UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.11 (1);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2022
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ACADEMIC STAFF WORK ENVIRONMENT AND WORK ORIENTATION AS CORRELATES OF THEIR JOB SATISFACTION IN COLLEGES OF EDUCATION IN SOUTH EAST, NIGERIA

Enwezor, Chibuogwu Helen
Department of Educational Foundations
Chukwuemeka OdumegwuOjukwu University, Igbariam, Anambra State, Nigeria
&
Prof. Emenike Obi
Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

ABSTRACT
The study investigated academic staff work environment and work orientation as correlates of their job satisfaction in Colleges of Education in South East, Nigeria. Three research questions guided the study and three hypotheses were tested at 0.05 level of significance. Correlation research design was employed for the study. The population of this study comprises all the 2,819 academic staff in all the colleges of education in South East, Nigeria. The sample size for this study consisted of 800 academic staff of Colleges of Education drawn using proportionate stratified sampling technique. Three sets of instruments titled ''Questionnaire on Work Environment (QWE); "Questionnaire on Work Orientation (QWO)" and "Minnesota Questionnaire on Job Satisfaction (QJS) were used for data collection. The instruments were duly validated by three experts in Faculty of Education, Nnamdi Azikiwe University. The instruments were subjected to test of internal consistency using Cronbach alpha which yielded reliability coefficients of 0.91 and 0.88 for QWEand QWOrespectively. Pearson Product Moment Correlation was used to answer research questions 1-2 and t-test of correlation to test hypotheses 1 and 2, while multiple regression analysis was used to answer research question 3 and test hypothesis 3. The findings of the study revealed among others that. It was also found out thatthere is very high positive relationship existing between academic staff work environment and their job satisfaction in colleges of education in South East, Nigeria. It was also found out that there is a significant correlation between academic staff orientation and their job satisfaction in colleges of education in South East, Nigeria. Based on the findings, it was recommended among others that Government should build a supportive work environment for academic staff of Colleges of Education through professional development, mentorship and modeled teaching opportunities to increase their job satisfaction.

Keywords: Academic staff, Work Environment, Orientation, Job Satisfaction, Colleges of Education

Introduction

The importance of job satisfaction in managing employees of public institutions has been a popular area of research in the developed economies based on the belief that the motivation of the employees could directly affects the quality and content of the outputs in the public institutions. Job satisfaction is not only important to the teachers themselves as public servants and employers but also to the members of the society being served. Hence, job satisfaction has been noted to be an indicator of teacher retention, determinant of teacher commitment, and in turn, a likely contributor to organisational effectiveness.

In the Nigerian corporate climate, job satisfaction has played a dominant role in eliciting positive work behaviour. It works as an incentive that promotes labour productivity, and every forward-thinking organisation that wishes to maintain a competitive economic environment must give the necessary attention to employee job satisfaction. Job satisfaction is factor that could lead to an individual's well-being since it

allows workers to make an educated decision about leaving or staying with a certain organisation. In this context, the significance of job satisfaction of academic staff in higher educational institutions in their teaching and learning job cannot be over-emphasized.

Education is often regarded as the cornerstone of every society's growth. It serves as the foundation for literacy, skill learning, technological growth, and the ability to mobilise people and material resources to fulfil social goals. Individuals may contribute to the development and enhancement of the quality of life for themselves, their communities, and the nation as a whole via education. In this sense, education could be seen as the process through which any society transmits information, values, and skills from one person to another. This according to Eze (2010) can be done through schools, colleges, universities, and other institutions of which college of education is one aspect that was designed specifically to train and prepare students for the teaching profession.

College campuses, like any other microcosm of society, are made up of numerous interpersonal, intellectual, socioeconomic, political, and, most crucially, job ties. It is a remarkable type of workplace environment that is made up of intellectuals and well-informed persons who come from various socio-cultural, ethnic, and religious backgrounds and converge in the educational institutions to achieve various goals and purposes (Akinsanya&Oludeyi, 2013). Although individuals in such environment congregate for similar goals, they tend to react differently to the environmental stimuli. This type of reaction could be attributed to the nature of people's level of education, orientation, experience, culture, identity, sex, religion, and talents, among others.

However, despite the notable differences, colleges of education provide exposure and learning for prospective teachers at the level of the Nigeria Certificate in Education (NCE) in instructional methodology/pedagogy and theories of instruction and curriculum (Onyesom&Okolocha, 2013). This is done in order to meet the objectives of tertiary education which include the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.

