

**AN INVESTIGATION OF PERCEIVED
RELATIONSHIP BETWEEN ACADEMIC
STAFF DEVELOPMENT AND JOB
SATISFACTION IN COLLEGES OF
EDUCATION IN LAGOS STATE.**

BY

**IFEAGWU DANIEL IKECHUKWU
HND (YABA), TTC (AKOKA), M.Ed. (LAGOS)**

**A THESIS WRITTEN IN THE DEPARTMENT OF EDUCATIONAL
STUDIES AND MANAGEMENT, FACULTY OF EDUCATION AND
SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES IN
PARTIAL FULFULMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY (PH.D) OF THE UNIVERSITY OF BENIN,
BENIN CITY.**

JANUARY, 2007

CERTIFICATION

We certify that this research was carried out by Mr. Daniel Ikechukwu Ifeagwu in the department of Educational Administration and Foundations, Faculty of Education, University of Benin, Benin City.

Professor M.A Ogunu
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DR. J. K. ADEYEMI
(HEAD OF DEPARTMENT)

Date

DEDICATION

This research work is dedicated to
my late parents, Mr. and Mrs. Silas and Edna Ifeagwu
for ensuring that I was educated;
to my family who stood by me in prayer while I combined
academic rigour, distance and secular responsibility with
a distracting family emotional destabilizing problem
throughout this programme;
above all to
the Almighty God who saw me through it all

ACKNOWLEDGEMENT

The researcher wishes to express his deep gratitude to the following people whose cooperation and contributions brought this work to its successful conclusion. The researcher expresses his profound gratitude to the Almighty God for His Holy Spirit whose presence, comfort, strength and peace took him (the researcher) through the most turbulent period of his life, during which he reached the peak of his academic career.

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ABSTRACT

This study investigated the relationship between staff development and job satisfaction among the academic staff of Colleges of Education in Lagos State. It studied the perception of the academic staff to determine if there was a relationship between staff development and job satisfaction. Some of the development types investigated were external development, internal development, relevant and irrelevant additional qualifications, government and self sponsored developments and development outcomes. Thirteen research questions were developed to give direction to the problem under study and twelve hypotheses to focus the problems and make decisions.

The population for which this research was undertaken was the academic staff of Colleges of Education in Lagos State, four hundred and ninety seven in number and also made up the sample. Four hundred and four of these, eighty one percent, returned their completed questionnaires. The institutions were Federal College of Education (Technical), Akoka; Adeniran Ogunsanya College of Education, Ijanikin; Lagos State College of Primary Education, Epe and St. Augustine College of Education (Project Time), Akoka. Data was collected using a structured questionnaire with a four point Likert scale for weighting. To analyze the data, the Pearson Product Moment Correlation (r) was used in analyzing relationship between indices of staff development and job satisfaction while descriptive statistics was used in determining differences in levels of job satisfaction.

The findings of the study were that there was significant relationship between staff development and job satisfaction among academic staff of Colleges of Education in Lagos State, Staff from Government owned institutions had similar perceptions so were staff with different levels of experiences borne from outcomes of staff development. This implied that staff development was related to job satisfaction. It was concluded that for academic staff to be satisfied with their jobs, the relevant authorities should sponsor and implement the provisions of the staff development policy of Colleges of Education. The researcher recommended that the government should conduct a review of the existing policies governing terms and conditions of service, The National Commission for Colleges of Education “Minimum Conditions for staff and Courses” and Federal Government regulation for promotion of staff (the green book) and remove contradictions that make undertaking of development programmes with full sponsorship impossible. This way, academic staff of Colleges of Education will happily face their arduous task of nation building without distraction from non-updating of skills, static status and inability to adequately fulfill financial responsibilities in the family and the society at large.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The nation witnessed series of unrests in the Nigerian tertiary institutions in the past two decades. Academic staff of the three tier tertiary education system embarked on strikes, laid down their tools and had the academic calendar as well as the institutions shut down. The frequency with which this occurred paralyzed the education sector of the national economy and in many cases dragged a four year programme to about twice its duration. This sad disruption of the academic calendar forced many parents who could afford it along with those in political power to send their children abroad for their education. Many reasons were adduced as factors responsible for this open demonstration of no job satisfaction.

Some of these factors were the seeming neglect of the funding of the education sector by the then military governments during the era of economic depression. Facilities – infrastructures and equipments broke down, became unserviceable and obsolete. Alternative to practicals instead of actual practicals became the viable alternative because institutions could no longer afford learning equipment and materials. Above all, teachers pay became grossly inadequate to sustain the teacher. Many experienced

academic dons migrated to foreign fields that offered better conditions of service.

The unrest spread across the nation and Colleges of Education were not left out. While this third tier of the tertiary level of education were not as active in their remonstrations as those of the universities, the Colleges of Education Staff Union (COEASU) carried out demonstrations and shut down their institutions nationwide in 1991, 2003 and 2006 respectively. Individual Colleges of Education embarked on work to rule and at other times shut down their institutions in order to protest their no job satisfaction. The mildest protests of some Colleges of Education ended on newspaper publications and warnings which if not heeded would culminate in industrial action.

This study investigated the place of staff development in the break down of the academic institutions through strikes against the government and management authorities in demonstrated undisguised dissatisfaction with the job itself. It studied the relationship between staff development and job satisfaction and to see if it was also a vital factor of job satisfaction.

Staff development at all levels, not only result in overall growth and development, but it also rejuvenates industry. A rise from the level of experience at the point of employment through internal development

programmes like conferences and “assistant” positions in the educational sector are performance oriented programmes that bring about development. The external development which operated outside the school but provided by academic institutions which award diplomas, certificates and degrees has become indispensable to quality input in any academic organization that will not be static.

The dynamic routine of the academic staff of tertiary institutions all over the world makes regular development activities imperative and highly sought. The environment for and in which they work places a heavy demand for output that meet today's global need. This drives every employee in academic and non-academic communities to hard work to meet up and be relevant to a fast changing world.

There is increase in technological innovations in advanced and developing nations. These innovations need to be communicated to learners. Staff development programmes among other things arise from the necessity to acquire knowledge of these innovations and upgrade existing skills. Again, it becomes necessary in order to advance in status and cadre and become relevant in today's high technological world. Economic status of a nation and salary scales do not hinder the rate at which new learning experiences advance worldwide. The awareness of increase in new ideas

creates a desire to be acquainted with what is new in the advancing world in order to be relevant. When this urge is not satisfied, there is likely to be no job satisfaction.

The educational institutions of the third world countries cannot afford to be passive in the high technological advancement being experienced globally. This is because scientists and technologists have produced ideas faster than are being communicated, absorbed and applied. Hence there is an increasing gap between what is known and what is done. This is even more so in developing countries like Nigeria. Varieties and a large number of high technological equipment and materials are turned out in all existing as well as new fields of learning. The educational institutions are therefore saddled with the task of collecting, sorting, collating, analyzing, organizing into curriculum and teaching these learning materials. This is because academic institutions are training institutions designed to make learners self reliant and relevant to today's world.

Job satisfaction for an employee could lie in the ability to positively respond to increasing demand for new services by a world full of competing needs and services. A man may be satisfied with his job because he finds fulfillment in it, and, because the job brings him satisfied living through the income from the job. When it is the ability to perform the job itself that

brings satisfaction, such a man may not have job satisfaction because he is unable to do a better job, improve his own work and that of his group due to non-acquisition of new skills the advancing job mechanism requires. Also, he wants to do bigger and better things but being incapacitated because of the change from old systems to installed technological innovations to which he is untrained, he could experience no job satisfaction.

This type of no job satisfaction is the most valuable attitude any organization can possess in its employees, and the most real expression of pride in job and work, and of responsibility. This is because, rather than enjoy salary for no input and poor work, he complains and requests for training in the operation of the installed technology in order to give optimum service.

Job satisfaction remains one of the most researched phenomena in behavioral science, yet, it is probably one area where continued research is unrelenting. There is a multiplier effect when an academic staff undertakes development programmes. For instance, graduates who regularly undertake development programmes for whatever number of years of employment and continue doing so when there is an innovation calling for further studies; will always convey during classroom interaction, clear and updated experiences. No employer who regularly undertakes development

programmes is unemployable in organizations that request for that extra and learned experience as an added advantage.

This is because one of the major factors of nonperformance is the lack of necessary skills to operate in the cadre to which the staff is designated. For these reasons, tertiary institutions have in place, staff development policies (Appendix 1).

These policies outline the various development options and give legal backing to qualified academic staff interested in availing themselves of these provisions. For instance, a confirmed member of the academic and administrative staff who has been in continuous employment for at least two calendar years, except for normal vacation leave, may apply for study leave with pay. These provisions, if implemented, could automatically close the door to any frustration that may arise from non-acquisition of necessary working skills by members of the academic staff.

In the promotion guidelines for Colleges of Education, for a Lecturer 1 staff on HATIS 11 to rise to its next cadre - the Senior Lecturer on Level 12, he must possess a master's degree. For those instructors employed with the Higher National Diploma (HND) and lecturers employed with their first degree, it becomes imperative to apply for permission to undertake an external development programme to enable them acquire the necessary

master's degree. Yet, the minimum conditions that specify exact number of employees, their qualifications and specialization, make it impossible to permit any lecturer to embark on external development because of the vacuum likely to be created when they leave their jobs for further studies.

In the terms and conditions of service of Colleges of Education it is possible for staff to convert from one cadre to another (e.g. Instructorship to Lecturership). But in actual practice, it becomes almost impossible due to the same regulation demanding acquisition of extra degree(s) and publications as preconditions for cadre transfer. These new demands also become unattainable for those who want to make the effort due to lack of development opportunity. The opportunity to undertake available external development programmes cannot be granted because of the vacuum that will be created in the department when the staff leaves.

Development policies in themselves probably can present frustrations and disaffection among hard working members of the academic staff especially where, although such provisions were defined in development regulation, actual practice is not possible. The policy on minimum condition for staff strength for Colleges of Education, defines number and qualifications of academic staff to be employed, yet gives no room for any external development practice for staff in departments with the minimum

number of staff. Because of this policy, qualified staff who intend to embark on development programmes are not permitted because of the absence of another staff to fill in the vacuum he creates on leaving.

The perception that the advantages that accrue to regularly developing academic staff will elude those undertaking staff development programmes could give rise to no job satisfaction. Such benefits include promotions, higher salary, qualification for administrative positions and overall respect that fulfill ego and social needs.

Academic staff development in the face of increasing technological advancement, teaching methods, social dynamism, new educational psychological frontiers, educational technology, advancing educational strategies and broadening curriculum cannot be neglected. In a fast developing world, regular and systematic development of academic staff is required to catch up with advancement in all fields of learning. Outdated school systems, administrative tools and interactions, learning and research tools could be a source of no job satisfaction in the work environment. A good example is the inclusion of computer studies in almost all courses.

This inclusion broadened curriculum of almost all courses with computer studies. With the speed of growing sophistication of the computer, the regular discarding of software and programmes and the consequent

introduction of new ones calls for consistent and systematic development of academic staff in order to remain relevant. Even user-friendly computers need to be introduced by experts before lecturers and instructors catch up with each system. Other new courses demand regular development programmes sponsored by the institution to keep the academic staff updated and relevant to their profession. When the educational sector is unable to transfer to the nation such skills necessary in handling these new technological frontiers, no job satisfaction could arise and create a crisis.

Perhaps because of poor salary by the government, some academic staff embark on development programmes not relevant to their department courses. Another reason for this phenomenon could be because of no sponsorship of development programmes even where they are department courses compliant.

The problem of non-government sponsorship of academic staff embarking on department related programmes negates the policy directive for recognition of certificates during promotion exercises. It is not likely that any academic institution would sponsor its staff who embarks on a course of study that is not useful to its job description. The systematic development experiences listed for promotions in the terms and conditions of service and the scheme of service provide no room for irregularities in development

experiences. Such irregularities seen in nonsystematic development practices could result in delayed promotions. Delayed upward mobility is likely to create stress and result to no job satisfaction.

The researcher has observed that there are academic staff who have not received rewards for meritorious achievement in staff development programmes yet show evidence of job satisfaction. The Nigerian case could produce a new interest of study in job satisfaction. There are probably, academic staff who are dissatisfied with their job for various reasons and yet are performing their duties. This may or may not be due to staff development but because of other factors known to this category of staff.

These prevailing conditions in Colleges of Education on which this study focuses provide a new area of study. The study, which will determine a new factor – staff development and solutions to the issue of no job satisfaction in the Education system, become urgent to arrest an already bad situation.

Statement of the Problem

Contradicting development policies have made it difficult for academic staff of Colleges of Education to embark on further studies. Some regulations made it impossible to implement those staff development

guidelines that permit embarking on well-designed and deserved development programmes. This unsatisfactory state of affairs could be a major factor for unrests as well as indifference to work ethics demonstrated by some academic staff.

