

Academic Staff Job Satisfaction with Implementation of Remuneration Policy Statements of State owned Tertiary Institutions in Adamawa State

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Abstract

This study sought to find out the perceptions of school administrators and academic staff on the implementation of institutional remuneration policy statements and academic staff job satisfaction among state owned tertiary institutions of Adamawa State. Descriptive survey design was used. The mean ratings of 119 school administrators and 230 academic staff of seven State tertiary institutions was compared and analyzed to establish job satisfaction of academic staff with the implementation of institutional remuneration policy statements. A significant difference was found between how school administrators and academic staff perceive the implementation of institutional remuneration policy statements and academic staff job satisfaction among tertiary institutions of Adamawa State. The study brings into focus for institutions' monitoring and regulating bodies to ensure that the institutional remuneration policy statements as contained in the conditions of service for academic staff are adequately implemented.

Keywords: Remuneration Policy, School Administrators, Academic Staff, Job Satisfaction, Tertiary Institutions.

Introduction

Remuneration in form of allowance, salary, pension, gratuity, accommodation, medical service are perceived by teachers as fair if they are developed to maintain internal and external equity (Aolos, 2002). Regarding the relationship between job satisfaction and educational institutions remuneration policy, several researchers have made the case that a good remuneration is a predictor of job satisfaction (Porter, Steers, Mowday & Boulian in Feinstein, Harrah & Vondrasek, 2007). According to Okeke (2007) the success of getting satisfied academic staff depends on the extent of inducements through the implementation of personnel policy in order to achieve improved working conditions for employees. Castetter (2005) pointed out that teachers seek job and stay on the job if physical,

social status, economic and work conditions are perceived as satisfactory.

Job satisfaction of workers in an organisation depends on the perception of the employees about how organisational policy is being implemented and how satisfied they are with the administration of such policies (Jordan, 200). The finding by Kazeem (1999) revealed that academic staff in tertiary institutions and other school workers tend to remain contented and reasonably motivate as long as salaries and other benefits are paid on time and they are promoted regularly. This is because motivation as defined by Eneasato in Nwando (2006) is an internal psychological state of an individual worker such as wishes, desires and drives that activate or make individuals to act in a particular way towards the achievement of group goals. The implication for none or inadequate implementation of remuneration policy according to Amadi in

Adelabu (2005) is that it often lead to strikes and mass exodus of teachers to companies and other ministries while some retire voluntarily and go into private businesses.

However, despite the benefits that could be derived from the implementation of remuneration policy statements according to Kazeem in Bukar (2010) such policies are haphazardly implemented by tertiary institutions in Nigeria. The struggle by the academic staff to press home their demands in term of better working conditions has been one of the causes of the crisis between school administrators and trade unions such as; Academic Staff Union of Universities (ASUU); College of Education Academic Staff Union (COEASU); Academic Staff Union of Polytechnics (ASUP) among others (Bello, 2004). In the same vein several research studies have identified a variety of other reasons why academic staff of tertiary institutions of Adamawa State leaves their profession entirely. These include personal reasons such as salary and benefits (Ingersoll & Smith, 2003), poor working conditions (Hanushek, Kain & Rivkin, 2004), job dissatisfaction (Rhodes, 2004). With all of these attentions to other factors of motivation, one cannot be totally convinced with it as the only factor that affect academic staff job satisfaction in Adamawa State tertiary institutions without exploring other areas. It is therefore against this background that this study sets out to determine the opinion of school administrators and academic staff on the implementation of institutional remuneration policy and job satisfaction of academic staff of tertiary institutions of Adamawa State.

From the preceding, it could be observed that adequate implementation of institutional remuneration policy statements lead to job satisfaction. Some of these policies as reviewed could be more frequently implemented than others with academic staff, students and the society

bearing the consequences. More importantly, the implementation of this policy could influence the job satisfaction of academic staff in tertiary institutions. In Nigeria, there is currently no reliable data on academic staff job satisfaction with implementation of remuneration policy statements among state owned tertiary institutions. This study is therefore a pioneering attempt to investigate the implementation of state owned tertiary institutions remuneration statements with a view to sensitizing Nigerian researchers to the need for more research in this area.