However, despite the much talked about huge government investment in education, higher institutions in Nigeria still suffer so many setbacks, especially in terms of meeting the objectives of tertiary education. As Ukpai (2013) observed, there are cases of decay, dilapidation of few existing facilities, and infrastructure. Classrooms are substandard and grossly inadequate. Traditional approaches to teaching and learning persist while the 21st century approaches to teaching and learning, such as the use of internet, computers, projectors, simulators among others are noticeably unavailable. Moreover, lack of equipment especially for information communication technology (ICT), paradigm shift, has made teaching and learning approaches of the 21st century appear difficult, and in possibly demoralising for the academic staff who toil day and night to meet up with the job demand without any worthwhile incentive.

The source of dissatisfaction for these academic staff is not only created by the poorly incentivised job and its related poor payment scale, but also created from their working conditions. The work conditions according to Bakotic and Babic (2013) covers a variety of issues such as work load, culture, structures, community relations, school operating procedures, physical and social infrastructure such as roads, water, electricity and hospitals among others. Satisfaction has to do with how happy or contented individuals are towards their job. Thus, an academic staff with higher satisfaction will most likely hold positive feeling about the job, while those who are dissatisfied could hold a negative feeling about the job.

According to Saari and Judge (2014), job satisfaction is defined as the effective orientation that an employee has towards his or her work. According to Ayamolowo, Irinoye and Oladoyin (2013), job satisfaction is determined by the total amount of positive and negative perceptions of academic staff with regard to their working/teaching environment. However,

in the context of this study, job satisfaction describes the feelings, attitudes or preference of academic staff regarding their profession. In this sense, positive and favourable attitude towards the job indicate job satisfaction while negative and unfavourable attitude indicate dissatisfaction.

It is expected that academic staff in colleges of education would be satisfied with their jobs; sadly reports as Fekadu (2020) observed show that most academic staff feel dissatisfied with their job. The reason could be attributed to the notion that job is a necessary element for majority working-age person to fulfil their needs from the aspect of physical, social and material (Bayarcelik & Findikli, 2016). Hence, it tends to occupy a huge space in the persons' life. Employees' job satisfaction tends to reflect on the overall happiness they experienced in their work environment. In this regard, positive attitude toward the work environment could increase potential in elevating job satisfaction of employees. On the contrary, negative attitudes toward the work environment could also lead to job dissatisfaction

Work environment therefore could be seen as one of the most crucial factors which could influence the level of satisfaction of academic staff. Hence, work environment according to Nakpodia (2011) is defined as the totality of conditions under which a person or a group of persons works or performs his or her duties. Work environment is also defined according to Salunke (2015) as interrelationship of employees in their workplace which can be separated into the elements of social, technical and economic. It also consists of range of factors including the organization culture, organization structure, management styles, and so on so forth. Work environment in this context of this study is described as the work conditions under which academic staff perform their duties at workplace. It includes the physical environment, relationship with colleagues and administrators, interaction within the system and the general aura of the work climate.

Work environment is critical to job satisfaction owing to its possible influence both physical and mental wellbeing of staff at the work place. A good workplace is characterized by factors like competitive wages, trusting relationship between the employees and management, equity and fairness for everyone, and a sensible work load with challenging yet achievable goals. A composite of all these conditions as Kaya (2015) observed makes the academic work station the best possible working conditions for staff to work with high level of satisfaction.

According to Agbozo, Owusu, Hoedoafia and Atakorah (2017), work environment can be grouped into three distinct but intertwined forms. These are physical work environment, psychological work environment and social work environment. The physical work environment deals with the physical or tangibles at the setting where job is performed. It includes things like departmental laboratories, workshops, office layout, temperature, ventilation and lighting. It also includes noise level and space. Aspects of work such as heat, noise, and lighting have been shown to affect a number of psychological processes both directly and indirectly.

The psychological work environment as Banbury and Berry (2016) noted can be considered particularly as those elements of the workplace which are pertinent to academic staff conduct. The psychological work environment is therefore the set of those characteristics of work environment that affect how the academic staff of colleges of education feels. The social work environment on the other hand deals with relationships at job settings. It includes communication styles, relationship between academic staff and students, relationship among fellow academic staff and also with deans, head of departments in order to work together as a team.

