

**INFLUENCE OF LECTURER'S NEEDS SATISFACTION ON THEIR PRODUCTIVITY IN RIVERS STATE OWNED TERTIARY INSTITUTIONS OF LEARNING.**

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**ABSTRACT**

*Lecturers' needs satisfaction and role performance are very essential to the growth and development of tertiary educational system around the world and they rank alongside professional know-how and skill centre competences, educational resource as well as strategies in genuinely determining educational success and performance. This study examines whether there is a significant influence of lecturers needs satisfaction on their role performance. The survey results of 300 lecturers and 500 students indicate that while needs satisfaction is perceived to influence performance of lecturers; it is subject to negative and positive reactions by stakeholders in tertiary educational system.*

**INTRODUCTION**

The relevance of need satisfaction, motivation and role performance are very crucial to the long-term growth of any educational system around the globe. They probably rank alongside professional knowledge and skills, centre competences, educational resources and strategies as the determinant variables of educational success and performances. Professional knowledge, skills and centre competences occur when one feels effective in one's behaviour. (Filak and Sheldon, 2003). Role performance is very essential in the lives of lecturers because it forms the fundamental reasons for working in life. This is because almost every lecturer works in order to satisfy his or her needs in life. That is basically the reason lecturers constantly agitates for needs satisfaction. Need satisfaction as applied in the context of this research paper means the ability of the lecturers to work to meet their needs and improve upon their standard of living and subsequently influence the way they live and their teaching, supervision of teaching practice and projects and timely marking and release of test and examination results. Understanding human motivation is a complex matter. Sometimes, a person's motive may be clear to him, but quite puzzling to others. In other situations both the individual and those affected by his behaviour may understand what is driving him/her. Where stress is involved the individual employee concerned may be totally unaware of his or her motives whereas others may see them clearly.

Therefore, it is intimately important for persons in managerial and supervisory positions in organizations, to be aware of motivation issues and to take account of their own prejudices in their area of work. This is because human efforts to understand others are usually coloured by their attitudes towards the people they observe and their assumption about others behaviour. (Cole, 2005:31). Managers that assume that a particular group of workers is hardworking and reliable tend to treat them with respect and trust; however, groups of workers that are perceived as lazy and unreliable are likely to be treated with close control and supervision.

**STATEMENT OF THE PROBLEM**

Every lecturer in the employ of tertiary institutions in Rivers State and elsewhere in Nigeria works in order to satisfy his or her needs in life. Consequently, they constantly agitate for remuneration capable of satisfying their basic needs in life. The state government on its part had been arguing that the economic realities in the state cannot sustain the demanded increase in the salaries, benefits and improvement in working conditions as their demands are beyond the resources of the state.. Another argument is that the lecturer's level of productivity and effectiveness does not necessitate the constant request for salary increase, incentives and better working conditions. Lecturers were also accused of exhibiting negligence to duty, nonchalant attitude, laziness, full of

purposeful lethargy and lack of dedication and zeal to work. Other accusations include untimely marking and release of test and examination results, extortion of money from students and many cases of indiscipline, As a result, the Rivers State government and the College of Education Academic Staff Union (COEASU), Academic Staff Union of Universities (ASUU), Academic staff Union of Polytechnics (ASUP) and the Joint Trade Union Congress (JTUC) and pervious governments in the RiversState had always been in constant face-off over the increase in salaries, benefits and improvement in working conditions of lecturers and the supporting staff in the state owned tertiary institutions. Lecturers have often noted that they are not well motivated, as their counterparts in other sectors have bigger salary structure, better motivation state and enhanced working. Conditions(JTUCR, 2011). Those problems led to frequent strike actions, closure of the state owned tertiary institutions overtimes, delay in academic calendar and prolong in years of graduation of students in recent past. In 2012, November, the government of Rivers State put a stop to the lingering strike by bringing to bear a salary structure believed to alleviate the financial burden of the lecturers and supporting staff of the state owned tertiary institutions. Yet there is still dust on air. Hence, one wonders what the level of lecturers needs satisfaction should be that could improve their role performance in the state owned tertiary institutions which is the core concern of this research paper.

