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STAFF REMUNERATION AS CORRELATE OF LECTURERS' JOB SATISFACTION IN PUBLIC UNIVERSITIES IN CROSS RIVER STATE, NIGERIA.

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Abstract
The study examined staff remuneration as correlate of lecturers' job satisfaction in Public universities in Cross River State, Nigeria. The specific objectives of the study include, (i) to find out whether staff salary correlate with lecturers' job satisfaction. (ii) to find out whether fringe benefits correlate with lecturers' job satisfaction. To achieve the objectives, two research questions and null hypotheses guided the study. The population of the study comprises 2,589 lectures in University of Calabar and University of Cross River State. Stratified random sampling technique was used to select 388 lecturers as respondents of the study. A researcher's developed instrument titled "Staff Remuneration and Lecturers' Job Satisfaction Questionnaire (SRLJSQ) was used to collect data for the study. The instrument was validated by experts. Cronbach's Alpha was used to determine the reliability coefficient of the instrument. Pearson's Product Moment Correlation was used to test the hypotheses at. 05 level of significant. Results revealed that staff salary and fringe benefits correlate significantly with lecturer's job satisfaction. Therefore, it was concluded that staff remuneration enhances lecturers' job satisfaction. Based on the result and the conclusion, it was recommended that salary of lecturers should be improved to enhance job satisfaction, and fringe benefits should be adequately provided for lecturers to promote job satisfaction.

Key words: Remuneration, job satisfaction, salary, fringe benefits, lectures.

1.0 Introduction

Universities are very important in the production of manpower for all round development of any nation. In Nigeria, Universities play a vital role in human capital development. The original mission of Universities in Nigeria was to train individual and provide the nation with skilled and knowledgeable manpower for socio-economic, political and technological development of the nation. The success and failure of Universities depend on the lecturers who are saddle with the responsibilities of teaching, research and community service functions of the Universities. Umar and Olubunmi (2021) noted that the accomplishment and failure of institutions are the manifestation of several factors particularly factors that centered on the lecturers. According to the authors, lecturers are seen as the most important asset in attaining institutional goals and objectives, hence, institutions cannot succeed without lecturers' efforts.

Lecturers are staff of Universities who performed academic functions of the universities such as teaching research and community service. They remain pivotal in the achievement of Universities mandates. The government have since realized the importance of lecturers in the universities, hence, their commitment and efforts in ensuring lecturers job satisfaction. Ephrahem, Okendo and Salema (2022) noted that job satisfaction is an important factor especially in affecting job dedication and performance. Job satisfaction refer to the wellbeing and happiness of a person concerning his/her job. It is the degree of happiness or pleasure that an individual feel about his/her job. It is the determinant of employee job performance and productivity. Basumallick (2021) defined job satisfaction as the level of contentment employees feel with their job. According to the author, job satisfaction goes beyond employees' daily activities to cover satisfaction with team members, managers, organizational policies, and the impact of their job on employees' personal lives. Job satisfaction is a positive emotional response lecturers experience when doing their job. In a positive University environment, lecturers are more likely to bring their best to work every day.

Satisfied lecturers are more likely to be productive than dissatisfied lecturers. Job satisfaction has been one of the most studied variable in seeking to understand employee behaviour and attitude. This has been especially true in lecturers, because lecturers job satisfaction has been shown to impact a number of key job-related attitude and behaviours. To this end, Hinai and Bajrachany (2014) stated that job satisfaction of academic. Staff is important because it influences their motivation and performance that are very influential in delivery quality education services. Ezeaku and Uketui (2024) saw lecturers job satisfaction as the degree to which lecturers perceived their total work situation to be an important part of their lives and to be central to them and their identity because of the opportunity it affords them to satisfy their important needs. Job satisfaction measure the extent to which lecturers are happy and comfortable about their job. It determines lecturers job commitment and dedication to duties. Job satisfaction is very important for lecturers to be happy, work hard and remain loyal to their

institutions even in worst case scenario (Tam, 2017).