Still, while working together as a team even within the same job, employees could have different beliefs regarding what their role is about. Thus, staff may differ in their role orientation or how they define their work role,

including what types and breadth of tasks, goals, and problems they see as within their set of responsibilities, and how they believe they should approach those tasks, goals and problems to be effective. This perhaps contributed to the notion as espoused by Kalleberg (2013), that the impacts of particular job rewards on satisfaction are filtered through the subjective lens of one's work orientation or the importance that people place on various economic and non-economic job rewards.

Work orientation can be viewed from different perspectives. According to Fossen and Vredenburgh (2014), it is defined as the fundamental purpose that paid work assumes in one's life and a reflection of how one finds meaning in the work context. It is viewed by Bennett (2011) as a special kind of training designed to help new academic staff to learn about their tasks, to be introduced to their co-workers and to settle in their work situation. Georgelis, Lange and Tabvuma (2015) on the other hand described work orientation as series of activities an institution put in place in order to assist members of its staff acquire the knowledge, skills and experiences necessary for efficient and effective performance of jobs and responsibilities in the organization. Thus, in the context of this study, work orientation is described as a planned introduction of new employees to their jobs, their co-workers, and culture of the organization for efficient and effective performance of jobs and responsibilities in the organization.

Traditionally, institutions approach orientation by describing to the new employee the organization's history, structure, fringe benefits, rules and regulations (Asare-Bediako, 2008). The author further averred that a more progressive approach is to view orientation as an opportunity to communicate the institution's vision and values, shape the new employee's values and integrate him/her into the institution's structure

Work orientation therefore is an important aspect of education process that deals with the art of acquiring skills in the teaching profession (Lana, 2019). Lana further emphasized that they are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of work orientation according to Lawal (2014) includes promotion of professional growth; help to improve pedagogical skills; keep staff abreast with new knowledge; help in leadership responsibility; help new staff to adjust to teaching field; helps to promote mutual respect among teachers and recognizes the need for modern teaching methods.

Therefore, a new perspective of work orientation is to shape both male and female academic staff attitudes, behaviours and challenge them to set expectations in meeting the goals of the organization (Asare-Bediako, 2008). Asare-Bediako noted further that work orientation forms the basis of good performance and productivity, because when staff is aware of what to do and what not to do, they shape their expectations and behaviours towards such parameters and set goals on how to align with the organizational rules and thus on how to achieve organizational objectives. It is known that work orientation forms the foundation for job satisfaction, as staff are briefed on what is expected of them early enough as they join the institution.

Nevertheless, considering the objectives and benefits of work orientation to academic staff, there are still some loopholes that need to be covered to ensure efficiency. Osunde in Worlu, Mugri and Akpakip (2017) reported that quality of an institution can be influenced by the satisfaction or dissatisfaction of staff with the nature of work orientation. This quality begins when new staff enter an institution and as such, the intensity of orientating new staff may affect their satisfaction at work and in turn has the likelihood of influencing the quality of their input.

Various researches have been carried out on different work environment and orientation as it relates to job performance or satisfaction. Therefore, following an extensive review of literatures in this study, it was found out that no study (to the best of the researchers' knowledge) has been conducted on work

environment and work orientation as correlates of academic staff job satisfaction in Colleges of Education in South East, Nigeria. This is the gap the present study is designed to address. It is upon this background that this study seeks to determine academic staff work environment and work orientation as correlates of their job satisfaction in Colleges of Education in South East, Nigeria.

Statement of the Problem

In South East, Nigeria, there are evidences showing that many academic staff in higher institutions, especially those in the colleges of education is unhappy with their job situation. Many are discontent with their noble career; to the majority of them teaching in the colleges is just a mere stepping stone to better careers elsewhere. This could be attributed to a number of factors including lack of teaching and learning materials, low salaries, inadequate training and development programmes, social status accorded to them within the communities, inadequate teachers housing, and workload being heavy, poor entry orientation and work environment. Most states in the South East region have put effort towards improving the quality of its education so that it meets the needs of the society and the future demands of globalization. Nevertheless, the efforts to provide the desired quality education may prove futile if all stakeholders and policy makers now and in the future do not pay attention to teacher's job satisfaction. The importance of work environment and work orientation in achieving this objective cannot be ignored.