### **PURPOSE OF THE STUDY**

To ascertain the components of the lecturer's needs satisfaction relative to their role performance in Rivers state tertiary institutions of learning.

To ascertain the level of lecturers' role performance in Rivers owned extent tertiary institutions of learning.

To ascertain the degree to which lecturers in Rivers State owned tertiary institutions are motivated by job context and content to perform their roles.

### **RESEARCH QUESTIONS**

The following research questions were formulated to guide the study.

What are the components of lecturer's needs satisfactions that could enhance their role performance in Rivers State owned tertiary institutions of learning?

To what level do lecturers perform their roles in Rivers State owned tertiary institutions of learning?

To what degree are lecturers in Rivers owned tertiary institutions of learning, motivated by job context and job content?

### **RESEARCH HYPOTHESES**

The following null hypotheses were formulated to guide the study:

Lecturers needs satisfaction do not significantly affect the lecturers role performance in terms of effective teaching and supervision of students.

There is no significant impact of the absence of job context elements on the lecturers' role performance.

The presence of job content elements` on the lecturers work does not affect their objectivity in assessing the students performance.

### **RELATED LITERATURE**

**EMPLOYEE NEED SATISFACTION/MOTIVATION:** Employee job satisfaction and motivation is usually studied to discover things that trigger and sustain employee's behaviour. Employee needs satisfaction is defined to the extent to which employees needs are meet by the organization where h/she works (Nnabuife, 2009). Motivation on the other hand is a term used to describe the

processes, both instinctive and rational, by which people seek to satisfy basic drives, perceived needs and personal goals, which trigger human behaviour (Cole 2005). It is possible that an employee may display low motivation from the organization’s perspective yet he enjoys every aspect of the job. This state represents high job satisfaction. Permotode (1991) argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Ifindo (2003) carried out experiment which indicated that a motivated worker is easy to be sport by his or her agility, dedication, enthusiasm, focus, zeal and general performance and contribution to organizational objectives and goals. Several factors are believed to influence a person’s desires to perform work or behave in a certain way. (Nwachukwu, 2009). Cole (2005) noted that when a want satisfied, its capacity to motivate changed. The author also stated an initial satisfied want that was not sustained could, on the company, become counter-productive and act as disincentives. In this study we wish to acknowledge Maslow’s hierarchy of needs and Herzberg et al’s two factor theory.

**ABRAHAM MASLOW’S HIERARCHY OF NEEDS**

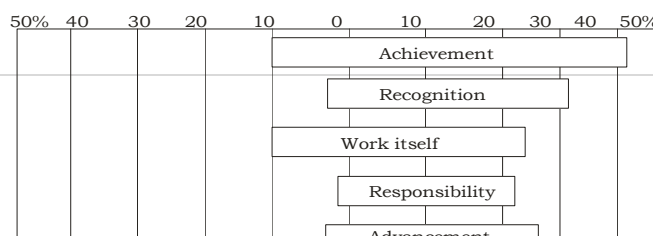
Abraham Maslow (1954) need-based theory of motivation has made a considerable influence on management development theory due partly to the simplicity of the model and partly to the identification of higher level needs. They theory identify human needs to include. The physiological needs which have to do with pay, food, shelter and clothing, good and comfortable work conditions etc. Safety needs include the needs for safety, fair treatment, protection against treats, job security etc. Social needs include the needs of being loved, and accepted by members of a group. Whereas esteem needs include the need for recognition, respect achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow’s need theory, include realizing one’s full potential or self-development. This self actualization is the pinnacle of one’s calling on a profession or job. It must be noted that every satisfied needs must be sustained else they (needs not sustained) could be become counter-productive and act as disincentives.

