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

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ABSTRACT

The study investigated work environment and orientation of male and female academic staff as correlates of their job satisfaction in Colleges of Education in South East, Nigeria. The study was guided by four research questions and four 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, Awka. The instruments were subjected to test of internal consistency using Cronbach alpha which yielded reliability coefficients of 0.91 and 0.88 for QWE and QWO respectively. Data analysis was done using Pearson Product Moment Correlation to answer the research questions and t-test of correlation to test hypotheses. The findings of the study revealed among others that there is very high positive relationship existing between male and female 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 male and female 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 management of academic staff in Colleges of Education in South East, Nigeria should ensure equal treatment of male and female academic staff to close the gender gap in their job satisfaction.

Keywords: Male, Female, Work Environment, Orientation, Job Satisfaction,

Introduction

Education is an indispensible tool for building the skills and expanding the knowledge of individuals for meaning contribution to the growth and development of themselves and the society at large.Onyal and Nnebedum (2021) noted that education plays a crucial role in the economic development of any nation by inculcating in individuals requisite skills, knowledge, and habits for adapting to the changing world and contributing meaningfully to the growth of oneself and society at large. Education is a means through which any society transmits information, values, and skills from one person to another. According to Eze (2010), education can be delivered to individuals through schools, polytechnics, 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 of Education is a higher institution of learning established to train teachers that will teach students at the basic and secondary levels of education. Colleges of Education provide learning opportunities for prospective teachers which leads to award of Nigeria Certificate in Education (NCE). According to Umaru and Danjuma (2017), the College of Education is institution of higher learning that provides manpower needs of secondary education to advance national development. College of Education is designed to enable prospective teachers acquire both physical and intellectual skills for training secondary school students to be self-reliant and useful members of the society. The Colleges of Education is made up of academic and non-academic staff which jointly work together to train perspective teachers. The academic and non-academic staff can be committed and dedicated to their duties, when they are satisfied with their job.

Job satisfaction is the feeling or state of mind is usually pleasant and positive resulting from one's job experience. Srinivasan (2021) defined job satisfaction as an affective or emotional response toward various facets of one's job. Continuing, Srinivasan (2021) stressed that a person with a high level of job satisfaction holds positive attitudes towards his or her job, while a person who is dissatisfied with his or her job holds negative attitudes about the job. In this sense, positive and favourable attitude towards the job indicate job satisfaction while negative and unfavourable attitude indicate dissatisfaction. It is the gratification and happiness an individual derive from doing his job. Similar to this Akinnola and Oredein (2021), job satisfaction is how happy and content an individual is with his or her job. Job satisfaction is the feeling of fulfilment and contentment members of staff have towards their work. Okaforcha and Okeke (2020) defined job satisfaction as being happy and contented with ones duties and showing same in being devoted to the duties.. However, in the context of this study, job satisfaction describes the feelings, attitudes or preference of academic staff regarding their profession.

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. In the Nigerian corporate climate, job satisfaction has played a dominant role in eliciting positive work behaviour. Akinnola and Oredein (2021) stressed that a teacher with a high level of job satisfaction and performance is more likely to produce happy, stable and highly inventive learners, who would be proactive and productive in the course of nation building. On the contrary, Akinnola and Oredein also stressed a teacher with a low level of job satisfaction and performance might end up producing a lazy, muddled and uncreative learners who will later become liability and problematic to the nation. Hence, job satisfaction is among the determinants of lecturers' commitment, and in turn, a likely contributor to organisational effectiveness. The lecturers are likely to be satisfied with their job, when there is conducive work environment.

Work environment is the place where employees execute their duties in daily basis. According toYuan and Muhamad (2020), the work environment is a place where employees do activities every day. Furthermore, Yuan and Muhamad stressed that a conducive work environment provides a sense of security and allows employees to work optimally. It also consists of range of factors including the organization culture, organization structure, management styles, and so on so forth. According toAl-Omari and Okasheh (2017), work environment can be anything that exists

around the employees and can affect how they performs their duties. The authors also stressed that work environment is one of the comprehensive concepts because it includes aspects of physical, psychological and social working conditions in which an organization exist. It includes the physical environment, relationship with colleagues and administrators, interaction within the system and the general aura of the work climate. According to Obamiro and Kumolu-Johnson (2019), work environment is the immediate surroundings in which the employee performs his or her job assignments. Work environment is also defined by Briner cited by Kamanja, Ogolla and Gichunge (2019) as the conditions of work prevailing in a given organization and which encompass the physical aspect and setting which include heat and equipment and the characteristics of the job which covers the workload and task complexity. Work environment in this context of this study is described as the work conditions under which academic staff perform their duties at workplace.