Studies on teacher job satisfaction and dissatisfaction in South East, Nigeria have succeeded in establishing that no education system can rise above the level of its teachers. This suggests that there is an urgent need for education stakeholders and policy makers to recognize the fact that educational quality is largely dependent on teachers' job satisfaction. Yet, not much have been done in this area to ascertain the contribution of such factors as work environment and work orientation to teachers job satisfaction, especially among academic staff in colleges of education in South East, Nigeria. Since studies indicate that teachers have low job satisfaction due to poor working conditions such as, low pay, high workload, lack of in-service training, promotion, lack of accommodation among others. There is need to examine empirically the contribution of work environment and work orientation to job satisfaction of academic staff in colleges of education in South East, Nigeria. This is a gap that this study seeks to establish by investigating academic staff work environment and work orientation correlates of their job satisfaction in colleges of education in South East Nigeria.

Research Questions

The following research questions guided the study

1. What is the correlation existing between academic staff work environment and job satisfaction in colleges of education in South East, Nigeria?
2. What is the correlation existing between academic staff work orientation and job satisfaction in colleges of education in South East, Nigeria?
3. What is the interactive correlation existing among academic staff work environment, work orientation and job satisfaction in colleges of education in South East, Nigeria.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. The correlation existing between academic staff work environment and job satisfaction in colleges of education in South East, Nigeria is not significant?
2. The correlation existing between academic staff work orientation and job satisfaction in colleges of education in South East, Nigeria is not significant.
3. The interactive correlation existing among academic staff work environment, work orientation and job satisfaction in colleges of education in South East, Nigeria is not significant.

Research Method

A correlational research design was adopted for the study. This study was carried out in the South East geo-political zone. The population of this study comprises all the 2,819 academic staff in all the colleges of education in South East, Nigeria. The sample size for this study consisted of 800 academic staff of Colleges of Education drawn using proportionate stratified sampling technique. Three sets of instruments were utilized for data collection. Two instruments were developed by the researchers based on extensive literature review, while one instrument was a standardized instrument developed by Minnesota. The first instrument was titled "Questionnaire on Work Environment (QWE)"; the second instrument was titled "Questionnaire on Work Orientation" (QWO)". The third instrument was titled "Minnesota Questionnaire on Job Satisfaction (QJS) (adapted)". The items of the questionnaires were guided by the scope of the study, purpose of the study, research questions and hypotheses. The first instrument titled Questionnaire on Work Environment (QWE) was developed by the researcher. It had two sections. Section A and Section B. Section A elicited information concerning the gender of the respondents while section B comprised 31 items that measured the work environment of academic staff. The instrument was rated on a 4-point rating scale of Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD) with values of 4, 3, 2 and 1 respectively. The second instrument titled Questionnaire on Work Orientation (QWO) was also developed by the researchers. The instrument had two sections: Section A and Section B. Section A elicited information on the gender of the respondents while section B comprised 12 items that measured the work orientation of academic staff. The instrument employed a 4-point rating scale of Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD) with values of 4, 3, 2 and 1 respectively. The third instrument is a standardized instrument on job satisfaction titled Minnesota Questionnaire on Job Satisfaction (QJS). The Minnesota Questionnaire on Job Satisfaction has 31 items. The instrument was structured on 5-point scale of Very Dissatisfied (1), Dissatisfied (2), I am not sure (3), Satisfied (4), and Very Satisfied (5). The face validity of the instruments was established using the opinions of three experts. The two of the experts were from the Department of Educational Management and Policy and one expert from Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The experts made necessary corrections and adjustments. The researchers adhered to the experts' criticisms and suggestions before the final production of the instrument. The reliability of the instrument was ascertained by administering the instrument to 20 academic staff in college of Education in Port-Harcourt in the South-South region of Nigeria which was not part of the study but shares similar characteristics with South Eastern region of Nigeria. Cronbach Alpha was used to check the internal consistency of the instrument and a reliability values of 0.91 and 0.88 respectively were obtained for the two instrument self-constructed by the researchers. The data were collected by the researchers and four research assistants (academic staff) who were briefed and guided on the modalities for the administration and collection of the questionnaire. A total of 800 copies of the questionnaire were distributed and 797 were properly filled and successfully retrieved indicating 96.6percent return rate. The copies of questionnaire successfully retrieved were used for data analysis. The Pearson Product Moment Correlation was used to answer research questions 1-2 and t-test of correlation to test hypotheses 1 and 2, while multiple regression analysis was used to answer research question 3 and test hypothesis 3. The research questions were interpreted using the real limit of numbers of;

0.01	-	0.39	weak correlation
0.40	- 0.59		Moderate correlation
0.60	-	0.99	Strong correlation

In interpreting the values of the null hypotheses, when p-value is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis will be rejected. On

the other hand, when p-value is greater than 0.05 ($p > 0.05$), the null hypothesis will not be rejected. The analysis will be done with the application of a computer software programme: Statistical Package for Social Sciences (SPSS) version 23.