**HERZBERG TWO FACTOR THEORY (JOB CONTEXT AND CONTACT)**

Herberg, (1959) concentrated on satisfaction at work. The experiment conducted by Herzberg and his team revealed that certain factors tended to lead to job satisfaction, whereas other factors led frequently to dissatisfaction. Factors giving rise to satisfaction were called motivators and are related to the contents of the job. The most important motivators or satisfiers include: achievement, recognition, work itself, responsibility and advancement. (Cole, 2005:37) Herzberg also identified factors that frequently led to dissatisfaction as hygiene factors or dissatisfies. Herzberg and his team noted that hygiene factors were more related to the job context or environment of work than to its content. When these factors are present and in line with employee requirements, they could smooth the path of working life. When these factors are out of line with employees’ expectations, they could be a source of difficulty and complaint and could definitely provide grounds for dissatisfaction at work. The most important hygiene factors or dissatisfies in clued company policy and administration, supervision salary, interpersonal relations and working conditions.

**Figure 1: Factors affecting job attitudes.**

<p>FACTORS LEADING TO EXTREME DISSATISFACTION <b>(HYGIENE FACTORS)</b> percentage frequency</p>	<p>FACTORS LEADING TO EXTREME SATISFACTION <b>(MOTIVATORS)</b> Percentage frequency</p>
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**Source:** G.A. Cole (2005) *Management: Theory and Practice (6<sup>th</sup> ed.)*, London: Bookpower, p. 38. The implication of Herzberg's two factor theory is for managers to always ensure that motivators and hygiene factors adequately built into jobs since their absence will likely lead to dissatisfaction and possibly lower productivity (Nnabuife, 2009:90)

### **COMPONENTS OF LECTURERS NEEDS SATISFACTION**

Job satisfaction has been the most frequently investigated variable in organization behaviour. Job satisfaction varies so much that different researchers have suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case job satisfaction is based individual workers' feelings or state of mind (Stoner, Freeman and Gilbert, 2007). Factors that tend to influence job satisfaction include the quality of one's relationship with their supervisor, the quality of the physical environment in which they work. The degree of fulfillment in their work etc. however, there is strong acceptance among researchers and consultants that increased job satisfaction produces improved job performance that jobs differ in five core dimensions: skill variety, task identity, task significance, autonomy and task feedback Robbinsi Timothy and Songhi (2008). When jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states are likely to occur in employees.

Experiences meaningfulness of work

Experienced responsibility for work outcomes

Knowledge of the results of work activities.

### **JOB INVOLVEMENT OF TERTIARY EDUCATION LECTURER**

According to the National University Council (NUC) and guidelines (2000) National Commission for Colleges of Education (NCCE) guideline (2010) lecturers in tertiary institutions are expected to teach courses leading to national certificate awards, degrees postgraduate and professional qualifications. They may teach academic or vocational subjects. Teaching may be in the form of lecture (with large groups of students), practical laboratory demonstrations and field work. Lawrie

(2010) asserted that the work performed by tertiary education lecturers varies according to individual areas of responsibility and research and may involve the following:

- ❖ Planning, designing, developing and preparing teaching or lesson materials;
- ❖ Teaching across a range of qualification types and levels, in day or evening classes or open access workshops;
- ❖ Researching and developing new topics, courses and teaching materials including online resources
- ❖ Teaching large and small groups of learners from a range of backgrounds, abilities and ages;
- ❖ Monitoring, assessing and marking students' work;
- ❖ Maintaining accurate records and monitoring students' progress;
- ❖ Setting and overseeing examinations and liaising with awarding bodies to ensure quality standards are met;
- ❖ Helping students with their academic and personal problems-known as pastoral work;
- ❖ Conducting tutorials on a one-to-one basis with learners;
- ❖ Contributing to course team meetings to monitor, review and evaluate relevant courses;
- ❖ Represent the college before parents aumins sports week's at carecrs or educational conventions;
- ❖ Maintaining knowledge of and implementing college policies;
- ❖ Interviewing potential students and conduction diagnostic assessment as necessary;
- ❖ Organizing work experience and carrying out learner assessing out in the work place, as appropriate;
- ❖ Undertaking a range of administrative tasks;
- ❖ Checking the setting and markings of examinations done by other lecturers (called moderating).
- ❖ Working in consultancy;
- ❖ Helping to get more people in the community involved in education.