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. Obamiro and Kumolu-Johnson (2019) maintained physical work environment such as lightings, the floor configuration, office layout and also the furniture layout could help employees to perform their job more effectively and also enhance their job satisfaction. In the same vein, Umaru and Danjuma (2017), good physical working environment such as clean, attractive surroundings enable employees to perform their work smoothly and thus are likely to have a positive impact on job satisfaction. 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 psychological work environment includes the workload, job stress, time for execution of job and support that affect the emotional staff of lecturers. Andesna, Mochamad, Sita andEko (2019), the psychological work environment can be said to be good if the work environment is healthy, comfortable, safe and pleasant for employees in completing their work.

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. According to Masharyono, Pratama and Purnama (2016), social work environment include the communication in the workplace, worker welfare programmes, interpersonal relationship and health scheme which improves their efficiency and productivity. Social environment captures good and fair treatment between colleagues and superiors, harmonious relation and communication networks. The social environment of College of Education is influenced by the work orientation received by members of staff.

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. Georgelis, Lange and Tabvuma (2015) 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 coworkers, and culture of the organization for efficient and effective performance of jobs and responsibilities in the organization.

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. The orientation of newly recruited staff may affect their satisfaction at work and in turn has the likelihood of influencing the quality of their input irrespective of gender.

Gender refers to the social and cultural attributes that differentiates males or females. According to Umaru and Danjuma (2017), gender is a social construct used in classifying roles/interest and relationships of men and women across various cultural groups. The concept of gender includes the expectations held about the characteristics aptitudes and likely behaviours of both men and women. According to Japari, Luka and Anthony (2021), gender refer to stereotyping, a collection of commonly held beliefs or opinions about what are appropriate behaviors and activities for males and females. Gender is a factor that plays a role in both male and female,

The male and female academic staff could effectively discharge their duties, when they are satisfied with their job.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 academic staff are probably dissatisfied with their job due to unconducive work environment. Obiukwu and Nwobi (2021) observed that Colleges of Education in South-east in particular and Nigeria in general have uncoducive work environment as they do not have enough and standard workspace such as workshops, integrated units to train the students and some of them also experience insufficient instructional resources such as consumable and non-consumable resources for practical exercise. Continuing, Obiukwu and Nwobi stressed that some of the available instructional resources in vocational and technical education in these Colleges of Education appear not to be functioning or not adequate for the lecturers and students to promote teaching and learning activities. In the same vein, Umaru and Danjuma (2017) observed that College of Education Lecturers in Nigeria are currently facing many challenges in form of inadequate infrastructure, non regular payment of salaries, lack of enabling research environment, unclear rules and regulations, excessive workload, poor

communication disparity in allowances, irregular training and work orientation which have resulted into industrial action by the lecturers over years.

The unfavourable nature of work environment and orientation in Colleges of Education in South-east, Nigeria seems make it difficult for the lecturers to cope with the academic and societal demands of students and parents which may contribute to their job dissatisfaction. The consequences of lecturers' dissatisfied with their jobs in colleges of Education in South-east, Nigeria are absenteeism, early departures from workplace, poor job involvement and low in commitment in performing their duties. This has contributed to supply of unskilled teachers to teach students at the basic and secondary school levels of education. It is against this background that this study determined the academic staff work environment and orientation as 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 of male academic staff in Colleges of Education in South East, Nigeria?
2. What is the correlation existing between academic staff work environment and job satisfaction of female academic staff in Colleges of Education in South East, Nigeria?
3. What is the correlation existing between academic staff work orientation and job satisfaction of male academic staff in Colleges of Education in South East, Nigeria?
4. What is the correlation existing between academic staff work orientation and job satisfaction of female academic staff 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 of male academic staff in Colleges of Education in South East, Nigeria is not significant.
2. The correlation existing between academic staff work environment and job satisfaction of female academic staff in Colleges of Education in South East, Nigeria is not significant.
3. The correlation existing between academic staff work orientation and job satisfaction of male academic staff in Colleges of Education in South East, Nigeria is not significant.
4. The correlation existing between academic staff work orientation and job satisfaction of female academic staff in Colleges of Education in South East, Nigeria is not significant.

