

Higher Qualifications and Job Satisfaction among Lecturers in Akwa Ibom State College of Education

Ekeng, M. W.

*School of Education, Akwa Ibom State College of Education,
Afaha Nsit, Etinan, Nigeria*

ABSTRACT

This study examines the extent to which lecturers in Akwa Ibom State College of Education are satisfied with their job in terms of additional qualifications and work environment. Two hypotheses were formulated to give a guide for the study. The population consists of all the 184 academic staff in the Institution. The sample size comprises all the 184 academic staff of the College. Data were obtained using the researcher's constructed instrument named Higher Qualification and Job Satisfaction Questionnaire (HQJSQ). Pearson Product Moment Correlation analysis was used to analyze the data in order to determine the relationship between the two variables. The analyses reveal that the more additional educational qualifications obtained by lecturers in the College of Education, the less satisfied they feel, and they are in a hurry to look for another job, probably in the University system. Also, it is observed that lecturers in the College of Education are always looking for jobs that can give them, at least, some comforts or more conducive work environment. The study, based on the fact that their level of academic attainment does not match their job status, concludes that a greater number of lecturers in the College of Education, who acquire additional qualifications are always looking another employment elsewhere they can receive job satisfaction that commensurate with their current academic qualifications.

Keywords: *Higher Qualifications, Job Satisfaction, Lecturers, College of Education*

INTRODUCTION

Higher qualification is seen when a person gets an additional qualification to that which he first used at the point of entry in the job. In Colleges of Education, ideally, a second degree (Masters Degree) in Education is adjudged to be the basic qualification, for academic staff. Even though the "Nigerian factor" (man-know-man) may cause first degree holders (either those with or without teaching qualification) to be employed. Employing those without teaching qualifications, as noted by Bakare (2012) negates the theory of "one producing its kind". He also notes that doctors train doctors, lawyers train lawyers and teachers should also train teachers. Ekeng (2011) sees job satisfaction as a concept in organizational life and it first became important when the early human relationists convinced both theorists as well as managers that a happy worker is a productive worker. It is thus defined as the degree to which personal want, both materially and psychologically

are realized by the individual while performing a task. Etudor-Eyo, Eyo, Udofia and Ereh (2012) maintain that job satisfaction describes how content an individual is with his or her job. While Hoy and Miskel (1988) define it as any combination of psychological and environmental circumstances that caused a person to say "I am satisfied with my job". Okeke (2002) opines that satisfaction with ones job depends on the following:

- (a) *Expectations*: If I expect the job to be challenging or well paying and it is not, then I am dissatisfied. On the other hand, if I expect it to be dull or low paying, and it turns out that way, the frustration may be minimal.
- (b) *Self-Evaluation*: If I look upon myself as a generally satisfied person or person who can cope well, I will be willing to admit that the job can get me down. If I have a generally sunny disposition, this may be reflected in my attitude towards the job.
- (c) *Social Norms*: If other people, particularly those I respect see my job as a good one or as one which I should be satisfied, or if people tell me that what I do is important, then I am likely to be satisfied.
- (d) *Social Comparisons*: If all my friends have more challenging jobs than I have, I will be more dissatisfied than if all of us are in the same boat.
- (e) *Input/output Relations*: My satisfaction with my job depends on how I perceive the relationship between what I bring or put into the job (input) and what I get out of it (output).
- (f) *Commitment*: If after careful thought, I pick one job from a choice of opportunities, I make a free commitment to it. If so, I will be reluctant to admit that my job is not rewarding, for I would be conceding that my ability to make a sound choice is defective. My sense of commitment (and resulting satisfaction) may be particularly strong if my decision is well known among my friends.
- (g) *Priming*: If there is a lot of talk about pay among my companions, I am likely to think that pay is important.

The above factors suggest that job satisfaction is a very elusive concept. However, for the purpose of this study, job satisfaction will be seen as the function of a relationship between what one perceives he will get from a job and what the job actually offers in relation to meeting the individual's needs- emotional, material, psychological, social etc. Ekeng (2010) and Bakere (2012) state that there are two sets of lecturers in most tertiary institutions. The first set are those that are always striving to get an additional knowledge; either through workshops, seminars, conferences, going to libraries, browsing the net, or registering for one degree or the other. The second set are those lecturers that found themselves teaching in a tertiary institution (may be through the Nigerian factor or to run away from the deadly virus of unemployment) but cannot withstand the rigorous demands of the profession. They may come in to lecture with a first degree, and when they are given a course to teach, look for a text or handout in the course, preferably the one

he or she used during his/her undergraduate days. He goes to the class to read out the handout to his students, and most times photocopy the handout he used some ten to twenty years ago, and is very eager to sell this to his students. He does not see the need to attend conferences, seminars or workshops, not to talk of registering for an additional degree. To him, teaching does not consist of the number of certificates acquired, but what or how much (cash) you can get from it.