Lecturers' job satisfaction has been one of the top priorities of the government over the years. This is evidence in their effort and commitment such as regular promotion, provision of school facilities academic staff development, upward review of retirement age and service years of lecturers above other civil and public servants. Unfortunately, despite all these interventions, it has been observed that many lecturers in Nigerian Universities, particularly those in Cross River State are not satisfied with their job. Many sees lecturing job as a part-time job pending when better jobs will come. Job dissatisfaction have led to many lecturers leaving their job to others with lucrative offers. While some have joined politics in other to make more money to satisfy their needs. To them, they see lecturing job as a waste of time, since they cannot live comfortably with the current salaries of lecturers. Moreover, a significant number of lecturers have left their job and migrate to other countries where they perceived better opportunities and good condition of service. To support this assertion, Duze cited in Uko (2014) asserts that the search, for greener pastures has compelled many highly qualified and trained academic staff to migrate to other professions and even to other countries leaving behind a large number of inexperienced ones.

Many lecturers lack commitment to their duties, they hardly carry out their duties of teaching research and community service delivering. While many attend classes irregularly to teach the students, others pay little attention to their project students. They go to school at will and appears in class to teach only when examination approaches. This assertion is in line with Arikewuyo (2016) who noted that Nigeria teachers (including lecturers) are not only dissatisfied with their teaching profession but also have poor commitment to their duties. More worrisome is poor attitude of these dissatisfied lecturers toward research. It is observed that many lecturers are not interested in carrying out researches unless when they want to use it for promotion appraisal. This invariably contributed to decline in research output of universities and low ranked of Nigerian universities in the global ranking of Universities.

Furthermore, community service function of lecturers is not yielding the desired result as most of the lecturers are not doing enough in that regard. Many lecturers hardly participate in school activities apart from teaching and research. They are always not active in examination suspension, departmental and faculties board meetings as well as in committee activities as a result of job dissatisfaction.

This attitude has contributed to poor academic performance of students, poor research output of Universities and generally, inability of universities to achieve their mandates. Many researchers have attributed poor renumeration to lecturers' job dissatisfaction. Personal observation also revealed that lecturers are not happy with their renumeration. Their renumeration is not commensurate with their work load. They work like elephant but eat like ant. The reason why they are not committed to their

job. Obionu, Uju and Obiagwu (2024) posited that staff renumeration is a very important variable in increasing teachers job satisfaction. According to the authors, the major objectives of most organizational remuneration packages are to attract, retain and motivated qualified and competent employees. On his part, Ahlassan (2021) posited that one of the strategies to sustain lecturers job satisfaction is increase remuneration. This implies that staff remuneration has a great deal with job satisfaction. Remuneration is the sum total of monetary reward given to an employee for services randered. Ephrahem, Okendo and Salema (2022) see remuneration as the total monetary compensation that an employee received in exchange of the services performed. Similarly, Ojeleye cited in Obionu et'al (2024) refer staff remuneration as the total monetary compensation received by employee which include not only the employee salary but also other fringe benefit from his employer.

In this study, remuneration include salary and fringe benefits which lecturers enjoy from their Universities. Salary is the regular payment employees received from their employers at the end of the week, month or year. It is a regular and fixed amount of money employees received every month for services rendered. Braxton and Gold (2013) defined salary as a fixed periodical payment for employees usually expressed in annual terms, paid per month with generally no addition for productivity. Wakil 2015) reports that there is association between salary pay and job satisfaction of employees in some selected business organizations in Lagos state, Nigeria. Similarly, Obionu et'al (2024) reports that staff salary is positively and significantly related to teachers' job satisfaction.

Fringe benefits refer to the monetary and non-monetary benefits employees enjoy outside their salaries while on the employment of an organization. There are those benefits provided to lecturers out the agree salary. They include, pension plan, insurance, health services, leave allowance, bonuses, overtime, hazard allowance, transport allowance among others. Obionu et'al (2024) viewed fringe benefits as additional compensations provided to employees that are not directly related to their salary or wages for the performance of a specific service. The provision of fringe benefits to public servants has been found to cause an increase in job satisfaction and increase in job satisfaction translate to effective public service delivery (Ugonne, Amoke & Ikeotuonye, 2023). Artz (2010) report that fringe benefits are significant and positive determinants of job satisfaction. Similarly, Sabareesh (2024) report that fringe benefits influence job satisfaction and retention of employees.