Presentation of Results

Research Question 1: What is the correlation between academic staff work environment and their job satisfaction in colleges of education in South East, Nigeria?

Table 1: Pearson r on the correlation between academic staff work environment and their job satisfaction

Variables	N	Staff work environment r	Job satisfaction r	Remark
Staff work environment	797	1	0.844	
Job satisfaction	797	0.844	1	Very high positive Relationship

Table 1 revealed that there is very high positive relationship of 0.844 existing between academic staff work environment scores and their job satisfaction in colleges of education in South East, Nigeria.

Research Question 2: What is the correlation between academic staff work orientation and their job satisfaction in colleges of education in South East, Nigeria?

Table 2: Pearson r on the correlation between academic staff work orientation and their job satisfaction

Variables	N	Work orientation r	Job satisfaction r	Remark
Work orientation	797	1	0.119	
Job satisfaction	797	0.119	1	Low positive Relationship

Table 2 revealed that there is a low positive relationship of 0.119 existing between academic staff work orientation and their job satisfaction in colleges of education in South East, Nigeria.

Research Question 3: What interaction correlation exists among academic staff work environment, work orientation and their job satisfaction in colleges of education in South East, Nigeria?

Table 3: Summary of regression analysis of academic staff work environment, work orientation and their job satisfaction

R	R Square	Adjusted R Square	R Square Change	Remark
0.851	0.725	0.724	0.725	High positive relationship

Table 3 shows that academic staff work environment and work orientation had R^2 change of 0.725 which shows that the variables had an interactive predictive power of 72.50 percent of their job satisfaction in colleges of education in South East, Nigeria.

Hypothesis 1: There is no significant correlation between academic staff work environment and their job satisfaction in colleges of education in South East, Nigeria.

Table 4: Summary of regression analysis of academic staff work environment and their job satisfaction

N	Cal. R	Df	p-value	Remark
797	0.844	796	0.000	S

S = Significant

Table 4 shows that that at 0.05 level of significance and 796df, the P-value 0.000 is less than 0.05, therefore, the first null hypothesis is rejected. There is a significant correlation between academic staff work environment and their job satisfaction in colleges of education in South East, Nigeria.

Hypothesis 2: There is no significant correlation between academic staff work orientation and their job satisfaction in colleges of education in South East, Nigeria.

Table 5: Summary of regression analysis of academic staff work orientation and their job satisfaction

N	Cal. R	Df	p-value	Remark
797	0.119	796	0.001	S

S = Significant

Table 5 shows that that at 0.05 level of significance and 796df, the P-value 0.001 is less than 0.05, as a result, the null hypothesis is rejected. There is a significant correlation between academic staff orientation and their job satisfaction in colleges of education in South East, Nigeria.

Hypothesis 3: There is no significant interactive correlation among academic staff work environment, work orientation and their job satisfaction in colleges of education in South East, Nigeria.

Table 6: Summary of regression analysis test of significance of correlation among academic staff work environment, work orientation and their job satisfaction

N	R	R Square	Adjusted R Square	R Square Change	df	Cal. F	P-value	Remark
797	0.851	0.725	0.724	0.725	794	1046.38	0.000	S

S = Significant

Table 6 shows that at 0.05 level of significance 2df numerator and 794df denominator, the calculated F1046.38.57 with P-value 0.000 which is less than 0.05, the null hypothesis is rejected. The interactive correlation existing among academic staff work environment, work orientation and their job satisfaction in colleges of education in South East, Nigeria is significant.

