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ASSESSMENT OF ACADEMIC STAFF'S SATISFACTION ON COMPENSATION IN KWARA STATE COLLEGES OF EDUCATION, NIGERIA

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Abstract

Lecturers in Kwara State Colleges of Education have been bitterly complaining about the way they are being compensated by their employers in recent times. Hence, this study assessed academic staff's satisfaction on compensation in Kwara State Colleges of Education, Nigeria. The study adopted a descriptive research design of survey type. The population of the study comprised 399 academic staff in Kwara State Colleges of Education, Ilorin, Lafiagi and Oro. The purposive sampling technique was used to select all three Colleges of Education. Proportionate sampling technique was used to select 56 lecturers out of the 115 in Kwara State College of Education, Oro; 52 lecturers out of the 106 in Kwara State College of Education, Lafiagi; and 87 lecturers out of the 178 in Kwara State College of Education, Ilorin; to make a total of 195 respondents. Assessment of Academic Staff Satisfaction on Compensation Questionnaire (AASSCQ) was used to collect data. The questionnaire was validated by some experts, tested for reliability and found a coefficient of 0.75. Mean and standard deviation was used to answer the research questions while a t-test was used to test the hypothesis. The finding of the study revealed that academic staff's satisfaction on salary in Kwara State Colleges of Education, Nigeria was fair with a mean score of 2.44; academic staff's satisfaction on promotion in Kwara State Colleges of Education, Nigeria was fair with a mean score of 2.66; academic staff's satisfaction on training opportunities in Kwara State Colleges of Education, Nigeria was fair with a mean score of 2.29; and there was no significant difference between male and female academic staff's perception on compensation in Kwara State Colleges of Education, Nigeria (calculated t-value = .741, p > .05). The study concluded that the level of academic staff's satisfaction on salary, promotion and training opportunities in Kwara State Colleges of Education, Nigeria was fair. It was, therefore, recommended that the Kwara State government should change its attitudes towards salary, promotion and training opportunities for academic staff in Kwara State Colleges of Education, Nigeria to facilitate effective services delivery which would aid the actualisation of the stated goals.

Keywords: Compensation; Salary, Promotion, Training opportunities

Introduction

The role which employees play in the realisation of an organization cannot be over-emphasised. In Colleges of Education, the role which lecturers play in the actualisation of the stated goals cannot be underestimated. Lecturers are the ones who impart knowledge, skills and techniques which students need, to become competent and effective teachers at the basic schools after graduation. Lecturers need to be well taken care of, to passionately assist the institutions to achieve the desired goals. One of the

ways of properly taking care of lecturers is by adequately and timely compensating them for the services rendered towards the success of the institutions. According to Osibanjo, Pavithra and Adeniji (2014), compensation refers to the benefits which employees get in exchange for services rendered for an organisation. Compensation includes salaries, promotion, allowances, bonuses or commission, medical benefits, vehicle loan benefits, housing incentive bonus, meal allowances, annual leave allowances and car basic allowances. Sulyman (2020) stated that the components of compensation in tertiary institutions in Nigeria include promotion, salary, health services and training opportunities. An institution with poor compensation packages for the lecturers could find it difficult to compare with its counterpart with good compensation packages, in the aspects of lecturers' job performance and overall productivity. Bright (2008) maintained that there is a high probability that lecturers would be happy to identify with an institution when adequate compensation is given to them for the services rendered. When lecturers are well taken care of with good compensation, they would be able to cater for their needs, their job satisfaction is likely to be high and results could be effective job performance which would consequently lead to institutional goal achievement. Musa (2016) argued that inadequate compensation of the academic staff has been very prevalent in the State Colleges of Education in Nigeria. This has caused intermittent strikes of different forms which could hinder the actualisation of the stated goals. Osibajo, Adeniji and Falola (2014) believed that compensation covers financial and non-financial benefits which attract, motivate and satisfy the needs of human resources in an organisation. Effective compensation helps in triggering lecturers' job commitment and reducing the turnover rate in an institution. Not only that, it assists in achieving effective lecturers' job performance and exhibition of positive behaviour towards enhancing institutional goals. In this study, the aspects of compensation focused upon were salary, promotion and fringe benefits. Salary refers to the fixed amount of money paid to the lecturers monthly by their employer. Tettey (2008) opined that delay in the payment of salaries is one of the factors hindering job commitment of the lecturers in State Colleges of Education, Nigeria; and this has made many qualified and highly experienced lecturers quit the job for other greener pasture. Timely payment of salaries could boost the lecturers' morale thereby enhancing their organisational commitment. Okpara (2014) stressed that irregular payment of salaries could hinder the job commitment and satisfaction of the workers and consequently affect the smooth running of the organisation negatively. Maduabum (2006) stated that employees whose salaries are being paid timely and adequately are likely to be highly stimulated to effectively perform their job. To support this, the finding of the study conducted by Kee, Ahmad and Abdullahi (2016) revealed that salaries significantly contributed to organisational commitment among the workers in the organisation.