Adomi (2007) noted that a very important aspect of the lecturer's work is evaluation of students. This may take the form of continuous assessment and written examinations. The author stressed that the lecturer must try as much as possible to be objective in his/her assessment and must provide timely feedback to the students after grading. IFLA guidelines (2001) stressed that lecturers should be able to help students resolve problems they encounter in academic programme.

#### **STUDY AREA AND POPULATION:**

The study area for the research was Rivers State of Nigeria and the population of the study consisted of all the lecturers in state owned tertiary institutions of learning. Rivers State has four tertiary institutions of learning. The population for the study is made up of the lecturers and students from 2 randomly selected tertiary institutions of learning namely; Rivers State University (with 120 lecturers and 500 students) A convenient sample of 800 participants (300 lecturers and 500 students) were randomly chosen from the population for the study.

#### **INSTRUMENTATION AND ADMINISTRATION**

Two research instruments were developed by the researchers and used together data for this study. One was a 32-item lecturers needs satisfaction opinion questionnaire which sourced information from lecturers on their opinion on needs satisfaction and the other was a 15-item student's opinion on lecturer's role performance. The two instruments were subjected to the face and content validity by some expends in test and measurement in university of Port Harcourt, Rivers State well as expends in the faculty of Management Sciences, Nnamdi Azikiwe University, Awka, Anambra State. The validated versions of the instruments were again subjected to split-half

reliability test to determine their internal consistency using Pearson and Spearman-Brown's prophecy statistics. Sequel to the establishment of validity and reliability of the instruments, adequate copies were produced and administered to the sample via research assistants in the two schools. The returned copies of the questionnaire were analyzed and used to answer the set research questions and hypothesis.

### DATA ANALYSIS TECHNIQUE

The data obtained for the study were analyzed using descriptive statistics (mean and percentages) to answer the research questions. A two-tailed t-test was used to test the research hypotheses formulated on the bases of research questions 2 and 3, at  $P = 0.05$  level of significance.

### RESULTS OF THE STUDY

The results of the study are summarized and presented sequel to each research question or hypothesis testing as follows:

**Research question 1:** What are the components of lecturers' need satisfaction that could enhance their role performance in Rivers State owned tertiary institutions of learning.

**Table 1: Mean rating of the components of lecturers' needs satisfaction.**

S/No	ITEMS	Not Satisfied	Not Very Satisfied	Satisfied	Very Satisfied	Highly Satisfied	Total	$\bar{x}$
1.	How Satisfied are you with your job security?	Nil	23 7.67%	185 61.67%	69 23%	23 7.67%	300	3.3
2.	How satisfied are you with pension plan in your school?	139 46.33%	115 38.33%	23 7.67%	23 7.67%	Nil -	300	1.77
3.	How satisfied are you with retirement benefit plan in your organization?	115 38.33%	115 38.33%	47 15.67%	Nil -	23 7.67%	300	2.00
4.	How satisfied are you with salary system in your school?	10 3.33%	50 16.67%	160 53.33%	80 26.67%	Nil -	300	3.00
5.	How satisfied you with the salary payment period in your school?	115 38.33%	115 38.33%	23 7.67%	47 15.67%	Nil -	300	2.01
6.	How do you feel about the staff welfare scheme of your school?	91 30.33%	139 46.33%	47 15.67%	23 7.67%	Nil -	300	2.9
7.	How satisfied are you with the overall compensation package?	69 23%	139 46.33%	92 30.67%	Nil -	Nil -	300	2.08
8.	How are you satisfied with the canteen organization in your work place.	162 54%	91 30.33%	23 7.67%	24 8%	Nil	300	1.69
9.	Do you satisfactorily enjoy/relax in your lunch break.	69 23%	185 61.66%	23 7.67%	23 7.67%	Nil	300	2.00
10.	How are you satisfied with the staff sporting facilities in your school?	69 23%	139 46.33%	92 30.67%	Nil -	Nil -	300	2.08