Discussion of Findings

The findings of this study revealed that there is very high positive relationship existing between academic staff work environment and their job satisfaction in colleges of education in South East, Nigeria. The findings further revealed that the correlation between academic staff work environment and their job satisfaction in colleges of education is significant. This finding is an indication that the physical, geographical, professional surroundings or conditions wherein teachers interacts with colleagues and equipment in order to carry out some specific activities contributes positively to their job satisfaction in Colleges of Education in South East, Nigeria. This finding is in agreement with Neog and Barua (2014) who asserted that work environment is the physical aspect of a workplace that is influential towards job satisfaction, health, concentration and productivity. The finding of the study is also in agreement with previous researches such as Osibanjo,Abiodun and Adeniji (2014); Bojadjiev, Petkovska, Misoska and Stojanovska (2015). The study conducted by Osibanjo, Abiodun and Adeniji indicated a good fit, which implies that there is strong correlation between job security and job satisfaction. Similarly, the results from Bojadjiev, Petkovska, Misoska and Stojanovska study showed that organizational climate and its components significantly predict job satisfaction among public administration staff. Also, analysis of the perceived work environment further suggests that recognition is a significant correlate of job satisfaction among public administration staff, followed by opportunities for professional advancement and work itself.

Study conducted by Agbozo, Owusu, Hoedoafia and Atakorah (2017) also examined the impact of physical and social work environment on staff' performance, to know the overall satisfaction level of staff in the organisation and study whether physical, social and psychological work environment affect job satisfaction. Findings of the study indicated that most of the staff at the bank was satisfied with their work environment especially the physical ambiance.

The reasons for this findings could be attributed to the idea put forward by Ubanyionwu, Onuorah and Okeke (2018) that good school environment include schools with adequate facilities, well managed classrooms, available school-based health support and a clear fair disciplinary policy. The classroom is often regarded as the teacher's operational theatre- a place which makes or mars his profession and reputation. Thus, a good classroom environment as depicted facilitates self-dependence in learning since opportunities exist for allowing students to embark on independent-oriented activities. This could happen when for instance, students are given projects to execute. In such instance, they may be allowed to independently source for materials, leading to successful execution of the project.

As shown in literature, many factors can affect the quality and character of school life, weather as a staff or as student. These factors include safety, academic climate, community climate, and the overall environment. A positive school environment as revealed this study would likely help the people feel socially, emotionally and physically safe in school. Such positive school environment could also relate to many positive students' outcomes. Therefore, it may not be surprising that the institutional environment as shown in this study, is not only associated positively with teachers' job satisfaction but would likely be associated with better teacher performance, higher academic performance, better mental health and huge educational success.

The findings of the study revealed that there is a low positive relationship existing

between academic staff work orientation and their job satisfaction in colleges of education in South East, Nigeria. The findings further revealed that there is a significant correlation between academic staff work orientation and their job satisfaction in colleges of education in South East, Nigeria. The finding is consistent with findings of previous studies (Bhattacharya, 2018; Worlu, Mugri and Akpakip, 2017).

The study findings as reported by Bhattacharya (2018) suggest that appropriate match between dominant values in individual employees and corresponding organizational arrangements is one of the significant antecedents of job satisfaction of employees. Moreover, the findings according to Bhattacharya (2018) also revealed that there is significant effect of employee work orientation on employee satisfaction with work. The reasons for these findings could be linked to the idea that work orientation has the tendency to affect an individual's work performance through its effect on the learning and behaviour. Thus work orientation through this means could determine the type of skills and motivation of these staff, and the opportunities and incentives that these staff has to design new and better ways of doing their jobs.

The positive correlation observed in this study is therefore an indication that work orientation to some degree enabled the academic staff to understand the culture of the institutions and how they can be most effective in it. They must have become familiar with departmental practices, policies and guidelines, appreciate and understand fully the expectation of their role, understand the duties and activities of the job and made significant effort to perform them well.

The findings of the study revealed that academic staff work environment and work orientation variables interactively had a strong interactive correlation of their job satisfaction in colleges of education in South East, Nigeria. The findings further revealed that the interactive correlation existing among academic staff work environment, work orientation and their job satisfaction in colleges of education in South East, Nigeria is significant. There is paucity of literature on studies that examine work environment and work orientation as interactive correlates of job satisfaction. However, the finding of the study is consistent with previous research findings such as Osibanjo, Abiodun and Adeniji (2014); Bojadjiev, Petkovska, Misoska and Stojanovska (2015); Mehmeti and Telaku (2020) andBhattacharya (2018).