Gupta (2011) viewed promotion as the movement of a worker to a higher post accompanied with greater tasks, better salary and higher status. Naveed, Usman, and Bushra (2011) believed that promotion is expected to lead to upward movement in the salary as well as the jurisdiction of authority and control of an employee. Promotion accords more sense of recognition to employees within an organisation and happiness derived from it could make them more productive. When employees are timely promoted, they are likely to feel happy to effectively contribute to the organizational goal achievement. Adair (2009) elucidated that in an organisation, promotion serves as a veritable tool that can be used to boost employees' morale for more effective services delivery. In an educational institution, the promotion makes lecturers more recognized; and this could facilitate an increase in their job effectiveness. To buttress this, the finding of Sulyman (2020) revealed that there was a significant relationship between salary and lecturers' job commitment in State Colleges of Education, North-central Nigeria.

Devi and Shaik (2012) opined that training could be seen as the key to unlock the potential growth and development opportunities of the employees. Ezeani and Oladele (2013) elucidated that training opportunities are an important aspect of compensation that employers need to provide for their employees. Training refers to a course of action or any exercise meant for developing affective,

cognitive and psychomotor skills which employees need to help the organisation achieve its goals. Armstrong (2006) argued that training opportunities create enabling environment for the lecturers to progress from a current state of understanding and capability to a future state in which more knowledge, skills and competencies are needed. It widens the horizon of lecturers' understanding of how the job is carried out and prepares them to exercise wider or increased responsibilities. Elnaga and Imran (2013) maintained that employees who are given adequate training opportunities are likely to perform their job better than those who are not. McDowall and Saunders (2010) stated that for lecturers to be effective on the job, they need to possess adequate knowledge and skills which could be derived by subjecting them to various periodic training opportunities.

In recent times, the compensation of academic staff in Kwara State Colleges of Education, Nigeria seems not encouraging. This is based on the information gathered from some academic staff in these institutions that, since a few years back, the State government has not been paying adequate attention to their compensation, especially in the aspects of salary, promotion and training opportunities. To support this, Oladejo (2017) stated that academic staff in many State Colleges of Education in Nigeria are not well compensated. Among other factors, they are owed salaries and their promotion is not timely implemented. This could lead to poor satisfaction and consequently affect the goal achievement of the institutions. The three State Colleges of Education in Kwara State had embarked on industrial action at various times in the past due to ineffective compensation. Kwara State College of Education, Oro in May 2016; Kwara State College of Education, Ilorin in October 2017 (National Pilot, 2017; The Punch, 2016). The three Kwara State Colleges of Education (Ilorin, Lafiagi and Oro) in the year 2013 (Daily Post, 2018). All these scenarios prompted the researcher to carry out this study.

Some researchers had carried out studies related to this present study. For instance, Nathaniel (2016) assessed lecturers' satisfaction on job motivation in Kogi State Colleges of Education, Nigeria. Kolapo (2018) conducted a study perception of lecturers on the satisfaction derived from compensation in Benue State Colleges of Education, Nigeria. All these studies are relevant to this study, but none of the assessed academic staff's satisfaction on compensation in Kwara State Colleges of Education, Nigeria. This is the gap which this study filled.