The awareness of increase in new ideas and innovations relevant to staff areas of specializations create desire in each staff to be acquainted with what is new in the advancing world. When this urge, demonstrated in the request for further studies is not met by the authorities who turn them down, there is likely to be no job satisfaction.

The benefits that accrue to academic staff that undergo development programmes include promotion from Lecturer 1 to the Senior Lecturer cadre, appointment as a Head of Department and increase in salary and fringe benefits. Others are, the satisfaction of ego needs, membership and headship of special committees, and conversion from the Instructorship cadre to Lectureship cadre for holders of the Higher National Diploma (HND). Refusal to permit and sponsor those staff that are qualified for further studies because of vacuum to be created by their absence might be related to the unrest among the academic staff. This is because it is not likely that any staff would lose all these benefits and remain satisfied with his or her job.

It is necessary to operate technological innovations introduced to the academic system. The inability to operate these new systems drives academic staff into a quest for knowledge. When their drive to obtain new skills is destroyed by the refusal permit them to embark on development programmes there could be no job satisfaction.

Self sponsored development programmes embarked upon in non relevant fields to department courses could be due to refusal by College authorities to grant permission to undertake government sponsored development programmes. This in itself is a disadvantage during promotion exercise because only development programmes in departmental courses qualifies holders for promotions to the Senior Lecturer's cadre.

Research Questions

To determine the relationship between staff development and job satisfaction, the problem has been focused in the following research questions

1. What are the levels of job satisfaction among the academic staff of Colleges of Education in Lagos State?

2. Is there any relationship between staff development and job satisfaction among academic staff of Colleges of Education in Lagos State?
3. Is there any relationship between participation in further studies and job satisfaction among academic staff of Colleges of Education in Lagos State?
4. Is there any relationship between non-participation in further studies and job satisfaction among academic staff of Colleges of Education in Lagos State?
5. Is there any relationship between relevant additional qualification and job satisfaction among academic staff of Colleges of Education in Lagos State?
6. Is there any relationship between irrelevant additional qualification and job satisfaction among academic staff of Colleges of Education in Lagos State?
7. Is there any relationship between self-sponsored development and job satisfaction among academic Staff of Colleges of Education in Lagos State?

8. Is there any relationship between government-sponsored development and job satisfaction among academic Staff of Colleges of Education in Lagos State?
9. Is there any relationship between development outcomes and job satisfaction among academic Staff of College of Education in Lagos State?
10. Is there any relationship between staff development and job satisfaction among experienced staff of Colleges of Education in Lagos State?
11. Is there any relationship between staff development and job satisfaction among non-experienced staff of Colleges of Education in Lagos State?
12. Is there any relationship between staff development and job satisfaction among academic staff from government owned Colleges of Education in Lagos State?
13. Is there any relationship between staff development and job satisfaction among academic staff from private owned College of Education in Lagos State?

Hypotheses

To find solutions to the problem under study, the following hypotheses are listed:

1. There is no significant relationship between staff development and job satisfaction among academic staff of Colleges of Education in Lagos State.
2. There is no significant relationship between participation in further studies and job satisfaction among academic staff of Colleges of Education in Lagos State.
3. There is no significant relationship between non-participation in further studies and job satisfaction among academic staff of Colleges of Education in Lagos State.
4. There is no significant relationship between relevant additional qualification and job satisfaction among academic staff of Colleges of Education in Lagos State.
5. There is no significant relationship between irrelevant additional qualification and job satisfaction among academic staff of Colleges of Education in Lagos State.

6. There is no significant relationship between self-sponsored development and job satisfaction among academic staff of Colleges of Education in Lagos State.
7. There is no significant relationship between government-sponsored development and job satisfaction among academic staff of Colleges of Education in Lagos State.
8. There is no significant relationship between development outcomes and job satisfaction among academic staff of College of Education in Lagos State.
9. There is no significant relationship between staff development and job satisfaction among experienced staff of Colleges of Education in Lagos State.
10. There is no significant relationship between staff development and job satisfaction among non-experienced staff of Colleges of Education in Lagos State.
11. There is no significant relationship between staff development and job satisfaction among academic staff of government owned Colleges of Education in Lagos State.

12. There is no significant relationship between staff development and job satisfaction among academic staff of private owned College of Education in Lagos State.

Purpose of the Study

This study intends to achieve the following purpose:

- to find the relationship between staff development and job satisfaction among academic staff of Colleges of Education in Lagos State.
- to investigate the relationship between relevant additional qualification and job satisfaction among academic staff of Colleges of Education in Lagos State..
- to determine the relationship between those additional qualifications considered irrelevant to department courses and job satisfaction among academic staff of Colleges of Education in Lagos State.
- to study the relationship between development outcomes and job satisfaction among academic staff of Colleges of Education in Lagos State.
- to determine the relationship between development policies and job satisfaction among academic staff of Colleges of Education in Lagos State..

- To find the relationship between sponsorship of development programmes and job satisfaction among academic staff of Colleges of Education in Lagos State.
- to investigate the differences between perceptions of experienced and no-experience staff on staff development and job satisfaction among academic staff of Colleges of Education in Lagos State.
- To examine the differences between staff from government and private owned institutions on their perception of staff development and job satisfaction among academic staff of Colleges of Education in Lagos State.
- To determine the levels of staff development and job satisfaction among academic staff of Colleges of Education in Lagos State.

Significance of the Study

It is hoped that the findings of this study will bring to the fore the crucial place of staff development programme implementation in the drive to fulfil the national objectives in a democratic Nigeria. It is expected to help the academic staff of Colleges of Education in their efforts to evolve viable solutions to personnel problems in the education system in order that academic staff efficiency and effectiveness will be achieved.

It is also hoped to, in the long run, bring about the realization of the desired fulfillment of work ethics and job commitment on the part of academic staff of Colleges of Education. It is expected to make possible a call for staff development policy review, redesign and implementation for efficient development programmes and hopefully, bring about deserved promotions and other rewards to deserving staff in order to create job satisfaction. It is also expected to bring about implementation of innovations to optimize quality educational activity in Colleges of Education. This in turn is expected to occupy the academic community with enough interest and work to reduce or help make obsolete the incidents of strikes against the government for no job satisfaction.

It is expected that educational managers and administrators in tertiary institutions will find in this research a new, updated, and useful foray into existing job satisfaction needs, in order to optimize staff input in new curriculum and instructional strategies in the coming decades of the new century. It is expected that the study will stir educational planners especially in the area of staff development programmes to seriously examine the various options opened in this research with a view to creating the enabling environment and modalities for its effective implementation

Scope /Delimitation of the Study

This study covered the Colleges of Education in Lagos State. These are the federal, state and private owned Colleges of Education. The study focused on the relationship between staff development and job satisfaction. The data came in the form of perceptions and experiences of academic members of staff on the relationship between staff development and job satisfaction.

This study has not taken into consideration other factors that could have had direct impact on job satisfaction of the academic staff of Colleges of Education in Lagos State. Such factors like the neglect of the education sector of the nation's economy by successive military governments, insufficient salary, poor fringe benefits, state of facilities including uncompleted infrastructures, unserviceable equipment and materials, inability to take up courses demanding workshop and labouratory experiments but substituting these with alternatives-to-practical, and absence of updated textbooks. These factors would have increased the scope, volume and outcomes of this study.

Limitation of the Study

This study investigated perceived relationship between staff development and job satisfaction among staff of Colleges of Education in Lagos State. Owing to the usual unwillingness in some respondents to take questionnaires seriously, all respondents did not complete as well as positively react to the instrument.

Definition of Terms

The following terms used in this study will be operationally defined as presented:

Staff Development: The acquisition of skill necessary to perform at a higher level of responsibility, change to implemented innovations without difficulty, effectively handle curriculum changes and qualify for the outcomes that follows it.

Development Programmes: Programmes internally and externally designed and implemented on a regular basis to update and pass across skills and experiences needed by academic staff for the continual dynamic changes taking place in the community and the educational institutions in particular

Staff Development and Innovation: Those new skills, experiences and inventions which are the outcomes of development programmes of the academic institution.

Further Studies: These are development programmes that offer post graduate certificates from the Masters' degree and above. Most Colleges of Education cannot offer this as yet.

Long Term Development Programmes: These are development programmes, most of which do not exceed one year in duration as certificate or diploma courses..

Short Term Development Meetings: These are meetings organized to last between one day and one week which feature programmes aimed at updating academic knowledge in various disciplines: conferences, workshops and seminars come under this. A Certificate of Participation is usually obtained by each participant.

Institutional Development: Changes in schools and institutions that increase their capacity and performance for continuous improvement.

External Development Programme: These are those development programmes which take place outside the institution in which the beneficiary is employed.

Relevant Development Programme: Those development programmes that are part of the areas studied or taught in the department of employment

Staff Development Outcomes (Rewards): These are those benefits which, according to development policies are handed to academic members of staff who have undergone required development programmes.

Experienced Academic Staff: This refers to the academic staff whose status indicates that he or she has crossed the cadre (Lecturer 1), which is the limit for staff without relevant staff development experience through further studies and research publications.

Non-experienced Academic Staff: This is the academic staff whose cadre (Lecturer 1 and below) indicate that he or she has not benefited from those rewards that accrue to academic staff within the Senior Lecturer to Chief Lecturer cadre.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents reviewed related literature materials on the relationship between staff development and job satisfaction among academic staff of Colleges of Education in Lagos State.

The discussion focuses on the following:

1. Theoretical Framework – Job Satisfaction: Herzberg Two – Factor Theory of Job Satisfaction supported with Maslow’s Need Hierarchy Theory.
2. The Relevance of Herzberg's Two Factor Theory to Staff Development and Job Satisfaction
3. The Conceptual Framework for Staff Development: The Lewin Development Model.
4. The Concept of Staff Development.
5. The Concept of Job Satisfaction.
6. Staff Development and Job Satisfaction.
7. The Role of Rewards as a Motivator.
8. Staff Development Policies of Colleges of Education
9. Appraisal of Literature Review.

The Theoretical Framework : Herzberg Two – Factor Theory of Job Satisfaction supported with Maslow’s Need Hierarchy Theory

This study focuses on the relationship between academic staff development and job satisfaction in Colleges of Education in Lagos State. The need for continual development experienced among the academic staff is emphasized by the staff development policy which demands

possession of evidence of such experiences before promotion to certain cadre is effected. Job satisfaction, it seems, could be created by regular development achievements. The theoretical framework to the study is thus provided by Herzberg's Two factor theory and supported with Maslow's Need hierarchy Theory

Herzberg's Two Factor Theory & Job Satisfaction

There are various theories of job satisfaction, but the one that is most relevant to this study is the two factor theory of job satisfaction propounded in 1959 by Herzberg. Using a critical incident's procedure (semi-structure interviews), Herzberg and his teaming researchers asked their respondents to recall a time when each felt exceptionally good about his or her job, and times when each felt exceptionally bad, and then to describe the events associated with these feelings. The result of analysis of the accumulated data was the emergence of two distinct factors - satisfiers and dissatisfiers. This means that the factors involved in producing job satisfaction (a motivation) are separate and distinct from the factors that lead to job dissatisfaction.

Chukwuma and Ngoka (2000) states that motivators or satisfiers are those factors that are related to satisfaction or positive feeling about the job. This is because they relate to the nature of the work - the content of the job itself. They are sometimes referred to as intrinsic factors.

These factors encourage the growth and the developmental needs of people at the work place. Six factors fall under this category. They are:

1. Achievement
2. Recognition for achievement
3. The work itself
4. Responsibility
5. Advancement (promotion) and
6. The possibility of personal growth.

Herzberg's, motivators are related to job satisfaction. That is, when these motivational factors are present in a work situation they lead to strong motivation, satisfaction and good job performance, but do not cause dissatisfaction when they are absent. At first, the absence of motivators therefore makes up a continuum leading from no job satisfaction to satisfaction.

Peretemode (2000) citing Herzberg (1959) further states those factors that are related to the context or environment of the job cause dissatisfaction. These are called hygienic factors or dissatisfiers or maintenance factors. They are also referred to as the extrinsic factors of motivation. They are:

1. Company Policy and Administration
2. Supervision
3. Interpersonal relations with superiors

4. Interpersonal relations with peers
5. Interpersonal relations with subordinates
6. Working conditions
7. Salary
8. Personal life
9. Status
10. Job security.

If these hygiene or maintenance factors are present in the work situation, employees will not simply be dissatisfied. If the factors are not forthcoming, employees will be dissatisfied. But if they are present, employees will not necessarily be either satisfied or motivated. Herzberg concluded that the opposite of job dissatisfaction was simply no job satisfaction and the opposite of satisfaction was no satisfaction.