11.	How do you feel about the staff's sporting activities in your school.	92 30.67 %	139 46.33%	69 23%	Nil -	Nil -	300	1.92
12.	How are you satisfied with the way management encourages publication and sale of books.	23 7.67%	115 38.33%	139 46.33 %	23 7.67%	Nil -	300	2.54
13.	<b>Environmental Need</b> How satisfied are you with your office settings	115 38.33 %	93 31%	92 30.67 %	Nil -	Nil -	300	1.92
14.	How satisfied are you with the classroom setting in your school		40 13.33%	218 72.67 %	32 10.67 %	10 3.33%	300	3.04
15.	How satisfied are you with the sanitation pattern in your school.	Nil	60 20.90%	192 64%	25 8.33%	23 7.67%	300	3.04
16.	How do you feel the working environment in your school.	12 4%	19 6.33%	239 79.67 %	30 10%	Nil -	300	2.96
17.	<b>Administrative Motivation</b> How satisfied are you with the Management- employee's policy of your school	23 7.67%	138 46%	139 46.33 %	Nil -	Nil -	300	2.29
18.	How satisfied are you with the fairness in the way management treats all employees	23 7.67%	69 23%	185 51.55 %	23 7.67%	Nil	300	2.69
19.	How satisfied are you with the overall communication system in your work place	47 15.67 %	115 38.33%	115 38.33 %	23 7.67%	Nil -	300	2.38
20.	How satisfied are you with your level of involvement in project planning and execution in your school.	46 15.33 %	115 38.33%	139 46.33 %	Nil	Nil	300	2.31
21.	How do you feel about the smooth relationship with your boss and co-workers	47 15.67 %	Nil -	162 54%	91 30.33 %	Nil	300	3.00
22.	<b>Advancement Needs</b> How satisfied are you with the performance appraisal system of your school.	Nil -	47 15.67%	207 69%	46 15.33 %	Nil	300	3.00
23.	How satisfied are you with position appointments in your organization.	47 15.67 %	47 15.67%	186 62%	20 6.66%	Nil	300	2.60
24.	How satisfied are you with the supervision you receive from your supervisor/head of department of Dean.	Nil	39 13%	115 38.33 %	123 41%	23 7.67%	300	3.43
25.	How satisfied are you with the continuous supervisions feedback received from your boss/HOD.	Nil	23 7.67%	183 61%	47 15.67 %	47 15.67 %	300	3.39
26.	How satisfied are you with the opportunities to advance in your organization through conferences/ Workshops/ Seminars	10 3.33%	5 1.67%	136 1.67%	84 28%	65 21.67 %	300	3.63

27.	How satisfied are you with the training and development provided by your organization	10 3.33%	10 3.33%	82 27.53 %	95 31.67 %	103 34.33 %	300	3.90
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Source: field survey, 2012 ,Key: The mean of 3.0 and above was acceptable level for decisions.

The data presented in table 1 shows the mean rating of the components of lecturers' needs satisfaction. Items of lecturers' satisfied needs included job security, salary, classroom setting, sanitation, appraisal system, opportunity for advancement through conferences and in service training. The highest rank of the item was the opportunity for lecturers to advance through in services training and development provided by management of the Rivers State owned tertiary institutions of learning. This item had a mean of 3.90, followed by opportunity to advance through conferences, seminars and workshops with a mean of 3.64. The three top dissatisfied needs of lecturers were canteen provision staff office setting and staff spots with descriptive mean scores of 1.69, 1.92 and 1.92 respectively. Other lecturers' needs yet to be satisfied by the Rivers State owned tertiary institutions of learning included, pension and retirement benefit plans, salary payment period, staff welfare scheme among others.