The main purpose of the study was to assess academic staff's satisfaction on compensation in Kwara State Colleges of Education, Nigeria. Specifically, the study:

i. investigated academic staff's satisfaction on salary in Kwara State Colleges of Education, Nigeria;
ii. examined academic staff's satisfaction on promotion in Kwara State Colleges of Education, Nigeria;
iii. assessed academic staff's satisfaction on training opportunities in Kwara State Colleges of Education, Nigeria;
iv. determined the difference between male and female academic staff's satisfaction on compensation in Kwara State Colleges of Education, Nigeria.

The following research questions were raised in the study.

i. What is the academic staff's satisfaction on salary in Kwara State Colleges of Education, Nigeria?
ii. What is the academic staff's satisfaction on promotion in Kwara State Colleges of Education, Nigeria?
iii. What is the academic staff's satisfaction on training opportunities in Kwara State Colleges of Education, Nigeria?

The following hypothesis was formulated to guide the study.

Ho_1: There is no significant difference between male and female academic staff's satisfaction on compensation in Kwara State Colleges of Education, Nigeria.

Material and Methods

This study assessed academic staff's perception on compensation in Kwara State Colleges of Education, Nigeria. The descriptive research design of the survey type was adopted. The study population comprised all the 178, 106 and 115 academic staff in the Kwara State Colleges of Education, Ilorin, Lafiagi and Oro respectively as of January 2019. The purposive sampling technique was used to select all the three Colleges of Education owned by Kwara State. Proportionate sampling technique was used to select 56 lecturers out of the 115 in Kwara State College of Education, Oro; 52 lecturers out of the 106 in Kwara State College of Education, Lafiagi; and 87 lecturers out of the 178 in Kwara State College of Education, Ilorin; to make total respondents of 195, using Krejcie and Morgan Table (1970) for sample size determination. Data was collected for the study through the use of a researcher-designed instrument entitled Academic Staff's Perception on Compensation Questionnaire (ASPCQ). The ASPCQ had three sub-sections (salary, promotion and training opportunities) with five items under each; while rating scale of Strongly Agree (SA) = 4points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 point was used for scoring. Validity of the instrument was ensured by presenting its draft to three experts in the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria to make their inputs. All the comments made were effected before the final draft of the instrument was produced for administration. To determine the reliability of the instrument, 20 copies of ASPCQ were administered to some academic staff in Kwara State College of Education, Ilorin, who were not part of the study participants. The data gathered were analysed using Cronbach's Alpha at 0.05 level of significance and a reliability coefficient of 0.75 was realised. This showed that the questionnaire was reliable to be used for this study. Two research assistants assisted the researcher in collecting data. The research assistants were properly enlightened to help the researcher in the administration and retrieval of the filled questionnaires from the participants. Questionnaires were given to the participants and collected back upon completion of filling after two days. Descriptive statistics of Mean and Standard Deviation were used to answer the three research questions raised in the study, while inferential statistic of T-test was used to test the hypothesis at 0.05 level of significance. The benchmark (mean scores) for determining the academic staff's perception on compensation was 0.00-0.99, Very Poor; 1.00-1.99, Poor; 2.00-2.99, Fair; 3.00-3.99, Good; and 4.00-5.00, Very Good.

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Results and Discussions

Descriptive statistics of mean and standard deviation were used to answer the research questions while a t-test was used to test the hypothesis. Out of the 195 copies of the questionnaire distributed, only 187 copies were retrieved and used for analysis.

Research Question 1: *What is academic staff's satisfaction on salary in Kwara State Colleges of Education, Nigeria?*

Table 1

Academic Staff's Satisfaction on Salary in Kwara State Colleges of Education, Nigeria

S/N	ITEMS	N	$\bar{X}$	SD	Decision
1.	My salary is paid regularly.	187	2.58	0.81	Fair
2.	My employer does not owe me backlogs of salaries	187	1.41	0.65	Poor
3.	My salary commensurates with the work I do.	187	2.63	1.08	Fair
4.	My salary is similar to what my contemporaries earn from similar institutions.	187	2.82	1.39	Fair
5.	My salary conforms with the approved salary package.	187	2.78	1.26	Fair
	Average mean		**2.44**		**Fair**

Key: 0.00-0.99, Very Poor; 1.00-1.99, Poor; 2.00-2.99, Fair; 3.00-3.99, Good; and 4.00-5.00, Very Good.