Research Method

A correlational research design was employed for the study. The 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 of the instruments titled "Questionnaire on Work Environment (QWE)"; the second instrument was titled "Questionnaire on Work Orientation" (QWO)" were developed by the researchers based on extensive literature review. The third instrument was titled "Minnesota Questionnaire on Job Satisfaction (QJS)"was developed by Minnesota and adapted for the study. QWE had two sections namely: A and 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. QWO had

two sections namely A and 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 QWE and QWO were structured 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 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 were established using the opinions of three experts from 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 internal consistency of the instruments which yielded coefficients of 0.91, 0.88 and 0.82 for QWE, QWO and QJS respectively.

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 96.6 percent return rate. The copies of questionnaire successfully retrieved were used for data analysis. The Pearson Product Moment Correlation was used to answer research questions and t-test of correlation to test hypotheses. The research questions were interpreted using the real limit of numbers of;

0.01 - 0.39 Low correlation
0.40 - 0.59 Moderate correlation
0.60 - 0.99 High 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 male academic staff work environment and their job satisfaction in Colleges of Education in South East, Nigeria?

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

Variables	N	Staff work environment r	Job satisfaction r	Remark
Staff work environment	315	1	0.654	
Job satisfaction	315	0.654	1	High positive Relationship

Table 1 revealed that there is a high positive relationship of 0.654 existing between male

academic staff work environment and their job satisfaction in Colleges of Education in South East, Nigeria.

Research Question 2: What is the correlation between female academic staff work environment and their job satisfaction in Colleges of Education in South East, Nigeria?

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

Variables	N	Staff work environment r	Job satisfaction r	Remark
Staff work environment	482	1	0.705	
Job satisfaction	482	0.705	1	High positive Relationship

Table 2 revealed that there is a high positive relationship of 0.705 existing between female academic staff work environment and their job satisfaction in Colleges of Education in South East, Nigeria.

Research Question 3: What is the correlation between male academic staff work orientation and their job satisfaction in Colleges of Education in South East, Nigeria?

Table 3: Pearson r on the correlation between male academic staff work orientation and their job satisfaction

Variables	N	Work orientation r	Job satisfaction r	Remark
Work orientation	315	1	0.798	
Job satisfaction	315	0.798	1	Very high positive Relationship

Table 3 revealed that there is a very high positive relationship of 0.798 existing between male academic staff work orientation and their job satisfaction in Colleges of Education in South East, Nigeria.

Research Question 4: What is the correlation between female academic staff work orientation and their job satisfaction in Colleges of Education in South East, Nigeria?

Table 4: Pearson r on the correlation between female academic staff work orientation and their job satisfaction

Variables	N	Work orientation r	Job satisfaction r	Remark
Work orientation	482	1	-0.468	
Job satisfaction	482	-0.468	1	Moderate negative Relationship

Table 4 revealed that there is a moderate negative relationship of -0.468 existing between female academic staff work orientation and their job satisfaction in Colleges of Education in South East, Nigeria.

Hypothesis 1: There will be no significant correlation between male academic staff work environment and their job satisfaction scores in Colleges of Education in South East, Nigeria.

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

N	Cal. r	df	p-value	Remark
315	0.654	314	0.000	S

S = Significant

Table 5 shows that that at 0.05 level of significance and 314df, the P-value 0.000 is less than 0.05, therefore, the null hypothesis is rejected. There is a significant correlation between male academic staff work environment and their job satisfaction in Colleges of Education in South East, Nigeria

Hypothesis 2: There will be no significant correlation between female academic staff work environment and their job satisfaction scores in Colleges of Education in South East, Nigeria.

Table 6: Summary of regression analysis of male academic staff work environment and their job satisfaction

N	Cal. r	df	p-value	Remark
482	0.705	481	0.000	S

S = Significant

Table 6 shows that that at 0.05 level of significance and 481df, the P-value 0.000 is less than 0.05, therefore, the null hypothesis is rejected. There is a significant correlation between female academic staff work environment and their job satisfaction in Colleges of Education in South East, Nigeria.

Hypothesis 3: There will be no significant correlation between male academic staff work orientation and their job satisfaction in Colleges of Education in South East, Nigeria.