**RESEARCH QUESTION 2:** To what level do lecturers perform their roles in Rivers State owned tertiary institutions of learning? The student's opinions on lecturer's role performance provided answers to this research question. The responses obtained are presented in table 2 below:

S/No	ITEMS	ALWAYS	SOMETI MES	RARELY	NO AT ALL	TOTAL	MEAN ( $\bar{x}$ )
1.	How often do your lecturers come to class on time	400 80%	100 20%	Nil	Nil	500	3.80
2.	How often do your lecturers come to class regularly	425 85%	75 15%	Nil	Nil	500	3.85
3.	How often do your lecturer spend adequate hours in class when coming to teach.	375 75%	100 20%	Nil	25 5%	500	3.60
4.	How often do your lecturers grant you attention when you have difficulties in understanding lessons taught	375 75%	75 10%	50 10 %	Nil	500	3.65
5.	How often do your lecturers repeat topics which you did not understand at first contact in class	150 30%	250 50%	25 5%	75 15%	500	2.95
6.	How often do your lecturers spend adequate time to guide you on practical lessons	225 45%	150 30%	75 15 %	50 10%	500	3.10
7.	How often do your lecturers administer up to 4 tests before the end of a semester	75 15%	100 20%	250 50 %	75 15%	500	2.35
8.	How often do your lecturers mark up to 4 tests and release results one after the other before end of a semester.	100 20%	Nil	250 50 %	150 30%	500	2.10

9.	How often do your lecturers release examination results on or before resumption of a new semester	125 25%	Nil -	250 50 %	125 25%	500	2.25
10.	How often do your TP/SIWES supervisors inform you about your weak points and strengths at the end of TP/SIWES supervision	250 50%	125 25%	50 10 %	75 15%	500	3.10
11.	How often do your TP/SIWES supervisors suggest useful guidelines on successful teaching/industrial work strategies to your during supervisions	175 35%	250 50%	50 10 %	25 5%	500	3.15
12.	How often do your lecturers demands money before checking you're your test and examination scores for you.	Nil	Nil	75 15 %	425 85%	500	1.15
13.	How often do your lecturers demand or collect money to increase or change your test or examination scores	Nil	Nil	50 10 %	450 90%	500	1.10
14.	How often do your lecturers demand sex from female students to pass them in test and examination	25 5%	75 15%	100 20 %	300 60%	500	1.65
15.	How often do female lecturers demand money from students to pass them in test and examination	Nil	Nil	100 20 %	400 80%	500	1.20

**Table 2: THE MEAN NOTING OF THE STUDENTS OPINION ON LECTURERS ROLES PERFORMANCE IN RIVER SSTATE OWNED TERTIARY INSTITUTION OF LEARNING**

Source: Field survey, 2012 ,Key: A mean of 2.5 above was acceptable for decision

The data in table 2 above indicates that lecturers in Rivers State owned tertiary institutions of learning are very effective in performing their roles. Being regular in classes, punctuality and giving attention to students with problems were the three top-ranked roles performance by lecturers in Rivers State owned tertiary institutions of learning. Students also perceived that their lecturers always spend adequate time in class to teach and explain concepts, spend adequate time to guide on practical classes and suggest useful guides for successful teaching and industrial work strategies during supervision. A calculated mean score of 3.10 which was above the targeted mean of 2.50 indicated that lecturers in Rivers State owned tertiary institution of learning maintain accurate records, monitor students, progress and give feedback to students with the aim to fast track learning. Students' opinion from the data in table 2 indicated that lecturers sometimes have to repeat topics which students did not perfectly understand. This item had a mean score of 2.95. Items relating to lecturers roles on test and examination administration indicated that lecturers always administer up to 4 tests before commencement of examination. Item relating to this yielded a mean score of 3.15. Data relation to information on timely publication of test and examination results indicated that test and examination results are not usually published on time. On interview with some lecturers, heads of departments and deans it was gathered that late publication of results may not be far from administrative laid down due process that must be followed in publishing academic results in the schools. Items relating to lecturer-students