Research Questions

1. What are the perceptions of school administrators and academic staff on the implementation of remuneration policy statements among state owned tertiary institutions?
2. What are the perceptions of school administrators and academic staff on job satisfaction of academic staff as regards implementation of remuneration policy by the state owned tertiary institutions?

Hypotheses

1. There is no significant difference between the mean responses of school administrators and academic staff on how they perceive the implementation of remuneration policy statements among State owned tertiary institutions.
2. There is no significant difference between the mean responses of school administrators and academic staff on how they perceive the job satisfaction of academic staff with the implementation of remuneration policy by State owned tertiary institutions.

Materials and Methods

Opinion survey design was used to compare the mean perception of 119 school administrators and 668 academic

staff out of which 230 academic staff were proportionately sampled and all the school administrators were used for the study. Two sets of instrument (Minnesota Satisfaction Questionnaire) by Weiss, Dawis, England and Lofquist (1967) was adapted for the study and titled: Descriptive Remuneration Policy Statement Implementation Questionnaire (DRPSIQ) and Academic Staff Job Satisfaction with Remuneration Policy Implementation Questionnaire (ASJSRPIQ). The questionnaires were structured on a five-point-Likert type scale.

The reliability for the two instruments is 0.86 and 0.92 respectively using split-half method. Means and standard deviation was used to answer the research questions while z-test technique was used to test the hypotheses at 0.05 level of significance. This study was delimited to State owned tertiary institutions in Adamawa State: Adamawa State University Mubi, Adamawa State College for Health and Technology Mubi, College of Education Hong, College for Legal Studies Yola, Adamawa State College for Nursing and Midwifery Yola, College of Agriculture Ganye and Adamawa State Polytechnic Yola.

Results and Discussion.

Table 1: Means and Standard Deviation of School Administrators and Academic Staff Perceptions on the Implementation of Remuneration Policy Statements among State Owned Tertiary Institutions in Adamawa State

Questionnaire Item	School Administrators			Academic Staff		
	Mean	S.D	Remark	Mean	S.D	Remark
1	4.43	0.41	Agree	4.89	0.35	Agree
2	4.53	0.42	Agree	4.00	0.26	Agree
3	4.53	0.42	Agree	3.85	0.24	Agree
4	4.28	0.39	Agree	4.22	0.28	Agree
5	3.85	0.33	Agree	1.96	0.26	Disagree
6	4.66	0.45	Agree	4.48	0.30	Agree
7	4.77	0.47	Agree	3.22	0.21	Disagree
8	3.21	0.30	Disagree	2.36	0.23	Disagree
9	4.35	0.40	Agree	3.77	0.24	Agree
10	4.46	0.41	Agree	3.22	0.21	Disagree
11	4.52	0.42	Agree	3.87	0.25	Agree
12	4.40	0.41	Agree	2.42	0.23	Disagree
13	4.28	0.39	Agree	3.20	0.21	Disagree
Total	4.33	5.22	Agree	3.50	3.27	Undecided

S.D = standard deviation

Table 1 shows the remuneration policy statements actually being implemented by the tertiary institutions. Out of thirteen policy statements (Aendix A) twelve are

implemented as indicated by school administrators' perception as against seven shown by academic staff mean perception.