Herzberg's studies in 1959 concentrated on satisfaction at work. In the initial research some two hundred engineers and accountants were asked to recall when they had experienced satisfactory and unsatisfactory feelings about their jobs. Following the interviews, Herzberg's team came to the conclusion that certain factors tended to lead to job satisfaction, while others led frequently to dissatisfaction. The factors giving rise to satisfaction were called *motivators*. Those giving rise to dissatisfaction were called *hygiene* factors. These studies were later in

1968 extended to include various groups in manual and clerical groups, where the results were claimed to be quite similar.

The key distinction between the motivators and the hygiene factors is that whereas motivators can bring about positive satisfaction, the hygiene factors can only serve to prevent dissatisfaction. To put it another way, if motivators are absent from the job, the employee is likely to experience real dissatisfaction. However, even if the hygiene factors are provided for, they will not in themselves bring about substantial job satisfaction. Hygiene, in other words, does not positively promote good health, but only acts to prevent ill health.

Herzberg's motivation-hygiene theory was generally received by practicing managers and consultants for its relatively simple and vivid distinction between factors inducing positive satisfaction and those causing dissatisfaction. It led to considerable work on so-called 'job enrichment', i.e. the design of jobs so that they contain a greater number of motivators. Herzberg's ideas were less well received by fellow social scientists, mainly on grounds of doubt about (a) their applicability to non-professional groups and (b) his use of the concept of 'job satisfaction', which they argued is not the same thing as 'motivation'.

According to Peretomode (2000), Kramer in 1977 pointed out that Herzberg saw motivational factors being related to the work itself and advocated a strategy of job enrichment in order to use more effectively

the talents of the people. He further stated that job enrichment involves building into individual jobs greater scope for personal achievement, recognition and responsibility.

The hygiene factors are related to job dissatisfaction but not to satisfaction, and it makes up a continuum ranging from dissatisfaction to no dissatisfaction as shown in the table below:

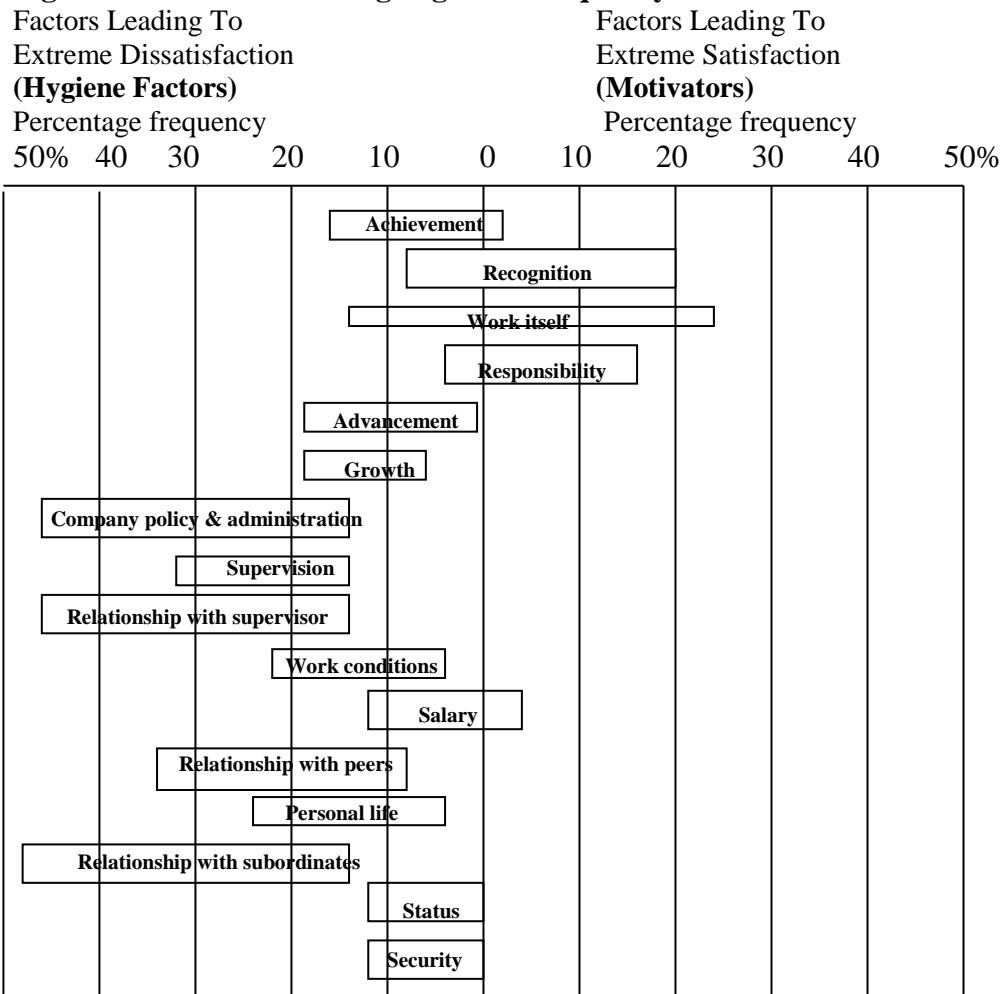
Figure 1. Herzberg's Satisfaction Continuum and Motivation and Hygiene Factors

Hygiene Factors (Needs)	Motivation Factors (Needs)
Environment <ul style="list-style-type: none"> • Pay • .Status • Security • Supervision • Fringe benefits • Working conditions • Policies and Administrative • Practices • Interpersonal relations with superiors, Peers and subordinates 	The Job <ul style="list-style-type: none"> • Meaningful and challenging work • Recognition for accomplishment • Opportunities for growth and advancement • Feeling achievement • Increased responsibility • The job itself

Source: Peretomode (2001) Educational Administration - Applied Concepts and Theoretical Perspectives.

Cole (1999) charts these factors indicating the percentage of their frequency in bringing about satisfaction or dissatisfaction:

Figure 2. Factors indicating degree of frequency of Factor Occurrence



Source: Cole (1999). *Management Theory and Practice*. (6th ed.). Great Britain: Ashford Colour Press.

Note: The *length* of each 'box' denotes the frequency with which the factor occurred in the situations described by the respondents. The overlap of the boxes across the centre line indicates:

- (a) that motivators have their *negative* aspects, eg lack of achievement can lead to dissatisfaction; and

- (b) that hygiene factors have their *positive* aspects, e.g. salary can be a source of satisfaction.

Herzberg's two - factor theory is rooted in human needs. Maslow advanced the theory of human needs of motivation itself. The human needs are at the roots of job satisfaction as well as staff development. Herzberg extended Maslow's need to the work situation. His hygienic factors or dissatisfiers are similar to Maslow's lower level needs of physiological security and social needs while his motivational factors or satisfiers rank with Maslow's higher order needs called esteem and self actualization needs.

Peretomode (2000) lists the major position of Herzberg's two - factor theory as follows:

1. When motivation factors are present and in a positive direction in a job situation, employees will experience feelings of satisfaction; when the motivation factors are absent or negative in direction, employees will not experience feelings of satisfaction.
2. When hygiene factors are absent, inadequate or negative in a job situation, employees will experience feelings of dissatisfaction.
3. Absent or negative motivation factors do not result in feelings of dissatisfaction on the part of employees, and

adequate or positive hygiene factors do not result in feelings of satisfaction on the part of employees.

4. The presence and positive direction of motivation factors result in increased effort on the part of employees, where the adequacy and positive direction of hygiene factors do not result in increased effort.
5. The absence or negative direction of motivation factors result in decreased effort.

Maslow's Need Hierachy Theory

Maslow (1943) published his "Theory of Human Motivation" in the Psychological Review in July. This was one of his works that sought to find how to make workers produce optimally. His theory of hierarchy of needs classified human needs as what he describes as basic human needs which are organized into specific levels of sequence. Each level creates a motivation to work in order to acquire or experience what the level affords. When a specific level is attained it ceases to be a need and a drive for optimum output. But the next level of needs take over the aspiration of the worker and motivates him or her for optimum service. These levels he classified as (1) psychological needs (2) safety needs (3) social needs (4) ego or esteem needs and (5) self actualization.

1. Psychological Needs

Maslow categorizes these as the lowest in the hierarchy. They consist of the basic biological needs of the human body namely needs for food, water, air, sexual gratification, shelter, clothing etc. These needs are the first because without satisfying them, no other need will motivate. But when satisfied, other needs, specifically the next level will create fresh motivation. The replacement of fulfilled needs by another higher need is unending from childhood to senescence and death.

In education, this, in the first place is behind the need to get employed, become independent and then aspire to fulfill desires. This level of needs is satisfied by salary in the first salary scale and its fringe benefits such as accommodation, transport, feeding and clothing.

2. Safety Needs

After the satisfaction of the psychological needs, the higher needs of safety needs begin to control the workers attitude to work. He or she produces optimally in order to obtain these needs. They are the need for security, protection against danger and accident, threat, deprivation and protection from physical or psychological harm, economic disaster and the unexpected. It includes the desires for stability and absence from pain and illness, and security of job.

In the educational sector, these needs apply to the needs for a sense of job security that comes after a promotion, increased fringe benefits,

retirements and pension schemes, ability through increased salary to engage in insurance schemes for the family, medical or health services and safe working conditions. A better pay from promotions will provide for a better accommodation in a safer environment – free from robbers, dirty and disease infested environment and perhaps closer to work location for punctuality at a lower cost (energy, time, struggle and financial implications)

3. Social Needs

These needs are also called “love needs” because it seeks acceptance and warmth of peoples generally. These needs are pursued after physiological and safety needs are satisfied. Social needs are the “needs to feel needed”, the need for affection, belongingness, association, love, affection, friendship, interactions and acceptance in relationship with other people. Social needs are normally satisfied in social settings where people exchange friendship and love because they are accepted and have common objectives.

For the educational sector, social needs are satisfied through an employee’s interactions between peers, superordinates and subordinates in different social settings. Some of these settings may be formal or informal. Non-formal groups include unions and old students associations etc. There are interactions here that have nothing to do with secular responsibilities other than respect for status but there is everything

human, friendship, love, commiseration, celebrations, and a feeling of acceptance and belonging. For the various unions, there is the joint fight for a common cause, protection and understanding.

4. Ego or Esteem Needs

This need that follows the satisfaction with social needs is called esteem needs and is two fold in nature. It seeks to feel important and receive recognition. This recognition supports the feeling of importance. The two parts of egoistic needs are (i) the one that relates to one's self esteem - needs for self confidence, independence, achievement, competence and knowledge and (ii) the needs that relate to one's reputation, needs for status, recognition, independence, and appreciation for the deserved of one's fellows. These needs are rarely completely satisfied.

The educational community satisfies in various levels ego and esteem needs. When social needs are satisfied, ego or esteem needs take over basis for more work. Promotions are needed to advance to higher status where respect from others becomes automatic privilege. There is increase in salary, servants are also paid by the government and special roles that are the peak roles of the educational system are assigned to such staff. Some cadres like the Deanship are also open for occupation by election. Their seats during academic activities are special seats and their

presence is acknowledged. This is status or esteem and make up major outcome of staff development.

5. Self – actualization Needs

Self actualization is the highest need level in Maslow's Need Hierarchy. Maslow also calls it self fulfillment needs, which he defined as the need to become more and more everything one is capable of becoming. It has to do with the need to use one's skills, abilities and realize one's potentialities for continued self development, for being creative in the broadest sense of the term.

The actualizing person may be described as someone who has increased the acceptance of self and others, increased problem solving ability, increased spontaneity, detachment and the desire for privacy. The satisfying of self actualization is possible only after the fulfillment of all other needs.

Maslow considers the needs at the first three levels as the lower level needs. These are needs that are regularly satisfied by majority of people and no longer have much motivational effect. The needs at the last two levels, (ego and self actualization) are referred to as higher level needs. These are rarely completely satisfied. Once attained, these needs continually motivate. Individual differences are greatest at this level and number of ways may be found to achieve self actualization on the job through quality work by the use of creative and useful ideas and so on.

In tertiary institution, this level starts at the Senior Lecturership cadre and continues to the Chief Lectureship cadre. Here it becomes possible to take up administrative responsibilities like head of department and dean, unit headship, committee headship and directorship. Government appointment becomes open so also is the community's recognition and awards. More of the academic community can be helped and the skills and experiences of such a staff is increasingly useful in solving problems and creating conducive conditions for staff and student roles.

Relevance of Herzberg's Two-Factor Theory to Staff Development and Job Satisfaction

The relevance of Herzberg's Two-factor theory to job satisfaction will be understood through the place of the motivational or intrinsic factors in employee-job relationship. Employees in Colleges of Education in Lagos State need staff development in itself. The Staff Development Policy makes it mandatory for upward mobility. No academic staff employed with a first degree or a Higher National Diploma can aspire to become a Senior Lecturer without a Masters degree in his or her departmental field. Herzberg's theory makes it clear that need satisfied brings job satisfaction. Where Herzberg's satisfiers are absent, the result is nonsatisfaction. Each of his satisfiers is directly linked to job satisfaction.

