfaction. The analysis shows that the associated probability with the calculated t-value of -0.97 is higher than the set probability level of 0.33, consequently, the null hypothesis was not rejected. Hence, there is no significant difference between the mean scores of male and female electrical/electronic teachers in technical colleges on how communication style constitutes part of job satisfaction.

The measures revealed that there is no significant difference between the mean rating scores of male and female electrical/electronic teachers in technical colleges in Enugu State on financial incentive that constitute part of job satisfaction. This disagrees with Talebe and Shams who found that there is a significant difference between motivational potential powers on gender. The study also revealed that the men motivational power is higher than women motivational power. This difference in the findings by Adebago and Gombakomba and Talebe and Shams could be attributed to organizational environment. Probably electrical/electronic teacher’s motivational incentive in respect to gender does not give Enugu State government worry and as such no priority is being given to gender factor. By implication if there is no financial remuneration for teachers, it would result to lateness to work, absenteeism and poor attitude to job which would lead to job dissatisfaction.

This finding is not in consonance with Odimba who discovered that, the level of technical college teacher’s job satisfaction with regards to the nature of financial remuneration in Enugu State is low. This could be attributed to other factor related to finance. Probably both male and female electrical/electronic teachers in technical colleges have other ways of making money that give them satisfaction in the job. No wonder, most of the teachers seem to have poor attitudes towards their job service delivery. It could be that they have other things to do which appear to have financial benefits. This result is in line with Adebago and Gombakomba who found that teachers were not paid adequate salary and that they are rarely provided with non- financial incentives.

The finding revealed that there is no significant difference in the mean rating scores of male and female electrical/electronic teachers in technical colleges on the principal’s communication style that constitute part of job satisfaction. This finding corroborates with Abdullah and Hui who found that there was a small but significant positive relationship between communication and job satisfaction. This could be attributed to other factors like organizational integration, vertical or horizontal communication among others. This is because when electrical/electronic teachers are not communicated or lack information, it could cause high level of job dissatisfaction. Therefore, if when there is bridge in communication flow between principals and electrical/electronic teachers in technical colleges, it implies that the expected job efficacy and productivity would be affected.

CONCLUSION

In conclusion, no significant difference was observed between the mean rating scores of male and female technical college electrical/electronic teachers on the extent to which financial incentives and communication style constitute part of job satisfaction.

RECOMMENDATIONS

Based on the findings of the study, it was recommended that government should allocate more

funds to the education sector and ensure that electrical/electronic teachers are adequately paid. electrical/electronic teachers should be open-minded in their communications with principals to avoid mixed reactions or feelings.

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