Table 2: Means and Standard Deviation of School Administrators and Academic Staff Perceptions on Job Satisfaction of Academic Staff with the Implementation of Remuneration Policy

Questionnaire Items	School Administrators			Academic Staff		
	Mean	S.D	Remark	Mean	S.D	Remark
1	4.19	0.37	VS	2.07	0.25	VD
2	3.62	0.32	VS	2.37	0.23	VD
3	3.87	0.34	VS	1.96	0.26	VD
4	4.17	0.37	VS	4.00	0.26	VS
5	3.83	0.34	VS	3.81	0.24	VS
6	4.14	0.37	VS	2.32	0.20	VD
7	2.83	0.29	VD	1.87	0.27	VD
8	3.66	0.32	VS	2.05	0.25	VD
9	3.54	0.31	VS	3.22	0.21	VD
10	3.39	0.30	VD	4.51	0.31	VS
11	2.55	0.30	VD	2.33	0.20	VD
12	2.55	0.30	VD	4.93	0.35	VS
13	2.89	0.29	VD	2.88	0.21	VD
14	3.57	0.31	VS	1.54	0.30	VD
15	4.04	0.36	VS	2.36	0.23	VD
16	3.62	0.31	VS	2.34	0.20	VD
Total	3.53	0.33	VS	2.79	0.25	VD

S.D = Standard Deviation VS = Very Satisfied VD = Very Dissatisfied

Results on Table 2 show the differences between the mean perception of school administrators and academic staff with the implementation of remuneration policy. The school administrators mean on the implementation showed that academic

staff was satisfied. While the mean perception of the academic staff indicates that, the extent of remuneration policy statements implementation by the tertiary institutions does not lead to job satisfaction of academic staff.

Table 3: Z-Test of Differences between how School Administrators and Academic Staff Perceive the Implementation of Remuneration Policy Statements among State Owned Tertiary Institutions in Adamawa State

Respondents	N	Mean	S.D	Z-Cal.	Z-Crit.	Remark
School Administrators	119	4.33	0.402	9.871	1.96	Significant
Academic Staff	230	3.50	0.87			

N = number of respondents S.D = standard deviation

Table 3 shows that there is a significant difference between the mean perception of school administrators and academic staff on the implementation of remuneration policy statements among State owned tertiary institutions in Adamawa State.

This suort research question 1.Thus, the null hypothesis is rejected.

Table 4: Z-Test of Differences between School Administrators and Academic Staff Perceptions on Academic Staff Job Satisfaction with the Implementation of Institutional Remuneration Policy among State Owned Tertiary Institutions in Adamawa State

Respondents	N	Mean	S.D	Z-Cal.	Z-Crit.	Remark
School Administrators	119	3.66	0.485	6.362	1.96	Significant
Academic Staff	230	3.00	1.075			

N = number of respondents S.D = standard deviation

Table 4 reveals that the z calculated (6.362) at 0.05 level of significance is greater than z critical (1.96). Thus, the null hypothesis is rejected and the alternative accepted. This implies that there is a significant difference between the mean perception of school administrators and academic staff on the implementation of institutional remuneration policy and academic staff job satisfaction among State owned tertiary institutions in Adamawa State.

The findings of this study indicate a significant difference between perception of the school administrators and academic staff on the academic staff job satisfaction with the implementation of remuneration policy statement in the state owned tertiary institutions of Adamawa state. These findings agree with the earlier work carried out by Ryan and Decci (1996) and Bello (2004). But it conflicts with that of Kazeem (1999). Where the academic staff perceives differences in the implementation of their payments, they either ask for it through their unions or leave to another places. Remuneration in form of allowance, salary, pension, gratuity, accommodation, medical service are perceived by teachers as fair if they are developed to maintain internal

and external equity (Aolos, 2002). Regarding the relationship between job satisfaction and educational institutions remuneration policy, several researchers have made the case that a good remuneration is a predictor of job satisfaction (Feinstein, Harrah & Vondrasek, 2007). The finding by Rosee (1991) revealed that the commitment of teachers can be increased by increasing satisfaction through appropriate implementation of remuneration policy. This can be addressed according to Porter, Steers, Mowday and Boulian (1997) through interactions with employees in staff meetings and through guided discussions of topics related to these issues so that employees could be interviewed to determine their perceptions of managements' ability to address their welfare through changes in organisational variables, such as pay scales, allowances and passages in an effort to increase job satisfaction and decrease level of dissatisfaction with the working condition.