relationship yield a mean score of 3.05, indicating the students’ opinion that lecturers-students’ relationship was satisfactory. Students’ opinion debunked that lecturers in Rivers State owned tertiary institution of learning ever demand money to check, increase or change test and/or examination scores. Items 12, 13, 14 and 15 relating thereto yielded mean scores of 1.5, 1.0, 1.65 and 1.20 respectively indication negative students’ opinions on the matter. However 20% of students’ responses on this matter indicated that sometimes male lecturers demand sex from female students to pass them on test and examination. Interview with some students who pleaded anonymous, revealed that female students who have failed a course or set or courses but refuse to re-register for them sometimes approach male lecturers for undue assistance in which case they are sometimes demanded to exchange sex for the scores. The students however refused to say whether the female students involved ever complied to exchange sex for their scores or not.

**RESEARCH QUESTIONS 3:**

To what extent are lecturers in the employ of Rivers State owned tertiary institutions of learning motivated by job context and contents. In answering this research question, items relating to job contents and context in the research instrument were analyzed. It was realized that lecturers in the employ of Rivers State owned tertiary institutions were satisfied with certain job contents and context elements. The three top-ranked satisfied job content elements were opportunities for advancement through staff development/conferences/seminars and workshops sponsorship, job security and performance promotion appraisal system. Whereas the three top-ranked most satisfied job context elements were continuous supervision /feedback, sanitation/class room setting and salary. Other job context element satisfied included smooth relationship with heads and co-workers and position appointments. However the lecturers were dissatisfied with most job context elements. The five top-ranked dissatisfied job context elements were poor staff welfare, lack of or inadequate canteen system, lack of staff sporting facilities, non-organizing of staff sports, poor state of staff offices and non proper involvement of lecturers in project planning and execution in the schools.

**Null Hypothesis 1 (Ho<sub>1</sub>)**

Lecturer needs satisfaction does not have significant effect on the lecturers’ role performance in terms effective teaching and supervision of students. The result of the hypothesis testing is summarized in table 3 below:

**Table 3: A two –tailed t-test of significant effect of lecturer needs satisfaction on effective teaching supervision of students**

	<b>X</b>	<b>SD</b>	<b>N</b>	<b>DF</b>	<b>Stantard Error</b>	<b>T-cal</b>	<b>T-crit</b>	<b>Decision</b>
Lecturers	76.04	59.24	300	∞	3.08	13.68	1.96	Reject H <sub>0</sub>
Students	33.90	27.18	500					

Data in table 3 above, indicate a significant effect of lecturers need satisfaction on lecturers role performance in terms of effective teaching and supervision of students ( $X_1 = 76.04$ ,  $x_2 = 33.90$ ,  $t\text{-cal} = 13.68$ ,  $t\text{-crit} = 1.96$  at  $P = 0.05$ ). The null hypothesis was rejected in favour of the alternative hypothesis.

	X	SD	N	DF	Standard Error	T-cal	T-crit	Decision
Lecturers	56.40	78.34	300	∞	22.96	5.76	1.96	Reject H <sub>0</sub>
Students	28.80	35.29	500					

**Null Hypothesis**

**s 2 (H<sub>02</sub>):** There is no significant impact of the absence of job context elements on the lecturers' role performance. The results of the Null Hypothesis testing 2 are summarized in table 4 below.