According to Maslow's Need hierarchy Theory, achievement is the goal of Self Actualization the highest of the levels of needs. Achievement and recognition for achievement are a vital factor in the relationship between academic staff development and job satisfaction because it is a fundamental factor for happiness, celebrations, status and fame. This is brought about by achievement. This is more so when the achievement is recognized. (Peretomode, 2001, Chukwuma and Ngoka, 2000). Names are associated with achievement for instance Professor Wole Soyinka, Professor Chike Obi is linked with mathematics, Professor Nwagwu with Education Law and Professor Babs Fafunwa with Education. This is recognition.

Recognition for achievement gives the sense of being approved, accepted and contributing to organizational efforts to fulfill its objectives. It affords the worker a sense of security – one who would not be readily expelled. According to Chukwuma and Ngoka, (2000) and Ejiogu, (1992) every employee sets out to achieve something for himself. The psychological outcome of failure is sadness, discouragement and disillusionment while achievement brings the opposite. Without achieving what is set out in the scheme of service for staff (the green book) and being recognized for it there cannot be promotion and all the entitlements that go with it.

Inability to perform the work itself could lead to expulsion or the loss of the job itself. Even where at the time of employment, the employee had all necessary skills for the work, since innovation implementation takes place and, for instance, automation takes over from manual system, the employee must undergo staff development to be relevant. Where this does not take place, the staff becomes redundant due to inability to fit into the new system. (Winfred, Bishop and Porter, 2000, Wagner and Hollenburg , 1999, Asika, 1995, Pigspec Home Research Review, 1998).

It is therefore clear that job satisfaction could be achieved with absolute understanding, skill and productivity at work. (Ogunu, 2001, 1999, Dale, 1985 and Flippe, 1990) Results on the job will therefore bring satisfaction even for subordinates who expect the necessary professional expertise from their heads for direction, corrections and solutions to problems on – the – job.

Idleness could be frustrating to industrious, imaginative and committed employees. Responsibility in the departments of their training will not only keep them busy and direct their energies and imagination at work it will also bring a sense of belonging, trust and responsibility. There is therefore the likeliness of satisfaction for commitment, industry, imagination put into good use and the relevant productivity. (Bishop and

Porter, 2002, Bur, 1992, Koontz, O'Donnel and Weinbbretch, 1980 and Flippo, 1998).

The realization that comes from observance of satisfied subordinates who look up to one also gives a sense of satisfaction. This in itself makes such responsibility as headship a source of job satisfaction. When an employee is recognized as responsible, by appointment to head committees and thus entrusted with more delicate and confidential matters, he is indirectly assured of his place in the organization. Thus is made to see that the office depends on him. This job security is likely to bring about rest, peace from the assurance of great possibilities, which await him because his job is secured.

There are a number of things that go with advancement. These are recognition, status, higher remuneration, higher responsibility, and possibilities as well as respect. All of these are factors capable of bringing happy, stress free working experience. They can enhance job satisfaction or bring it about where it does not exist. Promotion obviously leads to the level of self actualization which is the ultimate goal of employees. (Peretomode, 2001, Chukwuma and Ngoka, 2000 and Ejiogu, 1992). There is no doubt that higher remuneration takes care of personal, family and other financial obligations capable of creating stress or non commitment both of which are tell tale signs of job dissatisfaction.

Man is dynamic just like life, civilization and education. Repetition, non growth and dashed hope of growth could create boredom. The realization that one's professional colleagues and generation are advancing in knowledge and skills while one is static could cause fear of developing a generation gap within same generation: a syndrome that could bring about anxiety, stress and ultimately job dissatisfaction. (Fullan, 1999 and Ogunu, 2002).

Where there is regular development through staff development programmes this fear disappears and relevance with the dynamic time is likely to bring in job satisfaction.

Staff Development: The Lewin Development Model

The objective of this study is the relationship between staff development and job satisfaction. There is an increasing need for relevancy in any twenty first century organization whose services must meet up with the increasing new products and technology worldwide. This makes it mandatory for staff development to take a place of priority in policy statements as well as fiscal measures necessary for development programmes. Organizational development which is the ultimate goal of staff development is defined as a process of planning, implementing and stabilizing the results of change in organizations. (Wagner & Hollenbeck

, 1992). Organizational changes are a response to the changes in the community which demands its services.

The Lewin Development Model will provide the conceptual framework for staff development. The Lewin Development Model, which was created by the social scientist Kurt Lewin, is a three-step model of the development process. According to this model, development progresses through the stages of UNFREEZING, TRANSFORMING and REFREEZING.

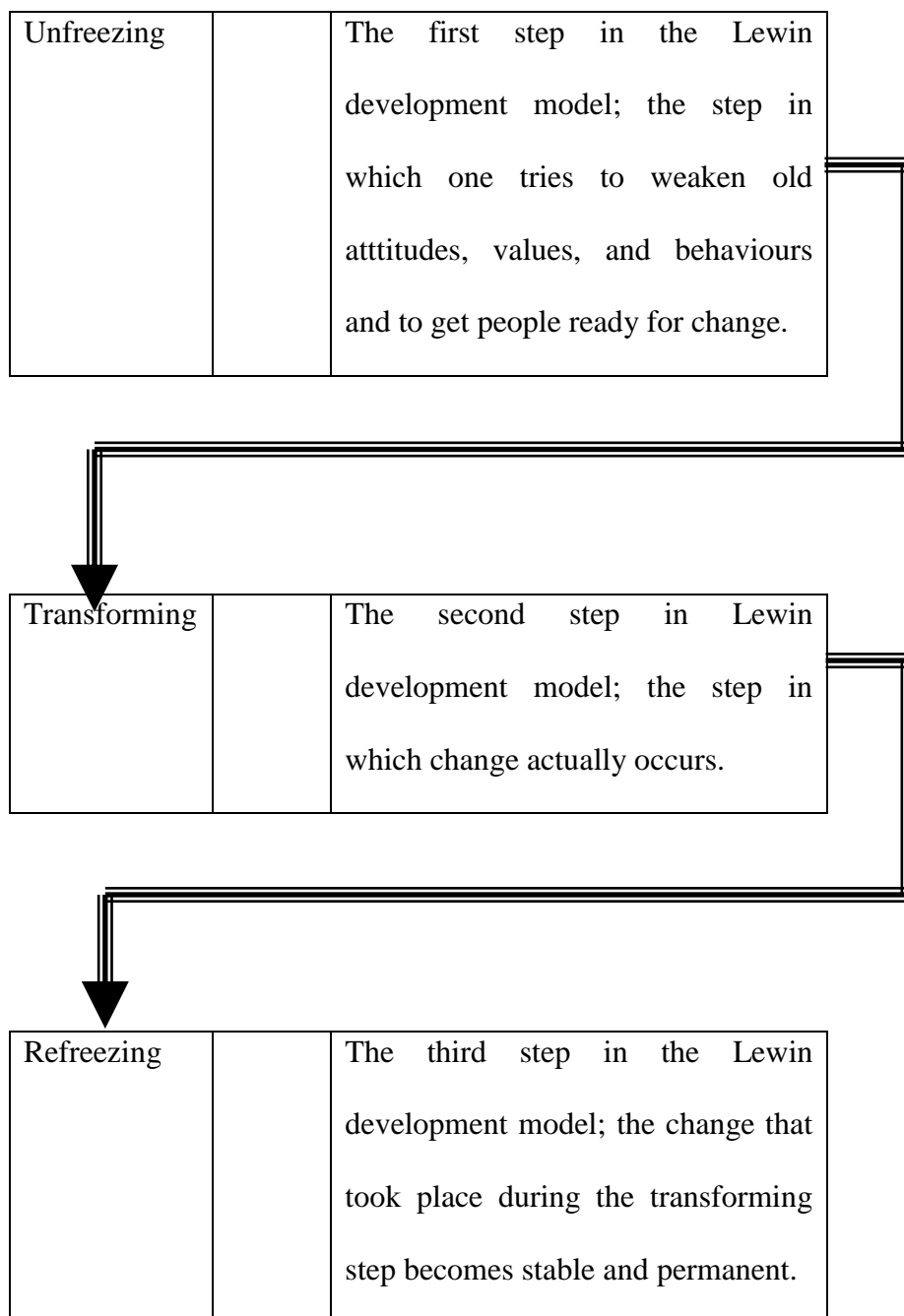
Unfreezing

Unfreezing is defined as the preparatory step in which one tries to weaken old attitudes, values and behaviours get people ready for change. New and different experiences or information that challenges routine perceptions facilitate this unfreezing process. The force field analysis that enables the clarification of those forces and perceptions to be weakened and which should be encouraged becomes necessary at this level.

To stimulate unfreezing, change agents use various organization development interventions. For instance, the counseling, team building, and intergroup mirroring techniques. Their purpose is to increase people's awareness of challenging information and encourage employees to question current behaviours and attitudes. The questioning can lead to

greater readiness for change, because the less satisfied people are with the status quo, the more likely they are to feel that change is necessary.

Figure 3: Lewin Development Process



Model for Levin's Development Concept

Transforming

Transforming is defined as the step in which change actually occurs. It takes place as organization members first identify with the change agent. They begin to internalize the values of organizations development and to adopt new attitudes and behaviours at work. This process often requires (1) facilitation, in which the change agent helps members understand why change is necessary; and (2) training, in which employees learn how they will be affected by the change and what will be experienced of them after the change has taken place. These techniques are an integral part of all organization development interventions and help dispel most remaining resistance to change.

Refreezing

Refreezing focuses on institutionalizing change. In this step, the change that took place during the transformation step becomes stable and permanent. During freezing, new attitudes, values, and behaviours are integrated into everyday organizational processes and procedures. For example leaders become less directive as subordinates assume new developed decision-making roles. Reward systems change managers and their subordinates meet regularly to encourage greater communication. Refreezing does not imply rigidity or resistance to future change. Indeed

because of their experience with successful organization development, the members of an organization learn not to fear change but to welcome it instead.

Freezing in the Education System

In the education system, freezing becomes imperative, not only because a static system negates the dynamic system that education is, but because its services must be relevant to a regularly changing world. This technological era has broadened learning content and created new investment on the human capital. Ogunu, (2001) explains the importance of performance appraisal. This enables the unit heads to recommend in the Apper form the need for training. Again the need for upward mobility on the part of employees without the necessary skills for the new status makes it mandatory to look up to development guidelines for those new frontiers of learning that will equip them with the necessary tools for service.

Fullan, (1999) emphasizes the overall outcome of development in an organization. The rewards for development that are economic, social and psychological automatically add up to the other factors which weaken old attitudes, values and behaviours. Thus these make the academic staff ready for change.

Transforming in the Education System

Change occurs in the education system through internal and external types of development. Through the various processes that make up on-the-job development procedure, regular transforming step of Lewin development model take place. To many members of staff the acquisition of higher certificates especially the postgraduate experience, become imperative. Most postgraduate experience occurs externally in some levels of tertiary educational institutions. Thus, the employees are equipped with relevant skills to assume higher roles that come with expected greater productivity and better rewards. This is confirmed by Ejiogu,(1992), Bur, (1998), Ogunu, (2001) and Peretemode, (2001).

Refreezing in the Education System

The staff returns developed. He or she now possesses new attitudes, values and behaviours. A new skill for the new tasks makes it possible to institutionalizing the new change that called for Transforming. The staff becomes easily integrated into the everyday academic process and procedures. He or she assumes new decision making roles. With the positive change in reward system cooperation is reinforced. Osborne, (1996) emphasizes good climate for innovation implementation to enable its objectives to be achieved. This experience also creates in the academic staff flexibility to future change and because of their experience with

successful organization development, they learn not to fear change but to welcome it instead. This is likely to convince policy makers and those who implement them to remove all bottlenecks in existing policies so that staff development will take its course without any problem associated with implementation such as funding.

The Concept of Staff Development

Ogunu (2001) defines development of the human resource as, “the process of improving, moulding, changing and developing the skills, knowledge, the creative ability, aptitude, attitude, values, commitment etc of and employee based on present and future job and organizational requirements” Competencies whether at the point of employment or acquired during the course of job performance need at one time or the other, further development. Winfield, Bishop and Porter (2002) pointed it, first, in a form of question. “Once competent, does this imply there is no further need for development?”

The two different definitions of competencies in USA defines it as **“examining actual performance** in the job which can be measured and improved by development. The U.K. defines it as describing behaviours which are naturally present in the individual (natural or in-built competencies) which can be combined with those acquired by the

employee through learning and development (Winfield, Bishop and Porter, 2002).