The second set of lecturers, if her place of work “pushes” them to register for another degree, readily abandons the programme, especially after the course work. They cannot go over to the research proper. This is the set of lecturers that the Provost, Akwa Ibom State College of Education, Afaha Nsit, Dr. Patrick Ukoh, during a One Day Seminar for Lecturers on Uniform Lesson Preparation and Delivery” threatened that this second group of lecturers would soon be redeployed as non-academic staff in the College. Thus, with these kinds of threats, reluctant lecturers are forced to register for one programme or the other, in and outside the country. During the 2013/2014 Academic Session, records from Establishment Department in the College reveal that eighty one lecturers registered for one programme or the other (in and outside the country) in order to acquire more or additional qualifications.

The questions then arise: (i) as they acquire these degrees is there any assurance that they will remain in the college till they are retired? (ii) Is the additional qualification a ticket for “another job” somewhere, especially in the university or other ‘lucrative environments’ where work environment is more convenient. It is in the light of these that the study was designed to investigate the relationship between higher qualifications and job satisfaction among lecturers in Akwa Ibom State College of Education. Hence, two hypotheses were formulated to guide the study:

H₀1: There is no significant relationship between additional qualifications and lecturers’ job satisfaction.

H₀2 There is no significant relationship between lecturers work environment and job satisfaction.

METHOD

This study was conducted in Akwa Ibom State College of Education, Afaha Nsit. The institution has staff strength (academic) of 184 according to the Establishment Department, in 2013/2014 Academic Session; 67 females and 117 males. The population and the sample size consisted of all the academic staff in the College. Data were obtained using the researcher’s constructed instrument named Higher Qualification and Job Satisfaction Questionnaire (HQJSQ). Pearson Product Moment Correlation analysis was used to analyze the data in order to determine the relationship between the two variables (additional qualification as the independent variable and lecturers job satisfaction as the dependent variable).

RESULTS AND DISCUSSION

Table 1 presents the obtained t-value as 0.04. This value was tested for significance by comparing it with the critical t-value (0.197) at 0.05 level with 182 degree of freedom. The obtained t-value (0.04) was less than the critical t-value (0.197). Hence, the result was not significant. The result therefore implies that there is no significant relationship between additional qualifications and lecturers' job dissatisfaction in the Akwa Ibom State College of Education at 4% relationship, meaning that the more the additional educational qualifications obtained by the lecturers in the College, the less satisfied they are in the College. The result implies that there is no significant relationship between additional qualification and lecturers' job satisfaction in the Akwa Ibom State College of Education. The result therefore is in agreement with the views of Okeke (2002) when she said that if I expect the job to be challenging or well paying and it is not, then I am dissatisfied.

Ekeng (2011) also says that job satisfaction could be measured to the degree that ones personal wants; both materially and psychologically are met, while performing the task. Table 2 presents the obtained t-value as 0.15. This value was tested for significance by comparing it with the critical t-value (0.197) at 0.05 level with 182 degree of freedom. The obtained t-value (0.15) was less than the critical t-value (0.197). Hence, the result was not significant. The result therefore means that there is no significant relationship between lecturers' work environment and their job satisfaction in the College of Education at 79% relationship. Thus, they are always looking for jobs in other places that can give them, at least, some comforts or more conducive environment to work in. Therefore, the more the additional educational qualification obtained by the lecturers in the College of Education, the more anxious they are to discontinue from the College for higher esteemed work as they no longer find their present work environment comfortable. The result therefore is in agreement with the findings of Hoy and Miskel (1988) which maintain that the combination of psychological and environmental circumstances can cause a person to say "I am satisfied with my job."

Table 1: Pearson Product Moment Correlation analysis of the relationship between additional qualification and lecturers' job satisfaction in the College of Education

Variable	$\frac{\sum X}{\sum Y}$		$\sum XY$	r
Additional qualification (X)	2830	44616	39257	0.04 [*]
Lecturers' job satisfaction (Y)	2550	36140		

*** Not significant at 0.05 level: d = 182; N 184; critical r-value = 0.197**

Table 2: Personal product moment correlation analysis of the relationship between lecturers' work environment and their job satisfaction in the College of Education

Variable			$\sum XY$	r
Work environment (X)	2569	36881	35736	0.79 [*]
Job satisfaction (Y)	2550	36140		

*** Significant at 0.05 level; df = 182; N = 184; critical t-value = 0.197**

CONCLUSION AND RECOMMENDATIONS

This study was designed to examine the extent to which lecturers in Akwa Ibom State College of Education feel satisfied in terms of their additional qualifications, and their work environment using Akwa Ibom State College of Education, Afaha Nsit as case study. As a result, many lecturers in the College are always in pursuits of higher educational qualifications. Additional qualifications make lecturers in College of Education to go out and look for another employment, especially in the University. When ones work environment is conducive, most lecturers in the College of Education will like to remain in the College and contribute to the development of knowledge and the educational system. Based on the findings of the research, the following recommendations are relevant:

- i. Lecturers should always see the need to further their education with consideration of the fact that furtherance in education is a guarantee to promotion and acquisition of more knowledge in the subject area.
- ii. Lecturers should not see acquisition of additional qualification as the determinant of their discontinuity from the College of Education but should rather use the knowledge to improve upon the standard of education in the colleges they are serving.
- iii. The management of the College of Education should apply all strategies to make the work environment to be motivational in order to get lecturers motivated and satisfied with their work in the College.

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