From the background of the study, it appears that staff remuneration has connection with job satisfaction. It is based on this observation that this study becomes imperative to examine the relationship between staff remuneration and lecturers job satisfaction in Public Universities in Cross River State, Nigeria.

1.1 Statement of the problem

Lecturers job satisfaction is one of the major concerns of successive governments and

University administrators. This is because, when lecturers are happy and satisfied with their job, they will improve their job performance, leading to the achievement of Universities goals and objectives. It is in realization of this that the governments are constantly making efforts aimed at improving lecturers' welfare and job satisfaction. Unfortunately, these efforts are not yielding desired result as many lecturers appear to be dissatisfied with their job of teaching, research and community services. This is evident with the manner in which there are carry. It is observed that many of these lecturers hardly attend classes to teach the students. They hardly cover their course outlines, because they attend classes only when examinations approaches. They also pay less attention to their project students, thereby making the students to feel neglected and abandoned. More worrisome is the fact that many lecturers no longer carry out researches. They feel that carrying out research is a waste of resources, as such, fail to embark on research activities until when they are due for promotion.

This attitude has resulted to poor academic performance of students, poor research output of Universities and contributed to inability of Universities in achieving their mandates. In an attempt to know why lecturers are dissatisfied with their job, it was observed that lecturers are not happy with their remuneration. It is based on this observation that the study sought to find out whether staff remuneration has any relationship with lecturers' job satisfaction.

Hence, the question of " how does staff remuneration correlate with lecturers' job satisfaction in public Universities in Cross River State, Nigeria, constitute the problem of this study.

1.2 Purpose of the study

The main purpose of the study was to investigate the correlation between staff remuneration and lecturers job satisfaction in Public Universities in Cross River State, Nigeria. Specifically, the study sought to find out whether:

i) staff salary correlate with lectures job satisfaction.

ii) fringe benefits correlate with lectures job satisfaction.

1.3 Research Questions

The following research questions guided the study.

i) How does staff salary correlate with lecturers' job satisfaction?

ii) To what extent does fringe benefits correlate with lecturers' job satisfaction?

1.4 Statement of Hypotheses

The following null hypotheses were formulated in the study.

i) There is no significant correlation between staff salary and lecturers job satisfaction.

ii) Fringe benefits does not correlate significantly with lecturers' job satisfaction.

2.0 Method

The study adopted a correlational research design. This design was chosen because study aimed at investigating relationship among variables. The study was carried out in University of Calabar and University of Cross River State, both located in Cross River State, Nigeria. Cross River State is one of the six states in the South - South Geopolitical Zone of Nigeria. It is located

within the Niger-Dela region of the country. It has boundaries with Benue state to the North, Akwa Ibom State and Atlantic-ocean to the south, Abia and Ebonyi states to the west and Republic of Cameroon to the East. Administratively, Cross River State so made up of eighteen Local Government Areas spread across the three senatorial districts of the state. Educationally, the state is endowed with many educational institutions including, university of calabar, University of Cross River State, Federal Polytechnic, Federal College of Education among others.

Population of the study comprised two thousand, five hundred and eighty-nine (2, 589) lecturers in the two universities in the state. The sample for the study comprises 388 lecturers drawn from the two universities. The sample was selected through stratified random sampling technique. An instrument tittle "Staff Remuneration and Lecturers Job Satisfaction Questionnaire (SRLJSQ)" was used to collect data from the respondents. The instrument was validated by two experts in Educational measurement and Evaluation and one expert in Educational Management. Cronbach's Alpha was used to reliability estimate of the instrument. Data generated through the questionnaire was analyzed with Pearson's product moment correlation.