Porter (2002) further states on “learning and development” that “This development is largely attributable to the increasing pace of change and its impact on organizations: as the rate of change accelerates into the new century, organizations and their employees must be able to adapt to ever more turbulent and unpredictable environments. The ability to learn is therefore of paramount importance if organizations are to meet the challenges that lie ahead. Some commentators go so far as to claim that, in the future, the only lasting competitive advantage will be learning”

When the learning climate is supportive, according to Osborne (1996), development programmes can achieve the following: help secure repeat business increase profits increase productivity enhance group work at all levels create greater employee versatility improve communication improve morale improve cooperation increase employee job satisfaction lower costs - lower personal injury rate.

Mullins (1996) states that the purpose of development is to improve knowledge and skills, and to change attitudes. This can lead to many potential benefits for both individual and the organization. He further enumerates development outcomes as (a) increase the confidence, motivation and commitment of staff (b) provide recognition, enhanced

responsibility and the possibility of increased pay, promotion (c) give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression (d) help to improve the availability and quality of staff.

Development is therefore a key element of improved organizational performance. It increases the level of individual and organizational competence. It helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual level of work performance.

Development should be seen as investment in people. Mullins (1996) pull from the results of the study of almost a hundred organizations and lists four major types of development programmes.

- (a) Output Development is generally the province of small organizations which tries to generate output as quickly as possible whenever it employs an individual or a new machine. The transaction must be completed at the shortest possible time to justify, at least, the initial investment results. This type of development, which centers on the individual, is performed in house and initiated only when new equipment, products or persons are introduced into the organization. In the educational sector, this may be likened to on-the job development which takes place when technological

equipment and computers are introduced and when new employees are trained to be used to departmental or faculty oriented equipment like printing machines, computers, medical equipment and educational technology facilities to name a few.

- (b) Task Development involves selected individuals being sent on short development programmes or college based courses. Examples are Health and Safety regulations, manufacturers familiarization courses and the financing of vocational evening classes. Task development sees the initial orientation of new staff as being to the joint needs of the individual and the organization. In the school system, this represents the specialized development which comes from compulsory workshop, conference and seminar programmes for selected staff. Selection according to specialization.
- (c) Performance Development arises when the organization has given substantially and becomes well established. Development is now viewed positively with a single person formally designated in charge of Development of the Personnel. Plans, budgets and policies become tools for managing development company process. Also, Development programmes become means by which the

performance of individuals and the organization can be controlled. Quality adjustment becomes development adjustment. In the educational sector, this is represented by staff development policies, development programmes. The acquisition of relevant post graduate and relevant certificates being pre-requisites to certain cadre of responsibilities and benefits. Such large school systems are the three tertiary education levels – the universities, polytechnics and colleges of Education.

- (d) Strategic Development is reached when the organization recognizes and practices development as an integral part of the management of human resources, prepares organizational strategies, and plans development in the light of both individual and organizational need. Strategic development is integral to the philosophy and culture of the organization. In tertiary institutions, new sets of deans, directors and heads of departments are given a strategic development programme to equip them with relevant skills in the task they are to face in their own socio-political and geo-economic environment. Such programmes are designed to meet the specific institutions. Selected persons are sent on special programmes – workshops or other forms of training to

handle changes as well as new innovation which affects the immediate needs of the institution in every section of the academic system e.g. computerization or automation.

Labour turnover and absenteeism are commonly associated with dissatisfaction but there may be some correlation than there are may be other factors. There appears to be no universal generalizations to problems of turnover and absenteeism. It is primarily in the realm of job design that opportunity for constructive improvement of worker satisfaction appears to be high.

Growth, increase in quality, quantity and productivity as a result of the experience of development programmes is the thought behind staff development. Development programmes bring about an overall improvement in input and output, efficiency and effectiveness, all of which are parts of organizational objectives. In his research work which vividly portrayed the concept of staff development, Fullan (1990) maintains that “Staff development is conceived broadly to include any activity or process intended to improve skills, attitudes, understandings, or performance in present or future roles.”

The definition of Fullan (1999) immediately makes it clear that there is a vacant role existing in the organization or a new role that innovation implementation created in an organization where such innovation has been deployed. In both cases skilled hands are needed to

occupy and make meaningful and productive occupation of the posts. This becomes very vital in the education system, especially Colleges of Education where academic staff employed with a first degree or higher national diploma cannot rise to the vacant Senior Lecturer's cadre without the acquisition of a Master's degree.

In order to occupy the vacant roles, it becomes necessary to undertake a development programme. This makes it mandatory for academic staff of Colleges of Education to take existing Staff development policy seriously and avail themselves of the opportunities guaranteed to acquire necessary skill for advancement. Academic experience at the point of employment now seems not to be insufficient for any academic staff intending to take up available vacant roles. The desire for upward mobility and the advantages that go with it make staff development very important.

Ogunu (2001) defines performance appraisal as, "the systematic evaluation of individuals with respect to their performance on the job and their potential for development" He lists the process as follows;

1. developing of policies, procedures and techniques
2. helping the functional manager
3. reviewing and consolidating of result
4. evaluating and effectiveness of various programmes

After performance appraisal, Ogunu (2001) identifies development process to include;

1. identification of development needs and the individuals and the company
2. developing suitable training programmes
3. helping and advising line management in the conduct of development programmes
4. imparting requisite job skills and knowledge to employers
5. evaluating the effectiveness of development programmes.

In some Colleges of Education like the Federal College of Education (technical), Akoka, Lagos, there are specialized development programmes designed specifically for those in the higher level of executive cadre like the directors, deans and heads of department. Ogunu (2001) calls this type of development as management development and defines it as, “the process of designing and constructing suitable executive development programmes so as to develop the managerial and human relations skill of employees. He lists this to include;

1. identification of the areas in which development is needed
2. conducting developmental programmes
3. motivating the executives
4. designing special development programmes for promotion

5. using the services of specialists and/or utilizing the industrial executive development programmes
6. evaluating the effectiveness of executive development programmes.

The Two Types of Staff Development Programme

Ogunu (2001) defines individual staff development programme as “training ... a systematic process by which employees learn skills knowledge, abilities, or attitudes to further organizational and personal goals” According to Dale (1985), Koontz, O’Donnel, and Weinrich (1980), Flippo (1980) and Ogunu (1999) there are two broad types of staff development programmes. Each has different development programmes and experiences. The two major types of staff development methods are:

- (i) the external or off-the-job development and
- (ii) the internal or on-the-job development

The External Development

Also called the off-the-job development, external development is the permission of the concerned staff, due to school system development policy to take sometime off the job to enable him/her attend a course on specific teaching or administrative techniques as determined by the

analysis of the individual development needs during the appraisal sessions. (Ogunu, 2001; Ogunu, 1999)

The Internal Development

This is also called the on-the-job development or in-service education which gives concerned teachers the new and necessary development experience they need (O'Donnel, and Weinrich, 1980; Ogunu, 1999).

Types of Job Development

According to O'Donnel, and Weinrich (1980) and Ogunu, 1999, there are two major types of training in work organizations:

(1) On-the-job training and (2) Off-the-job training. Within each of them are a variety of others described below:

(1) On-the-Job Development

The on-the-job training types of training programmes are clearly the most common and important types of training programmes utilised in industrial organisation. They enable the employee to be trained during the course of his normal work. It is used essentially to teach workers how to do their present job. The trainer could be a co-worker or supervisor at various levels. The employee is trained and/or retrained through

experiences and interactions with colleagues and superiors within the organisation. (O'Donnel, and Weinrich, 1980; Ogunu, 2001, 1999).

The various types of internal training efforts which fall within the broad type labelled on-the-job training according to O'Donnel, and Weinrich, 1980 and Ogunu, 1999 are as follows;

(1) Orientation/Induction Course

Orientation or induction courses are usually designed to familiarise new staff with their jobs. Dale (1985) defines induction course as a systematic organisational effort to minimise problems confronting new staff so that they can contribute maximally to the work of the organisation. A result-oriented induction training needs to be more than a mere one day briefing session as can be found in some work organisations if the programme must achieve its objective of providing new staff with assistance to identify with the organisation.

(2) Job Rotation

In job rotation plans employees' work assignment are varied on a planned basis in order to expose them to a succession of valuable learning experiences. Trainees may be rotated from one part of an activity to another until they have obtained experience in all parts, as when personnel interns are assigned in turn to each division of the personnel

office. Rotation may be between organisation units without change in the kind of work, the purpose being to provide the trainee with the stimulus of a new work environment, or it may be between different functions, such as from line to staff activities.

The transfers may be for limited periods of time or on an indefinite basis, but the purpose is always the same: to help each man or woman develop his or her potentials.

Individualized planning and coaching are integral elements of sophisticated rotation systems. Job transfers should be geared to each employee's needs and capabilities, so that the employee is kept on each job long enough to be able to profit from it. Excessive rotation is a real danger, particularly if the assumption is that the change in and of itself will benefit the employee. Without attention from management, rotation can become a formalistic and largely purposeless ritual. If this happens, the "rotated employee is in danger of learning superficially, like a tourist in a foreign land".

The extent to which the objective of job rotation training is realised depends on the effectiveness of the superiors. As noted by Koontz, O'Donnel and Weinrich (1980) the objective of this type of programme can only be realised when adequate guidance is given to the trainees by their superiors and when the movements are not too frequent.

(3) Placement in “Assistant-to-Position”

This type of training is like apprenticeship training. It allows for the attachment of newly recruited and inexperienced staff to a superior to serve as an ‘assistant’

(4) Committee and Junior Boards

Appointment of staff to serve on committees, panels and boards often gives younger staff the opportunity of interacting with experienced management staff. It helps staff to develop interpersonal skills and is a quick way of learning how to write reports, direct meetings, present and analyse proposals. This type of training can be beneficial if the less experienced staff are given the opportunity to participate fully as members of the committee.

Koontz, O’Donnel and Weinrich. (1980) remark that if the younger staff are treated in a paternalistic way by the senior executives, it renders the whole idea ineffective.

(5) Coaching

Coaching is a procedure by which a superior teaches job knowledge and skills to a subordinate. Here the subordinate is guided in the performance of immediate job assignments.

Coaching helps subordinates to build their strength while minimising their weakness. The achievement of the objectives of coaching as a training device depends on the extent of rapport with superior and subordinate. Supporting this view, Flippo (1990) states that coaching must arise from a climate of confidence and trust between supervisor and trainee.

(2) Off-the-Job Training

This type of training refers to training activities which take place away from the job site itself. Among the most common types of Off-the-job training are Vestibule training, Conferences, Seminars and Workshops.

Vestibule Training

Vestibule training is often done in a classroom or workshop setting to teach by means of semi-skilled production and clerical routines a few weeks of practice for a specific job. Examples of the types of jobs that are learnt by this method are typing, clerical and machine operation. Vestibule training is most appropriate when the same skill is to be imparted and for a few weeks.

Conferences, Seminars and Workshops

These types of training programmes are considered most suitable for introducing staff to new technology, new legislations and new policies. Participants are exposed to speakers who are experts in their own fields. They allow for exchange of ideas with staff from other organisations.

A conference is a small group who represent different organisations, departments, or points of view who have some common interest or background. They gather information and discuss mutual problems with a reasonable solution as the desired end. Problem identification is often the objective of a conference. However the conference is also used to interchange information and to improve cooperation.

A seminar is a group of persons gathered together for the purpose of studying a subject under the leadership of an expert or learned person. Often the procedure followed is to identify and explore the problem discuss or lay out necessary research involved in the solution of the problem, conduct the research, share the findings with others in the group, and reach a conclusion on the basis of the research.

A workshop is a group of persons with a common interest or problem, often professional or vocational, who meet together for an

extended period of time to improve their individual proficiency, ability, or understanding by means of study, research and discussion.

In a workshop, the learner is encouraged to work out a programme of personal study and receives help with the programme from the other participants. The learning situations tend to be based on interest and needs identified by the participants rather than experts.

The purpose of development programmes would aim at enabling individuals within the system to be more effective in performing their work or at preparing individuals for greater responsibilities.

Four types of staff development programmes in the school system are:

1. That which aims at correcting certain deficiencies that are known at the time of appointment e.g. teachers employed into new socio-cultural systems who will have to use the first year learning.
2. That which is applicable to the school system which enables the teaching staff to face the challenges resulting from innovation in the school curriculum e.g. the introduction of modern mathematics and social studies in Nigeria.
3. That which enables non-professionals to professionalize. Records show that only about one fifth of graduates in the classroom are professionally trained as at 1990.

It is what enables the professional themselves to acquire higher qualifications for great responsibilities and status within the school system. E.g. programme for NCE holders to become graduates Staff development programme contribute not only to effectiveness of the attainment of organizational goals but also serve as potent instruments of motivating people and influencing their behaviour in the organization.