Table 7: Summary of regression analysis of male academic staff work orientation and their job satisfaction

N	Cal. r	df	p-value	Remark
315	0.798	314	0.000	S

S = Significant

Table 7 shows that that at 0.05 level of significance and 314df, the P-value 0.000 is less than 0.05, therefore, the null hypothesis is rejected. There is a significant correlation between male academic staff work orientation and their job satisfaction in Colleges of Education in South East, Nigeria.

Hypothesis 4: There will be no significant correlation between female academic staff work orientation and their job satisfaction scores in Colleges of Education in South East, Nigeria.

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Table 8: Summary of regression analysis of male academic staff work orientation and their job satisfaction

N	Cal. r	df	p-value	Remark
482	-0.468	481	0.000	S

S = Significant

Table 8 shows that that at 0.05 level of significance and 481df, the P-value 0.000 is less than 0.05, therefore, the null hypothesis is rejected. There is a significant correlation between female academic staff work orientation and their job satisfaction in Colleges of Education in South East, Nigeria.

Discussion of the Findings

The findings of the study further revealed that there is a high positive relationship existing between male and female academic staff work environment and their job satisfaction in Colleges of Education in South East, Nigeria. The finding of this study is in agreement with the findings of previous studies such asAgbozo, Owusu, Hoedoafia and Atakorah (2017) and Mehmeti and Telaku (2020) whose study revealed a high positive relationship between the perception of work environment and job satisfaction in high schools across gender. The possible reason for this finding is that male and female academic staff find positive and conducive work environment very stimulating to them. This finding is an indication that the physical, psychological or social environment positively contribute to male academic staff job satisfaction in Colleges of Education in South East, Nigeria. Gender could not really influence whether the lecturers preference for good work environment. The findings further show that the correlation between male and female academic staff work environment and their job satisfaction in Colleges of Education in South East, Nigeria is significant. This supported the finding of Musapawi and Mudikawati (2019) who revealed that there was significant correlation between work environment and job satisfaction of male and female employees. This shows that the correlation between academic staff work environment and their job satisfaction in Colleges of Education was similar across gender.

The findings of the study also revealed that there is a significant very high positive relationship existing between male academic staff work orientation and their job satisfaction in Colleges of Education in South East, Nigeria. The provision of good work environment and orientation of male lecturers improve their job satisfaction in Colleges of Education. Male lecturers who are genuinely satisfied with their jobs are happier and productive in Colleges of Education. Good work environment and regular orientation of male lecturers motivate them to put in their best efforts executing tasks assigned to them. It also showed a significant moderate negative relationship existing between female academic staff work orientation and their job satisfaction in the Colleges of Education. The findings of the study is consistent with finding of Zou, (2015) who reported that there was significant difference between male and female work orientation and their job satisfaction. The reason for this could be linked to the notion that besides the systematic differences in working qualities experienced by women and men, different job expectations and values in job rewards cause the differences in job satisfaction between men and women.

Conclusion

Based on the findings of the study, it was concluded that there is a significant very high positive and significant relationship existing between male and female academic staff work environment and their job satisfaction in Colleges of Education in South East, Nigeria. Good work environment inspire male and

female lecturers to like and satisfied with their job. The male and female lecturers can be loyal and happy with their job, when they are provided with conducive work environment and. Good work environment and regular orientation of lecturers boost their morale and leads to higher satisfaction which induce high quality instructional delivery mind-set.

There is a significant very high positive relationship existing between male academic staff work orientation and their job satisfaction in Colleges of Education in South East, Nigeria, while there is a significant moderate negative relationship existing between female academic staff work orientation and their job satisfaction in Colleges of Education in South East, Nigeria. The social expectations that cause lecturers to act according to their gender may be the possible explanation for job satisfaction of male academic staff than their female counterparts. The males who dominate the leadership positions of most Colleges of Education tend to give supports to male academic staff than their female counterparts. In most Colleges of Education, the female academic staff play support-oriented roles to the leadership dominated by their male counterparts.

Recommendations

Based on the findings, the following recommendations were made:

1. Management of academic staff in Colleges of Education in South East, Nigeria should ensure equal treatment of male and female academic staff to close the gender gap in their job satisfaction.
2. There should fair supervision of colleges by the National Commission of Colleges for Education to create an atmosphere that will foster job satisfaction at workplace.
3. National Commission for College of Education should develop policy that encourage inclusive gender-diverse workplace for promoting equality in male and female academic staff job satisfaction.

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