The implication of poor remuneration policy statements implementation is that, most academic staff might not be happy with their job if they are not adequately remunerated. This confirms what Ogunbameru (1989) and Bello (2004) said cause

dissatisfaction for academic staff. Such dissatisfaction includes the amount of money teachers earned and the salary schedule which is characterized by delay in payments. Ogunbameru and Bello further stated that non implementation of remuneration policy statements has raised a lot of complain from teachers in that other benefits are not accruing to them besides their mere salary compared with their counterparts in other sectors of the society. Pay, therefore, is perceived as an important factor in motivating teachers which leads to job satisfaction, they concluded.

The study also shows that there is significant difference between how school administrators and academic staff perceive the implementation of remuneration policy statements by tertiary institutions of Adamawa State. The five remuneration policy issues that recorded differences include transport fares (air, sea, road or rail) for academic staff on initial aointment, payment and repairs or maintenance of staff quarters occupied by academic staff, in case of hospitalization of academic staff, the institution pay the full cost of medication and half cost of transport and accommodation, gratuity and pension are paid without delay to retiring academic staff and where an academic staff dies while performing his official duties his/her next-of-kin are paid their gratuity plus pension. This finding indicates that these policy statements are not implemented as perceived by the academic staff. On the whole, the results of this study indicate that there was a significant difference between the perceptions of school administrators and academic staff on the implementation of institutional remuneration policy and job satisfaction of academic staff of tertiary institutions of Adamawa State. This

confirms the study carried out by Chimanikire, Mutandwa, Gadzirayi, Muzondo and Mutandwa (2007) and Okeke (2007) that administrators and employees differ significantly on the factors that cause job satisfaction in an organisation.

Conclusion

The outcry of academic staff in many States of the Federation against inadequate implementation of conditions of service prompted the researchers, to use all State owned tertiary institutions of Adamawa State as the scope of the study. The school administrators used for the study agreed that the institutional remuneration policy statements were implemented in the institutions. They asserted that the implementation of the policy has positively affected the academic staff job satisfaction of Adamawa State tertiary institutions. While the academic staff were undecided on job satisfaction with the implementation of remuneration policy statements, the academic staff perception showed that the implementation of the institutional personnel policies by the tertiary institutions of Adamawa State do not affect academic staff job satisfaction positively. With such revelation, one is inclined to conclude that although Adamawa State tertiary institutions have laudable personnel policies, not all of them are well implemented. This could be as a result of negligence or inadequate funds to carry out the stipulated policies. Institutional remuneration policy issues that are not well implemented would lead to negative reaction by the academic staff.

This finding was consistent with other studies (Edem, 1998; Aolos, 2002 & Okonkwo, 2007) who contended that the satisfaction which academic staff

receive from their employers is largely dependent upon the extent to which the job and everything associated with it meets their needs; and for teaching to be recognised and respected as a profession, adequate provisions for remuneration as enjoyed by employees in other occupations must be assured. The study suggested that efforts should be made by the school administrators to optimally implement the institutional personnel policies that will encourage the academic staff to contribute their maximum quota towards the achievement of the institutions' educational goals as viewed by Nwankwo (2002).

Recommendations

Based on the findings of this study, the following recommendations were made for the improved implementation of the institutional remuneration policy, especially the statements which are rated low by the respondents:

1. Academic staff occupying staff quarters should pay rent as approved by the school authority; gratuity and pension for academic staff on tenure appointment should be paid by the school immediately on retirement.
2. Academic staff should be given the conditions of service manual that contains all personnel policies and the school should set aside half a day per year for academic staff to review the policies.
3. School administrators should be trained on the schools' policies and procedures and the institutions' regulatory bodies (Nigerian University

Commission, National Board for Technical Education and National Commission Colleges of Education) should form monitoring body to ensure that institutions implement the institutional remuneration policy statement as contained in the conditions of service for academic staff.

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