**Table 4: A two-tailed t-test of the significant impact of the absence of Jon context elements on lecturers' role performance.**

Data analysis in table 4 indicates a significant impact of the absence of job content elements on the lecturers role performance ( $x_1 = 56, 40, x_2 = 28.80, S_1^2 = 78.34, S_2^2 = 35.29$ ). (Since the t-cal of 5.76 was more than the table value of 1.96, hence the null hypothesis was rejected in favour of the alternative hypothesis.

**Null Hypothesis 3:** The presence of job content elements on that lecturers work does not affect their objectivity in assessing the students' performance.

**Table 5: A two tailed t-test of the significant effect of job content elements on lecturers' objectivity in assessing students' performance.**

Analysis of data in table 5 above indicates a significant effect of the presence of job content

	X	SD	N	DF	Standard Error	T-cal	T-crit	Decision
Lecturers	31.29	42.50	300	∞	6.72	7.69	1.96	Reject H <sub>0</sub>
Students	11.35	18.62	500					

elements in lecturers work on their objectivity in assessing student's performance. ( $X_1 = 3.29, x_2=11.35$ ). Since the calculated t-value (t-cal = 7.69) exceeded the table t-value (t-crit = 1.96), the null hypothesis was rejected in favour of the alternative hypothesis.

### DISCUSSION OF FINDINGS

The findings of this research are stated and discussed as follows.:Eight four percent and sixteen percent of the lecturers in employ of Rivers State tertiary institutions held positive and negative opinions on the satisfaction offered by job content elements on their job. This finding reflects a real life situation of likes and dislikes, positive and negative reactions towards work and work environment. The findings also indicated that the lecturers are motivated intrinsically to discharge their role performance diligently in the teaching, supervision and objective assessment of students' performance in both academic and industrial work experience scheme. This study supported Hertzberg's findings in Cole (2005) that the presence of motivators (job contents) in work place enshrines intrinsic motivation in workers and cause the workers to perform assigned duties with sincerity and honesty. The study further revealed that lecturers in employ of RiversState tertiary institutions of learning were not satisfied with the job context elements with exception of job security, good salary and smooth relationship between heads and co-workers. The study revealed that one of the school under study did not have canteen at all while one had canteen which served both students and staff members. Staff sporting activities were lacking in RiversState owned tertiary institutions. There were inadequate staff offices for lecturers. 70% of the lecturers reported being squeezed in poor state of offices. The condition of inadequate or lack of staff canteen and poor state of offices made most of the lecturers to decide to live in the city far away

from the school. This condition could reduce the frequency of the workers at work place and make them to become visiting staff (Herzbag, 1959).

### **CONCLUSION**

On the basis of the research results and discussion of findings, the following conclusions are made:

Work conditions, salaries, staff welfare, job security, advancement, growth, recognition, responsibility, status, achievement, administrative policy and relationship are strong variables of need satisfaction of workers.

Workers needs satisfaction is continuous phenomenon which must be met and sustained to enhance organizational growth and development.

Workers needs satisfaction in every organization is subject to positive and negative criticism and reactions by stakeholders.

### **RECOMMENDATIONS**

Government should provide an in-built process to always assess lecturers' needs so as to satisfy them without necessarily allowing workers union to embark on strike.

Management of Rivers State owned tertiary institutions of learning should liaise with government to ensure that staff welfare is addressed with special attention to issues of staff quarters, comfortable offices, canteen, staff sports, bus system and health insurance scheme.

Management should ensure that motivators are adequately built into job since their absence will likely lead to dissatisfaction and possibly lower productivity. Management of Rivers State tertiary institutions should create for a with lecturers on regular basis to bridge information gap with spaced attention issues relating to workers pension and retirement plans to avoid staff with drawal from service of lack of idea on post retirement settlement. Laptop and Ipad computers should be provided to lecturers to enhance research and productivity. Some forum should be provided to train lecturers on the use of excel and other ICT packages to set, administer and mark examinations to enhance timely release of test and examination results. Students should be provided with transcripts of their performance at the end of each academic year to avoid delay in furthering school.

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