As shown in Table 1, items 1, 3, 4 and 5 (my salary is regularly paid, my salary commensurates with the work I do, my salary is similar to what my contemporaries earn from similar institutions and my salary conforms with the approved salary package) had mean scores of 2.58, 2.63, 2.82 and 2.78 respectively and were declared fair. Item 2 (my employer does not owe me backlogs of salaries) had a mean score of 1.41 and was regarded as poor. Therefore, with the average mean score of 2.24, it shows that the academic staff's satisfaction on salary in Kwara State Colleges of Education, Nigeria was fair.

Research Question 2: *What is academic staff's satisfaction on promotion in Kwara State Colleges of Education, Nigeria?*

Table 2

Academic Staff's Satisfaction on Promotion in Kwara State Colleges of Education, Nigeria

S/N	ITEMS	N	$\bar{X}$	SD	Decision
1.	I got promoted as and when due	187	3.38	1.45	Good
2.	I have to publish a prescribed number of articles before I can be promoted	187	3.24	1.13	Good
3.	Promotion is promptly followed by salary increment	187	1.52	0.48	Poor
4.	There is no prejudice in the promotion exercise	187	2.13	0.85	Fair
5.	Additional responsibilities often accompany my promotion	187	3.04	1.01	Good
	Average Mean		**2.66**		**Fair**

Key: 0.00-0.99, Very Poor; 1.00-1.99, Poor; 2.00-2.99, Fair; 3.00-3.99, Good; and 4.00-5.00, Very Good.

As shown in Table 2, items 1, 2 and 5 (I am promoted as and when due, I have to publish a certain number of articles before I can be promoted and additional responsibilities often accompany my promotion) had mean scores of 3.38, 3.24 and 3.04 respectively thereby categorized as good. Item 3 (promotion is promptly followed by salary increment) had a mean score of 1.52 and was considered poor, while item 4 (there is no prejudice in the promotion exercise) had a mean score of 2.13 and was declared fair. Therefore, with the average mean score of 2.66, it shows that the academic staff's satisfaction on promotion in Kwara State Colleges of Education, Nigeria was fair.

Research Question 3: *What is academic staff's perception on training opportunities in Kwara State Colleges of Education, Nigeria*

Table 3

Academic Staff's Perception on Training Opportunities in Kwara State Colleges of Education, Nigeria

S/N	ITEMS	N	$\bar{X}$	SD	Decision
1.	Lecturers are sponsored to attend international conferences regularly	187	1.83	0.79	Poor
2.	Lecturers have the opportunity of attending workshops regularly outside the institution	187	4.16	1.44	Very good
3.	Lecturers are usually supported for further studies	187	2.36	1.02	Fair
4.	Seminars are regularly organised for lecturers to acquire more knowledge	187	1.27	0.65	Poor
5.	Workshops are regularly organised for lecturers to acquire more skills	187	1.84	0.93	Poor
	Average Mean	187	**2.29**		**Fair**

Key: 0.00-0.99, Very Poor; 1.00-1.99, Poor; 2.00-2.99, Fair; 3.00-3.99, Good; and 4.00-5.00, Very Good.

As shown in Table 3, items 1, 4 and 5 (lecturers are sponsored to attend international conferences, seminars are regularly organised for lecturers to acquire more knowledge and workshops are regularly organised for lecturers to acquire more skills) had mean scores of 1.83, 1.27 and 1.84 respectively thereby categorised as poor. Item 2 (lecturers have the opportunity of attending workshops regularly outside the institution) had a mean score of 4.16 and was considered very good, while item 3 (lecturers are usually supported for further studies) had a mean score of 2.36 and was declared fair. Therefore, with the average mean score of 2.29, it shows that the academic staff's satisfaction on training opportunities in Kwara State Colleges of Education, Nigeria was fair.