Staff development positively affects the staff that has obtained such experience as well as the whole institution and its products. According to The overall development of an institution as a result of the development of individual staff are increased productivity, heightened morale, reduced costs and greater organizational stability and of flexibility. Breaky (1988) lists the outcome of staff development on the organization as

- (i) improvement of standard of work and the reduction of the incidence of errors
- (ii) freedom of managers or executives from routine work to concentrate on more important tasks
- (iii) improvement of the relationship between management and staff
- (iv) reduction of turnover of staff
- (v) improvement of promotion prospects of staff and
- (vi) ability to keep abreast with new techniques in field of operation

The objectives of staff development according to Graham (1990) are as follows

- (i) greater productivity
- (ii) less scrap or spoiled work
- (iii) greater versatility and adaptability of new methods
- (iv) less need for close supervision
- (v) fewer accidents

- (vi) greater job satisfaction resulting in lower turn over and less absence
- (vii) helping staff to prepare for and gain promotion and
- (viii) for succession

The methods that are used in identifying development needs, according to Rao and Rao (1990) are

- (i) Organizational requirements/weaknesses
- (ii) Departmental requirements/weaknesses
- (iii) Job specifications and employee specifications
- (iv) Identifying specific problems
- (v) Anticipating future problems
- (vi) Management requests
- (vii) Observation
- (viii) Interviews
- (ix) Group conferences
- (x) Questionnaire surveys
- (xi) Test or examination
- (xii) Checklist
- (xiii) Performance appraisal

The requirement in Colleges of Education fit into Rao and Rao's list but are summarized into (i) years of working experience (ii) academic qualifications (iii) research work - projects (construction research) and

research in the behavioural sciences published in journals or delivered in conferences/seminars or accepted for publication (iv) chapter contribution in standard text book v) text book(s) (vi) administrative experience (vii) participation in committees and community service (viii) membership of professional bodies and (ix) satisfactory completion of regular weekly work load for each course and (x) satisfactory outcome of those expectations listed in the annual staff appraisal form called the APER form.

It is therefore vital for any academic staff seeking upward mobility in Colleges of Education to fulfill these criteria. In most cases, what is required is not just research work but evidence of staff development in conference/workshop/seminar participations and presentation of research papers, as well as external development experiences. These require acquisition of diplomas and certificates.

Dimensions of Job Satisfaction: the Meaning and Nature of Job Satisfaction

Motivation to work well is usually related to job satisfaction, but the nature of this relationship is not clear (Peretemode, 2001; Ejiogu, 1992). One view is that the motivation required for a person to achieve a high level of performance is satisfaction with the job. However, although

the level of job satisfaction may well affect the strength of motivation, this is not always the case.

According to Ejiogu (1992), attempting to understand the nature of job satisfaction is not easy. It is a complex concept which can mean a variety of things for different people. Satisfaction is not the same as motivation (Peretemode, 2001). Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative. Motivation is a process which may lead to job satisfaction.

The content theories of motivation are related more to job satisfaction. In particular, Herzberg's two-factor theory is essentially a theory of job satisfaction (Peretemode, 2001). His belief is that job enrichment should give people the opportunity to use their talents and abilities, and to exercise more self-control over the job. Inherent in the job should be a learning and growth experience. Building on from the two-factor theory, Herzberg has identified a number of factors as part of an approach to job design and job enrichment.

The content theories of motivation also assume a direct relationship between job satisfaction and improved performance. The expectancy theories of motivation, however, recognize the complexity of work motivation and consider in more detail, the relationship between motivation, satisfaction and performance.

In recent years, attention to job satisfaction has become more closely associated with broader organizational approach to improved job design and the quality of working life movement (Asika, 1995; Ejiogu, 1992).

Job Satisfaction and Work Performance

Job satisfaction does not necessarily lead to improved work performance. For example, from the results of twenty studies, Vroom (1964) found no simple relationship, and only a low median correlation between job satisfaction and job performance.

Ejiogu (1995) cites Argyle (1964) who suggests a probable relationship between satisfaction and productivity for highly skilled workers, or for those workers involved deeply with their work. However, individual differences cloud the position. There may well be workers who work hard when contented. But some workers are happiest when they can take things easy. Other workers may work hard to forget their troubles. Argyle also examined the relationship between job satisfaction and absenteeism, and labour turnover. Both are affected by factors other than job satisfaction, but it is concluded that there is a lower level of voluntary absenteeism, and of labour turnover, when there is a high level of job satisfaction.

The relationship between job satisfaction and performance is an issue of continuing debate and controversy. One view, associated with

the early human relations approach, is that satisfaction leads to performance. An alternative view is Job satisfaction is itself a complex concept and difficult to measure objectively. The level of job satisfaction is affected by a wide range of variables relating to individual, social, cultural, organizational and environmental factors.

- Individual factors include: personality, education, intelligence and abilities, age, marital status, orientation to work.
- Social factors include: relationships with co-workers, group working and norms, opportunities for interaction, informal organization.
- Cultural factors include: underlying attitudes, beliefs and values.
- Organizational factors include: nature and size, formal structure, personnel policies and procedures, employee relations, nature of the work, technology and work organization, supervision and styles of leadership, management systems, working conditions.
- Environmental factors include: economic, social, technical and government influences.

These different factors all affect job satisfaction of certain individuals in a given set of circumstances but not necessarily in others. The various studies of job satisfaction all have some validity. There is some doubt whether job satisfaction consists of a single dimension or a number of separate dimensions. Some workers may be satisfied with certain aspects

of their work and dissatisfied with other aspects. There does, however, appear to be a positive correlation between satisfaction in different areas of work. This suggests a single overall factor of job satisfaction. However, it seems that there is no one, general, comprehensive theory which explains job satisfaction.

There is also a wide range of factors which influence job satisfaction including, for example, Herzberg's hygiene and motivating factors. This means that there are many possible approaches in which to view the subject area.

Job Satisfaction

According to Winfield, Bishop and Porter (2000) attitude to work (which is an expression of either satisfaction or dissatisfaction) could be demonstrated positively (showing satisfaction) or negatively (showing dissatisfaction). For example, employees who scrupulously take their allotted lunch break of one hour to the full may be perceived by their manager to have a "negative attitude" to their work. Alternatively, the attitude of someone to those of the same political persuasions may be a positive one. They also maintain that attitudes permit people to construct an orderly framework of recognition and behavior based on the life – standards determined by their central values.

There is no universally accepted definition of job satisfaction but it is equated with “employee attitude” by some while others regard it as “industrial morale”. Psychologists describe satisfaction as “the state of an animal with respect to a need when that need has been fulfilled” Longman Modern Dictionary (1998) defines it as “to be happy or free from some desire or need by being supplied with what one desires, needs or wants”. This means that satisfaction connotes happiness and a state of well being as an outcome of need - fulfillment. It is an internal subjective state, a psychological feeling of contentedness that is best reported by those who are experiencing it. This idea of wellbeing can be extended to job satisfaction to mean the sum total of a person’s feelings as to the extent to which his needs have been met in his job.

“The interest in the subject of job satisfaction rests on the assumption that a satisfied worker is invariably an efficient worker” (Ejiogu, 1992). Bur (1992) puts this in a question form as well as the perspective of output “why is it that the officer who is considered non-productive in the service suddenly becomes an achiever once in the private sector?” He also added in a question form “Is the civil service showing good leadership to others in human resources development and utilization and leading them the right way?” It is implied when both questions are merged that the civil servant and the academic staff of tertiary institutions are not committed to their jobs due to some

leadership's poor concept of staff development and this is why some employees perform better when they switch over to the private sector.

There is the Social Dimension to Job Satisfaction

This is also an extended reference to Maslow's theory of hierarchy of needs. Winfred, Bishop and Porter (2000) stated that from the association with others through out our life we comply with or conform to prevailing attitudes. This, they, emphasized is particularly true when we are subjected to the influence of groups. The strength of influence conveyed by placing someone in a group or team as being relied upon by a growing number of employers to nurture an identifiable team, others, often associated with quality collaborative work, commitment and loyalty to the organization. These values are compatible with employers who adopt human resource management (HRM) strategies. It is also manifest when employers are attempting structural change.

The effort to obtain relevant development experiences that will effect upward structural change in status are embedded in the various strategies for human resource management (HRM). Social groups honour the achievement of their social colleagues and relations. This furthers the ethos on which social groups are built. The skill acquired during development programme enables the employee to be at rest with and

enjoy his work. This satisfaction with work itself, coupled with satisfaction with new cadre and remuneration, will sum up to job satisfaction.

When there is discrepancy between an individual's need and what the job offers, there will be dissatisfaction. According to Kuhlen (1976), one man with high achievement needs is frustrated because he sees no further. Another with strong dominant needs is irked by the submissiveness required of him. Both are in the same occupation, but are frustrated and dissatisfied. Kuhlen maintained that different groups of individuals have totally different needs from their occupation, and in deed, certain individuals may not acquire their major needs to be satisfied in a job context. It is recognized that certain needs may not be perceived as being satisfiable or occupational context whereas others are.

Thus, the satisfaction or frustration of the need for achievement would presumably bear a relationship to satisfaction with career whereas, sex needs typically would not. In fact, Kuhlen concludes, it may be summed that career is a major source of satisfaction of achievement needs. Satisfaction of this need would be particularly important for occupational need. Dissatisfaction in the employee could bring an organization's machinery to a halt.

Herzberg (1976) further explains the place of search for the restoration of job satisfaction "What is the simplest, surest and most

direct way of settling someone to do something? Ask him? “If he refuses to do it by a verbal response, then you look for psychological help to ascertain his reasons for rejection of duty. If his negative response is a direct evidence of lack of understanding of your expression, then allow a communication expert to approach the stalemate. Learn the communication process. If this did not work, then monetary incentives could be the issue. Setting up a monetary incentive system could be a very complex design which will likely fail considering individual differences, levels of need and organizational fiscal power. Could the answer be in showing him how to perform the task? This is getting him to undertake development performances. Kehler admits that this is expensive but nonetheless, is a way out among other alternatives.

Herzberg (1976) in his Two – Factor Theory treated the issue of factors that directly have to do with the work itself and their relationship with job satisfaction. He stated that hygiene factors are the primary causes of unhappiness on the job. The employees studied in 12 different investigations, included lower level supervisions, professional women, agricultural administrator, men about to retire from management positions, hospital maintenance personnel, manufacturing supervisors, nurses, food handlers, military officers, engineers, scientists, house keepers, teachers, technicians female assemblers, accountants, finish foremen and Hungarian engineers.

They were asked what job events had occurred in their work that had led to extreme satisfaction or extreme dissatisfaction on their part. Their responses are broken down below into percentage of total positive job events and of total negative job events.

Staff Development and Job Satisfaction

The vital place staff development occupies in organizations is responsible for the special policies designed for it. This ensures its efficient and effective implementation for organization's overall growth and development. Staff development has been recognised by many developing nations as a basic factor for socio-economic emancipation. It is a process that is concerned with the improvement and growth of the capabilities of individuals and groups within the organisation. The goal of staff development is to facilitate the achievement of organizational goals (Ejiogu, 1992; Asika, 1995).

Summarizing the purpose of staff development Rao and Rao (1990) maintained that they are

- (i) to prepare the employee both new and old to meet the present as well as the changing requirements of the job and the organization
- (ii) to prevent obsolescence
- (iii) to impart to the new entrants the basic knowledge and skills they need for intelligent performance of definite job

- (iv) to prepare employees for higher level tasks
- (v) to assist employees to function more effectively in their present positions by exposing them to the latest concepts, information, and techniques and developing the skills they need in their particular needs
- (vi) to build a second line of competent officers and prepare them to occupy more responsible positions
- (vii) to broaden the mind of senior management by providing them with opportunities for an interchange of experiences within and outside with a view to correcting the narrowness of outlook that may arise from over-specialization
- (viii) to ensure smooth and efficient working of a department
- (ix) to ensure economical output of required quality
- (x) to promote individual and collective morale, a sense of responsibility, cooperative attitudes and good relationships.

Adeniyi (1995) stated that "employee development programmes are designed to assist employees in preparing themselves for future responsibilities of a different nature, or higher degree of proficiency in their present jobs" According to Bur (1992) "the development and utilization of human resources is of prime concern to any nation, irrespective of her level of development or ideological leaning because, of all the resources of a nation, people are the most valuable. Nigeria is

no exception to this universal truth ...individual policies have been existing in the public and private sectors". These policies help to make sure that all members of staff have equal opportunity in the various development programmes. They also ensure efficient and effective running of the processes involved in the intricate web of development plan.