The results of study by Mehmeti and Telaku indicated that there are positive correlations of sets of relationship dimensions, personal growth / goal orientation, and system change / maintenance with job satisfaction. More so, the findings according to Bhattacharya suggest that appropriate match between work orientations of the employees and corresponding organizational arrangements is one of the significant antecedents of job satisfaction and involvement in employees. In addition, in a recent study of Blomberg and Welander (2019), they affirmed that workers who find happiness and derive satisfaction in their work would have embarked on several years of service in building such satisfaction and passion that drive them to productive work behaviour. In other words, happiness at work does not come once but accumulated with time consequent upon motivational techniques offered in the workplace through work orientation.

The reason this finding could be linked to components or factors that may affect both physical and psychological well-being of workers, such as level of innovation and collaboration with other staff, absenteeism and how long they stay in the job which may depend on their job satisfaction level. As Adegoke et al. (2015) noted the moment employees understand that their organisation places a high priority on them; they would likely exhibit a greater level of dedication and sense of ownership in the workplace. Thus, diverse elements associated within a working environment such as wages, working hours, employee independence, organisational structure and effective communication between management and its workforce may have positively contributed to the academic staff job satisfaction. More so,

positive supervisory orientation not only fosters and nurtures talent development while keeping workers on the right track but could also exhibit conflict management ability that may lead to satisfaction or dissatisfaction on the job.

The reason for this finding could also be linked to several benefits of work orientation. According to Haladay, Sergio, Opulencia and Antiado (2016), it is widely accepted that organizational performance depends at least partly on the behaviour of staff and that these behaviours can constitute a source of sustainable competitive advantage. Work orientation therefore could contribute to organizational performance through its effect on employee learning and behaviour. It could as well determine the type of skills and motivation of these staff, and the opportunities and incentives that these staff has to design new and better ways of doing their jobs. An effective work orientation therefore may have helped the academic staff feel assured and comfortable in the work environment leading to their job satisfaction.

Conclusion

Based on the findings of the study, it is concluded that there is a significant very high positive relationship existing between academic staff work environment and their job satisfaction in colleges of education in South East, Nigeria. Also, there is a significant low positive relationship existing between academic staff work orientation and their job satisfaction in colleges of education in South East, Nigeria. Moreover, there is a significant interactive correlation existing among academic staff work environment, work orientation and their job satisfaction in colleges of education in South East, Nigeria.

Recommendations

Based on the findings, it was recommended that:

1. The school management should from time to time organise seminars and workshops create a pleasant environment in the workplace which will influence teaching and learning motivation, career decisions, and relationship with co-workers, future growth and advancement in their profession.
2. Government should build a supportive work environment for academic staff of Colleges of Education through professional development, mentorship and modeled teaching opportunities to increase their job satisfaction.

References

Adegoke, A.A., Atiyaye, F.B., Abubakar, A.S., Auta, A. &Aboda, A. (2015).Job satisfaction and retention of midwives in rural Nigeria.*Midwifery, 31*(10), 946-956.

Agbozo, G.K.,Owusu, I.S., Hoedoafia, M., &Atakorah, Y.B. (2017). The effect of work environment on job satisfaction: evidence from the banking sector in Ghana. *Journal of Human Resource Management 5*(1):12-18.

Asare-Bediako, K. (2008). *Professional skills in human resource management,* (2nd ed). Kasoa, Ghana.

Ayamolowo, S., Irinoye, O., &Oladoyin, M.A. (2013). Job Satisfaction and Work Environment of Primary Health Care Nurses in Ekiti State, Nigeria: An Exploratory Study. *International Journal of Caring Science, 6,* 531-542.

Bakotic, D., &Babic, T. (2013) 'Relationship between Working Conditions and Job Satisfaction: The Case of Croatian Shipbuilding Company,' *International Journal of Business and Social Science, 4*(2), 206-213.

Banbury, S., & Berry, D. C. (2005).Office noise and employee concentration: Identifying causes of disruption and potential improvements. *Ergonomics, 48*(1), 25- 37. DOI:10.1080/00140130412331311390.

Bayarcelik, E., &Findikli, M. (2016).The mediating effect of job satisfaction on the relation between

organizational justice perception and intention to leave.*Procedia - Social AndBehavioral Sciences, 235*, 403-411. http://dx.doi.org/10.1016/j.sbspro.2016.11.050

Bennet, R. (2011).Orientation to work and some implications for management, *Journal of Management Studies, 1*, 149-62.