Ho_1: *There is no significant difference between male and female academic staff's perception on compensation in Kwara State Colleges of Education, Nigeria.*

Table 4

T-test Showing the difference between Male and Female Academic Staff's Perception on Compensation Kwara State Colleges of Education, Nigeria

Gender	N	$\bar{X}$	SD	Cal. t-value	p-value	Decision
Male Academic Staff	108	3.60	1.41			
				0.741	0.069	Ho_1 Accepted
Female Academic Staff	79	3.79	1.58			

Not Significant @ρ > .05

Table 4 shows the calculated t-value (.741) while the p-value (0.069) is greater than the significance level (0.05). Therefore, hypothesis one (Ho_1) is accepted. This implies that there was no significant difference between male and female academic staff's satisfaction on compensation in Kwara State Colleges of Education, Nigeria.

Discussions of Findings

The finding of the study shows that academic staff's satisfaction on salary in Kwara State Colleges of Education, Nigeria was fair with an average mean score of 2.44. This depicts that that level of satisfaction which academic staff derived from salary was average and there is a need to improve it to enhance actualisation of the institutional goals. This finding agrees with the finding of Nathaniel (2016) that academic staff satisfaction with salary in Kogi State Colleges of Education was average. This finding also supports the view of Umaru and Ombugus (2017) that as at present, lecturers in the State Colleges of Education in Nigeria do not derive encouraging satisfaction from the compensation given to them, due to the challenge of irregular salary payment which they are facing.

The finding of this study shows that academic staff's satisfaction on promotion in Kwara State Colleges of Education, Nigeria was fair with an average mean score of 2.66. This means that there is room for improvement in the satisfaction which academic staff derived from promotion to facilitate their effective job performance and consequently lead to the actualisation of the institutional goals. This finding agrees with the finding of Kolapo (2018) that the level of lecturers' satisfaction on promotion in Benue State Colleges of Education was fair. He further added that it is discouraging that some lecturers in these institutions had been promoted since two years back, up till now, financial benefits have yet to be given to them.

The finding of this study shows that academic staff's satisfaction on training opportunities in Kwara State Colleges of Education, Nigeria was fair with an average mean score of 2.29. This signifies that the satisfaction which academic staff in Kwara State Colleges of Education, Nigeria got from training opportunities was not good enough. This finding agrees with the finding of Nathaniel (2016) that, the level of training opportunities that Kogi State Colleges of Education had was average. Hence, the government needs to afford them various training opportunities both locally and internationally to continually update their knowledge and skills and consequently lead to effective job performance.

The finding of the study reveals that there was no significant difference between male and female academic staff's satisfaction on compensation in Kwara State Colleges of Education, Nigeria. This finding is in tandem with the finding of Kolapo (2018) that there was no significant difference between male and female lecturers' satisfaction on compensation in Benue State Colleges of Education, Nigeria. This reveals that both male and female lecturers in the state were not different in their opinions about satisfaction on job motivation. This finding agrees with the finding of Kolapo (2018) that there was no significant difference between the opinions of male and female lecturers on compensation in Benue State Colleges of Education, Nigeria.

Conclusion

The study concluded that:

i. the level of academic staff's satisfaction on salary in Kwara State Colleges of Education, Nigeria was fair;
ii. the level of academic staff's satisfaction on promotion in Kwara State Colleges of Education, Nigeria was fair;
iii. the level of academic staff's satisfaction on training opportunities in Kwara State Colleges of Education, Nigeria was fair; and
iv. there was no significant difference between male and female academic staff's satisfaction on compensation in Kwara State Colleges of Education, Nigeria.

Recommendations

The following recommendations were made:

i. Kwara State government should change its attitudes towards the issues surrounding salary of academic staff in Kwara State Colleges of Education, Nigeria by paying it regularly, ensuring its conformity to the approved salary scale and the likes, to facilitate effective services delivery which would aid actualization of the stated goals;
ii. Government should always ensure that academic staff in the institutions are promoted at the right time, financial benefits attached to it are implemented in due course to motivate them towards effective job performance which would help realise the institutional goals
iii. Government should intensify its efforts in training opportunities by regularly sponsoring academic staff to attend workshops, seminars and conferences locally, nationally and internally to help update their knowledge and facilitate effective job performance.

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