According to Pigspec (1998), reason for popularity of "Career Progression Structure" (Staff development programme) is that employee response to research questions which sought to find out if development programmes gave boost to job satisfaction is as follows:

1. Improved job satisfaction
2. Better animal welfare
3. Improved job status
4. Better motivation at work
5. More incentive to improve
6. Better animal performance
7. Increased chance of a pay rise
8. Improved self-esteem
9. Award of Grade Certificates
10. Better profitability of the farm

According to Pigspec (1998), this list is in the order of priority. Number 1 was most important and number 10 the least important. There

was a change in attitude on the three farms studied and benefits from improved piglet survival, reproductive efficiency, increased growth rate and better production efficiency.

Bavendam Research Incorporated published online <http://www.employeesatisfactions.com> /(2001), increasing job satisfaction is important for its humanitarian value and for its financial benefits.

Employees with higher job satisfaction:

- believe that the organization will be satisfying in the long run
- care about the quality of their work
- are more committed to the organization
- have higher retention rates, and
- are more productive.

Development policies for Colleges of Education expect the acquisition of new skills in psychomotor oriented disciplines like equipment and material use, teaching methods, adaptation and implementation of innovations using high – technological facilities like the computer and the Information Technology [IT], and the educational technology to name a few. Again, as spelt out in the Terms and Conditions of Service for staff of Federal College of Education (Technical), Akoka (1993) and Scheme of Service for the Federal Ministry of Education (1989) it is vital for the academic staff to undergo needed development programmes to enable them perform and remain relevant in the dynamic educational world.

Such, acquired development experiences help update knowledge in theoretical professional disciplines – all specialized fields. It thus makes the academic staff contribute updated information in their individual disciplines. Consequently, turning out graduates who are not mediocre.

Job dissatisfaction could have risen, among other factors, from nondevelopment experienced during the military administration. This might have been responsible for the multiplier effects of dissatisfaction on various sectors of national life. It was clearly demonstrated on the academic community, socio-political and economic life of individual lecturers and the nation.

Within the academic community, tension from stressed employees created a climate that made academic staff and students take far-reaching steps to survive. Bright minds that found the means crossed educational and national borders for greener pastures. Local industries and foreign institutions with satisfactory policies opened up to the quality human capital seeking investment of their experiences and skills. Nigeria's academic brains drained away to advanced and advancing countries.

The actions borne out of job dissatisfaction were probably the cause of many strikes undertaken by the academic staff unions of tertiary institutions in Nigeria – the Universities, Polytechnics as well as Colleges of Education. These resulted in long closure of various institutions of learning nationwide, thus disrupting academic programmes, individual

plans by students and their families as well as causing large economic consequences to the nation.

In Colleges of Education in Lagos State, some factors make it mandatory for academic staff to undertake development programmes. These are the policy requirements for promotion. It is not possible for academic staff aspiring to be promoted to the senior lectureship Cadre to succeed without an acquisition of a masters degree. For the purpose of conversion from the instructional cadre to that of a lecturer, the instructor must possess a degree and show evidence of research works in journals. To be able to teach computer courses in departmental courses, it is important to acquire a certificate in computer studies.

For each staff on any cadre that aspires for a higher cadre, there is requirement calling for conference participation with proof of paper presentation, while some levels demand published research works, chapter(s) contribution in textbooks or book publication. All of these keep every academic staff aspiring to be placed in a higher status by undertaking staff development programmes.

Staff development also qualifies academic staff for promotion, higher remuneration, satisfaction of social and ego needs and realization of the dream for self-actualization for those whose ambition is teaching. It must be noted that these are only possible through performance. Performance itself is possible through ability (Lawler and Potter cited in Ejiogu, 1992).

Ability, especially new ones needed after employment can only be acquired through staff development programmes. Yet each of them viz., promotion, higher remuneration, satisfied social and ego needs as well as self actualization itself are levels and factors of satisfiers.

In a report of a study on teacher job satisfaction and dissatisfaction Aluwong (1994) explained that “teacher job satisfaction and dissatisfaction factors are to a great extent, complex but are perceived to be greatly influenced by two major factors (a) the teaching task itself and (b) the teaching task environment”.

The teaching task was summed up as dealing with issues of achievement, recognition, responsibility, professional growth etc while the environment deals with issues of administrative policy, interpersonal relations with peers, students and administrators, work conditions, job security, supervision etc. In his findings, he reported that “feeling of achievement, good working environment and professional growth are major factors of teacher job satisfaction. Salary is reported to be a major factor of satisfaction and dissatisfaction”

The Role of Rewards as a Motivator

Rewards as an aspect of behavior is taken from the basis of reinforcement theories pioneered by Thundike and Slunner, which argue that behaviour, can be determined by its expected outcome (Askika,

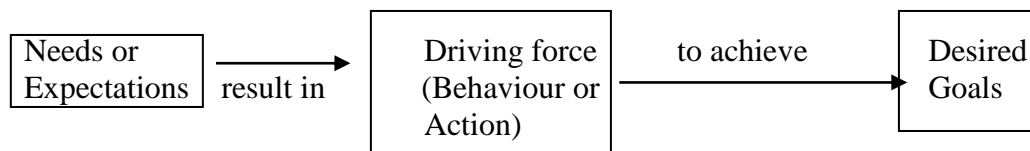
1995). This in effect means that what sustains an approved behaviour comes from extrinsic factors, not from the behaviour itself but particularly by the consequence of the behaviour itself. Asika further illustrated with an employee, Mr.Okeke, who is aware that the outcome of his diligent work is rapid promotion, will be inclined to work harder and diligently. The extrinsic outcome of the promotion now determines his behaviour. This time, hard work. The outcome, which is promotion, is the reward becomes the motivator for positive work behaviour.

According to Rogers (2000), the universal task of leaders down through the ages is to motivate their followers. For managers in the new century, the key to success will be the motivation of their workers. One area of inducing motivation is reward for positive work through the exploitation of individual employee needs.

Asika (1995) maintained that reward is external to behaviour but instincts and needs are internal to it. Unlike pure instincts, which are generally determined, needs are not genetic but constitute a drive existing within the individual having direct links to the external environment. For instance, the feeling of hunger is instinctive but the urge to satisfy hunger constitute a drive or a need which may be expressed in the need to work in order to avoid hunger or the need to create avenue for continuous satisfaction of hunger.

Mullins (1996) also agrees that if the manager is to improve the work of the organization, attention must be given to the level of motivation of its members. Emphasizing the place of needs he creates a model to graphically simplify the motivational process.

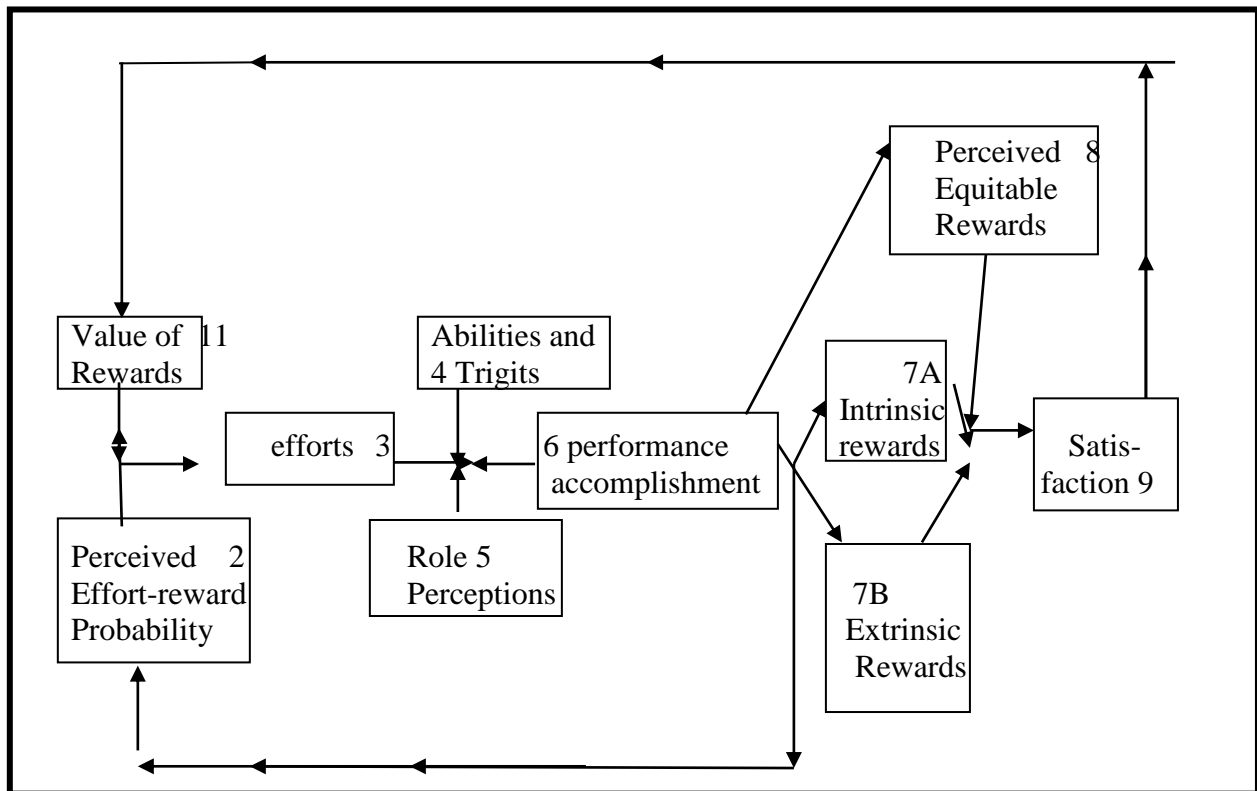
Figure 4: A simplified illustration of the Basic motivational model



Source: Mullins L. (1996). Management and organizational behaviour (4th edition).

Mullins (1996) further explains the relationship between various rewards, effort (positive work behaviour), accomplishment (performance) and job satisfaction. Using Lawler and Porter's model which introduced rewards as an intervening variable in the process which involves motivation, performance and satisfaction he describes the flow of the process diagrammatically

Figure 5: The Porter and Lawler Motivation Model



Source: Mullins L. (1996). Management and Organizational Behaviour

Value of reward (box1) – the value placed on a reward develops on the srenght of its desirability.

Perceived effort – rewards probability (box 2) is a person's expectation that certain outcomes (rewards) are dependent upon a given amount of effort.

Effort (box 3) is the amount of energy expected which depends on the interaction of the input variables of of value of rewards and perception of the effort – reward relationship.

Abilities and traits (box 4) factors such as intelligence, skills, knowledge, training and personality affects the ability to perform a given activity.

Role perceptions (box 5). This is the way individuals view their work and the role they should adopt. This influences type of effort expected. Role perceptions will influence the direction and level of action which is believed to be necessary for effective performance.

Performance (box 6). If a person lacks the right ability or personality, or has an inaccurate role perception of what is required, then the exertion of a large amount of energy may still result in a low level of performance, or task accomplishment

Rewards (box 7 and 7B) are desirable outcomes. Intrinsic reward derived from the individuals themselves and include a sense of achievement, a feeling of responsibility and recognition (e.g. Herzberg's motivation). Extrinsic rewards desire from the organization and the action and the actions of others and include salary, working conditions and supervision (e.g. Herzberg's hygiene factors). Although, the amount of intrinsic and extrinsic rewards vary among individuals and on work situation, but these must be minimum of both. Porter and Lawler see both important and desirable outcomes. But intrinsic rewards are likely to produce satisfaction more than the extrinsic rewards.

Perceived equitable rewards (box 8). This is the level of rewards people feel they should fairly receive for a given standard of performance.

Satisfaction (box 9). This is the same as motivation. It is an attitude, an individual's internal state. Satisfaction is determined by both actual rewards received, and perceived level of rewards from the organization for given standard of performance. If perceived equitable rewards are greater than actual rewards received, the person experiences dissatisfaction. The experience of satisfaction derives from actual rewards which meet or exceed the perceived equitable rewards.

Needs met, therefore bring satisfaction. Needs as rewards, are sources of intrinsic and extrinsic motivation. The attainment of Mashow's hierarchy of needs is therefore rewards and levels of rewards. This is maintained by Mullins (1996) who cited Alderfer's (1991) a table to illustrate this. He condensed Mashow's five levels of needs into three levels based on core needs of existence, relatedness and growth.

Figure 6: Relationships among Maslow's, Alderfer's and Herzberg's Theories of Motivation

Maslow's Hierarchy of Needs	Alderfer's ERG theory	Herzberg's two factor theory
Physiological	<u>EXISTENCE</u>	Hygiene Factors
Safety		
Love		
Esteem	GROWTH	Motivators
Self –actualization		

Source: Mullins (1996). Management and organizational behaviour (4th edition).

1. **Existence needs** are concerned with sustaining human existence and cover physiological and safety needs of a material nature.
2. **Relatedness needs** are concerned with relationships to the social environment and cover love or belonging, affiliation and meaningful interpersonal relationships of a safety or esteem nature.
3. **Growth needs** are concerned with the development of potential and cover self-esteem and SELF actualization

He further identified the rewards from these needs and related them to organizational factors. Thus, linking Maslow's hierarchy of needs with specific rewards and organizational factors as shown in figure 7.