Bhattacharya, A. (2018). Work-value orientation: Perspective to analyze employee responses. In Information Resources Management Association, *Social issues in the workplace: Breakthroughs in research and practice* (pp. 426–442). IGI Publishing/IGI Global. https://doi.org/10.4018/978-1-5225-3917-9.ch022

Blomberg, H. &Welander, J. (2019).A narrative study of newly graduated registered Swedish workers' establishment in the profession and the portrayal of a healthcare organisation.*Journal of Health Organization and Management, 33*(4), 413-425. Doi: 10.1108/jhom-09-2018-0251.

Bojadjiev, M., Petkovska, M. S., Misoska, A. T., &Stojanovska, J. (2015). Perceived Work Environment and Job Satisfaction Among Public Administration Employees/PercepcijaRadnogOkruženja I Zadovo ljstva PoslomMeđuZaposlenima U DrzavnojUpravi. *The European Journal of Applied Economics, 12*(1), 10-18.

Eze, F.N. (2010). *Influence of school environment on academic achievement of students of public secondary school in Enugu state.* Published Master Thesis (M.Ed.), Department of Educational Foundation, University of Nigeria Nsukka.

Fekadu, M. (2020).Academic staff satisfaction in the core elements of their job in higher education.*Academia Journal of Educational Research, 8*(7), 247-255.

Fossen, R. S., &Vredenburg, D. (2014). Exploring differences in work's meaning: An investigation of individual attributes associated with work orientations. *Journal of Behavioral and Applied Management, 15*, 101-120.

Georgellis, Y., Lange, T., &Tabvuma, V. (2015).Orientation training and job satisfaction: A sector and gender analysis. *Journal of human Resource Management, 80*(2), 464-473.

Halday, D., Sergio, R., Opulencia, M.J., &Antiado, D. (2016).Moving toward strategic advantage: Transitioning from traditional human resource practices to talent management. *World Review of Business Research, 6*(1), 118-128.

Kaya, Ö. (2015). Design of Work Place and Ergonomics in Garment Enterprises. *Procedia Manufacturing, 3*, 6437-6443. http://dx.doi.org/10.1016/j.promfg.2015.07.921

Lana, J. (2019). *Teachers' work orientations and flourishing: Mediated by flow in different domains* .The European Proceedings of Social and Behavioural Sciences. 10th International Conference on education and educational psychology, November 2019. DOI: 10.15405/epsbs.2019.11.4

Mehmeti, I. &Telaku, M. (2020). Relation of the Perception of Work Environment with Job Satisfaction: The Case of Teachers in High Schools in the Municipality of Prishtina. *Thesis*.9(1), 3-33.

Nakpodia, E.D. (2011). Work environment and productivity among primary school

teachers in Nigeria. *International Business Management,5*(5), 232-238.

Neog, B. B., &Barua, M. (2014).Factors Influencing Employee's Job Satisfaction: An Empirical Study among Employees of Automobile Service Workshops in Assam. *The Standard International Journals, 2*(7), 305-316.

Onyesom, M. &Okolocha, C.C. (2013). Assessment of the adequacy of instructional resources in business education programmes relative to NCCE standards for colleges of education in Nigeria. *Journal of Education and Learning*, *2*(2), 165-178.

Osibanjo, A.O., Abiodun, A. J. & Adeniji, A. A. (2014).Impact of job environment on job satisfaction & commitment among Nigerian nurses. Journal of South African Business Research, 1(1), 1-11., DOI: 10.5171/2014.726260

Saari, L.M. & Judge, T.A. (2014).Employee attitudes and job satisfaction. *Human Resource Management, 43*, 395-407

Salunke, G. (2015). Work Environment and Its Effect on Job Satisfaction in Cooperative Sugar Factories in Maharashtra, India. *Abhinav International Monthly Refereed Journal of Research in Management & Technology*, *4*(5), 21-31.

Ubanyionwu, F. O., Onuorah, A. N. &Okeke, M. N. (2018).Effects of workplace environment on the performance of staff in public universities in Anambra State.*Interdisciplinary Research Journal*, 2(1), 140-153.

Worlu R., Mugri, R. &Akpakip, C. E. (2017).Effect of employee orientation in creating satisfaction with work. *The Business and Management Review*, *9*(2), 219-227.

UNIJERPS