3.0 Results

Hypothesis 1

There is no significant correlation between staff salary and lecturers' job satisfaction. Independent variable (x) of this hypothesis is staff salary, while dependent variable (y) is lecturers' job satisfaction. Pearson's product moment correlation was used to test the hypothesis at 0.05 level of significant with 386 degree of freedom. The summary of the result is presented in table 1.

Table 1 Pearson Moment Correlation Coefficient between Staff Salaries and Lecturers' Job Satisfaction (N=388)

Variables	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	r-value
Staff Salaries	7651	157739	157775	0.47115
Lecturers' Job Satisfaction	7860	164306		

Significant at 0.05, r-critical= 0.194, df=386

The r-value of 0.47115 indicates a positive correlation between Staff salaries and Lecturers' Job Satisfaction. This means that as Staff salaries increase, Lecturers' Job

Satisfaction also tends to increase. More so, the significance of this correlation is determined by the r-critical value, which is 0.194 at a significance level of 0.05 and degrees of freedom (df) of 386. Therefore, since the calculated r-value (0.47115) is greater than the r-critical value (0.194), the correlation is statistically significant. Thus, the null hypothesis, which states that there is no significant correlation between staff salaries and Lecturers' job satisfaction, is rejected. Thus, it is alternately accepted that there is a significant correlation between staff salaries and Lecturers' job satisfaction.

Table 2 Pearson's product Moment Correlation between Fringe Benefits and Lecturers' Job Satisfaction (N=388)

Variables	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	r-value
Fringe Benefits	7517	153093	153660	0.22458
Lecturers' Job Satisfaction	7860	164306		

Significant at 0.05, r-critical= 0.194, df=386

The r-value of 0.22458 indicates a positive correlation between Fringe Benefits and Lecturers' Job Satisfaction. This means that as Fringe Benefits increase, Lecturers' Job Satisfaction also tends to increase. In addition, the significance of this correlation is determined by the r-critical value, which is 0.194 at a significance level of 0.05 and degrees of freedom (df) of 386. Therefore, since the calculated r-value (0.22458) is greater than the r-critical value (0.194), the correlation is statistically significant. Thus, the null hypothesis, which states that Fringe benefits do not correlate significantly with Lecturers' job satisfaction is rejected. Thus, it is alternately accepted that Fringe benefits correlate significantly with Lecturers' job satisfaction.

4.0 Discussion

Hypothesis 1: Result of hypothesis one revealed a significant relationship between staff salaries and lecturers' job satisfaction. This means that an increase in lecturers' salaries will lead to increase in their job satisfaction. Every lecturer desire good salary package to satisfy his/her personal needs. When this happens, job satisfaction and performance will be increased. This result is in line with the findings of Obionu (2024) who revealed that staff salary is positively and significantly related to teachers' job satisfaction. In the same vain, the result agreed with the finding of Wakil (2015) who reports that there is an association between salary and job satisfaction of employees in

some selected business organizations in Lagos state.

Hypothesis 2: Result of hypothesis two revealed that Fringe benefits correlate significantly with Lecturers job satisfaction. This implies that adequate provision of Fringe benefits such as pension plan, insurance, health services, loan services, leave grants, bonuses, overtime, hazard allowance, transport allowance etc will lead to Lecturers job satisfaction. This result is in line with the finding of sabareesh (2024) who reports that Fringe benefits influenced job satisfaction and retention of employees. Similarly, the result aligned with the finding of Artz (2010) who reports that Fringe benefits are significant and positive determinants of job satisfaction.

5.0 Conclusion

Based on the findings of the study, it was concluded that, regular salary increase is important in ensuring lecturers" job satisfaction, and that, provision of Fringe benefits will lead to Lecturers' job satisfaction.

6.0 Recommendations.

The following recommendations were made based on the findings,

i) Government should ensure regular review of lecturers' salaries to meet their personal needs, which will ensure their job satisfaction.

ii) University managers should endeavor to provide Fringe benefits for lecturers to stimulate their job satisfaction.

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