Figure 7: Applying Maslow's Need hierarchy As Rewards

Needs Level	General rewards	Organizational Factors
1. Physiological	Food, water, sex sleep	a. Pay b. Pleasant working condition c. Cafeteria
2. Safety	Safety, Security, Stability, protection	a. Safe working condition b. Company benefits c. Job security
3. Social	Love, affection, belongingness	a. Cohesive work group b. Friendly supervision c. Professional associations
4. Esteem	Self-esteem, self-respect, prestige, status	a. Social recognition b. Job title c. High Status, job d. Feedback from the job itself
5. Self-actuali- zation	Growth, advancement, creativity	a. Challenging job b. Opportunities for creativity c. Achievement in work d. Advancement in the organi- zation.

Source: Mullins (1996). Management and Organizational Behaviour (4th edition).

This suggests a continuum needs rather than a hierarchical arrangement. More than one need can be activated at the same time. Also, the needs could be progressed down the hierarchy.

- (1) Herzberg's motivation hygiene-theory does not accept financial rewards as a motivating factor. In third world situation where economic depression has created deep monetary needs, the place of money, as a motivator becomes obvious. Workers go on strike for increase in wages as well as delayed wage. Jobs are totally abandoned for lucrative fields. The brain drain phenomenon of the 1980s, and 1990s was a search for financial greener pastures as motivation to work. Asika (1995) citing his study in 1984, explains that evidence shows fairly different effect of salary (which is defined as the pay the employees receive for doing their job and their expectations about pay increases or decreases on Nigerians.
- (2) In this study on the "Motivational characteristics of Financial Rewards on Nigerian Workers" evidence shows that for the Nigerian worker, financial rewards have three components namely (a) Reduction or increase in income (b) Salaries and (c) Fringe Benefits. It also shows that about 80% of all categories of employees surveyed could increase productivity if faced by a threat of a reduction in income which might be occasioned by falling overall company productivity. However, 90% of junior workers in particular will increase their productivity if faced with this threat. There is a word of caution

here! That is, this method of increasing productivity cannot and should not be used too often otherwise, it will have the opposite effect to what it is supposed to achieve.

- (3) The result also shows that the employees perceives financial rewards as having a weak effect on the motivation of the workers. Fringe benefits has a stronger appeal to workers than salary when these two componenets of financial reward is compared. Thus, it positively affects productivity than salary. Also, the appeal of each component differs as the hierarchy grows – the appeal of salary is strongest among junior workers than the senior management. Again, when financial rewards are tried to a measurable level of their work, the Nigerian worker would increase productivity.

- (4) Cash bonus serves as the best incentive towards productivity when such bonus are made contingent upon performance. In a study carried out by Ejiogu (1992), 81 out of 120 teachers did not care one way or the other regarding being involved in decision-making. They claimed that as long as they were paid well and regularly too, and as long as they had enough quality teaching materials, they would go on with their job happily. Other studies also show that monetary reward was consistently cited as a major need of Nigeria workers.

Even in sports, money is used as a morale booster for serious game.

(5) Money therefore, serves as a universal reinforcement since man's development depends first on their satisfaction of their basic physiological needs. Money serves as anxiety remover and as instrument for achieving desired goals.

Appraisal of Literature Review

This study examined job satisfaction derived from academic staff experiences of development programme in the Colleges of Education in Lagos State. It aimed at seeing what relationship exists between staff development and job satisfaction. If job satisfaction could be achieved through staff development then it could enable a perception of consequence(s) of non implementation of development policies for the academic staff to be possible. Embankment on this study required the selection of relevant literature to help extricate concepts, theories and necessary factors related to academic staff development policies, practice, programmes and job satisfaction.

The Two-Factor theory by Herzberg with Maslow's Need Hierarchy greatly threw high light on the need, the position and research backing for the development of academic staff in Colleges of Education in Lagos State. These theories made likely relationship a little easier to

predict. It helped in crystallizing the problem under study by showing the low level of input e.g. in computer related studies that a country's academic system could be making due to non-implementation of staff development policy.

Chkwuma and Ngoka (2000), Peretemode (2001) and Mulins (1996) were very helpful in analyzing these theories as well as highlighting areas of similarities. Continual non-development could create disaffection especially when it denies a staff the needed upward mobility and increase of revenue that follow development. This was further buttressed by Ejiogu (1992), Bur (1992), Asika (1995) as well as Winfred, Bishop and Porter (2000).

Wagner and Hollenbek (1992), Bishop and Porter (2002), Osborne (1990), Fallan (1999), Koontz, O'Donnel and Weinbreuch (1980) were very useful in giving a very detailed review of works already carried out on staff development. Pigspec Home Research Review (1998) supplied a useful research finding on Staff Development and Job Satisfaction among pig farmers. The direct positive outcomes of the response from the selected pig farmers show great improvement in pig farming generally - quality, quantity and revenue. All of these were the direct result of staff development. The response ranked job satisfaction as the most acknowledged result of their regular development programmes. Thus, among pig farmers, there is a relationship between staff development and

job satisfaction. It is the objective of this study to see if there is such a relationship among the academic staff of Colleges of Education in Lagos State.

The selected literature has therefore revealed the background or foundation on which the findings of this study will be built. The need for job satisfaction among the academic staff could be achieved through staff development and implementation of development outcomes as listed in the Green book.

CHAPTER THREE

METHODOLOGY

The focus of this chapter is on the methodology used in the study. The various sub – headings are as follows:

1. the design of this research,
2. the population of the study,
3. the sample and sampling technique,
4. the instrument,
5. instrument validity,
6. the reliability of the instrument,
7. method of administration, and
8. the method for data analysis

Research Design

This study is a correlation study adopting a survey design. It employed the questionnaire technique in order to find answers to the various questions outlined in the problem under study.

The choice was made because the study was designed to explore only perceptions of academic staff. Their perceptions will come in the form of data from a structured questionnaire to which they will respond.

Population

The population of this study consisted of all academic staff of the four (4) Colleges of Education in Lagos State (Federal, State and Private owned) as at the year 2000. These consisted of those on government appointment, sabbatical leave and those on the campuses. They made a total number of 497 staff.

Sample

The sample for the study was made up of all the academic staff of the four Colleges of Education in Lagos State. These were 110 from the Federal College of Education (Technical), Akoka, (FCE {T}), 226 from Adeniran Ogunsanya College of Education, Ijanikin, (AOCOED), 117 from Lagos State College of Primary Education, Epe (LACOPED), and 44 from St Augustine College of Education, Akoka, (PROJECT TIME).

Instrument

A questionnaire titled “Staff Development and Job Satisfaction Questionnaire” (SDJSQ) was used for data collection (Appendix 2). The instrument was structured and questions designed positively and negatively. The measurement scale employed for weighting was a four point Likert scale. It was designed to omit the undecided option in order to make respondents take a side – positive answers or negative responses. The responses were Strongly Agree [SA], Agree [A], Disagree [D] and Strongly Disagree [SD]. Also, these were weighted SA = 4, A = 3, D = 2 and SD = 1. The scoring is for the positive items and the reverse is for negative items.

There were three sections in the questionnaire. These were titled sections A, B and C. Section A obtained biographic data and was titled as such. Section B contained thirty-one questions for all hypotheses with questions relating to Staff Development and Section C also presented thirty-one questions covering Job Satisfaction. There were sixty-two questions in all.

Validity of Instrument

Experienced lecturers in the Department of Educational Administration and Foundations of the University of Benin were given copies of the instrument and they ascertained its face validity. This helped

to determine the adequacy of the instrument in measuring what it has been designed to measure.

In section A of the questionnaire, the biographic data, there were twelve questions designed to indicate the various subsets of development, the experienced, non-experienced, private and government owned academic staff. The section B contained thirty-one questions on staff development while section C that was on job satisfaction also contained thirty-one questions.

Reliability of Instrument

The measuring instrument was subjected to the Test Retest Reliability test at the College of Education, Ekiadolor, Edo State. This helped to determine the clarity of the questions to respondents as well as the ability of the instrument to consistently, measure accurately what it was designed to measure.

The questionnaire was administered twice to thirty-five respondents. It was re-administered two weeks after its initial administration. The data was analyzed statistically to obtain the correlation co-efficient (r) of 0.85 was obtained. This meant that the instrument is reliable.

Administration of Instrument

The investigator administered the instrument by hand. Individual institution was visited and each respondent supplied with the instrument,. This further helped to see the respondents and ensured that the adequate number of respondents returned their questionnaires. Some of the institutions like Adeniran Ogunsanya College of Education, Ijanikin and St. Augustine College of Education (Project Time), Akoka were conducting their semester examinations and this made it difficult to reach all the academic staff in one visit. They were visited thrice each before total coverage was achieved.

Method of Data Collecting

Collection of completed questionnaire was also carried out by personal visit of the researcher. The respondents did not all fulfill their promises of prompt attention to the instruments. Some deans, Heads of departments, Directors and lecturers were not in their offices whenever visits were made to retrieve the instruments with them. Some handed their completed questionnaires to their colleagues to keep for the investigator. In all it took a month to obtain returned instruments. The return rate was 81%.

Method of Data Analysis

Some of the questions were positively constructed while others were negatively constructed. Section A, the biographic data consisted of twelve questions, section B contained thirty-one questions on staff development while section C on job satisfaction is made up of thirty-one questions. All positively coded questions were weighted positively with SA = 4, A=3, D=2 and SD=1. The negatively coded questions were weighted SD=1, A=2, D=3 and SD-4.

Descriptive statistics was used in analyzing the first research question. This is because it investigated levels of job satisfaction among academic staff of Colleges of Education in Lagos State.

The Pearson Product Moment Correlation (r) statistics was used in the analyses of the twelve hypotheses because they sought for relationships. These twelve hypotheses correspond with the second to the thirteenth research questions converted into hypotheses.

In order to find answers to the second to the thirteenth research questions, each of these research questions (second to the thirteenth) was converted into hypothesis. These twelve hypotheses were subjected to analysis using the Pearson Product Moment Correlation (r) statistics. The responses in the Strongly Agree (SA), Agree (A), Disagree (D) and Strongly

Disagree (SD) row were each scored four, three, two and one points respectively to provide the Likert weight for the responses. The weighted responses were subjected to statistical analysis.

Hypotheses 1 – XII: were analyzed with the Pearson Product Moment Correction (r) statistics. First, respondents were sorted based on the staff development variable indicated in each hypothesis. These were separated and job satisfaction was determined by correlating the responses in section B of their questionnaires with those in the section C. using the Pearson Product Moment Correlation (r) statistics. Decision was made at 0.05% level of significance.

Research Questions I: Research questions one was analyzed with descriptive statistics. Two different groups as stated in research questions one were sorted out and comparing their percentages, the percentages described their perceptions of the level of their job satisfaction. First of all, the investigator had the strongly agreed and agreed columns merged and separated from the disagreed and strongly disagreed columns that were equally merged. Their responses were accordingly weighted in the Likert scale method of 4, 3, 2 and 1. The percentage of frequencies in each column determined the level of job satisfaction from the section C or job satisfaction section of the questionnaire.

CHAPTER FOUR

ANALYSIS OF DATA, INTERPRETATION AND DISCUSSION OF RESULTS.

The chapter is divided into three sections

- (A). The demographic characteristics. This section drawn from the biographic section of the questionnaire, detailed most of the sections of the respondents' personal data as well as their perception as related to each of the hypotheses,
- (B). the research question and hypothesis. This section analyzed the outcome of the application of the statistics on each hypothesis; and
- (C.). Discussion of results.

A. Background Information of the Respondents

The relevant portions of the biographic data that were used in the hypotheses are hereby analyzed in tables. Thirteen tables have been created to show the different variables separately studied to find answers to the thirteen research questions. Each table presents one variable of staff development related to job satisfaction in the study. The first thirteen tables present the biographic data of respondents.

Table 1
Respondents by Sex

Sex	Frequency	Percent
Male	298	73.76
Female	106	26.24
Total	404	100

This first table indicates population of the study by gender. Two hundred and ninety eight, approximately seventy four percent of the entire respondent are males while one hundred and six that made up twenty eight percent are females.

Table 2
Respondents by Status

Status	Frequency	Percent
Assistant Lecturer to Lecturer 111	122	30.19
Lecturer 11 to Lecturer 1	118	29.21
Senior Lecturer to Chief Lecturer	144	35.64
Higher instructor to principal instructor	12	2.97
Assistant Chief instructor to Chief instructor	8	1.98
Total	404	100

Table 2 displays the distribution of respondents according to their status. One hundred and twenty two, which is approximately thirty percent were from the Assistant Lecturer to Lecturer III, . One hundred and eighteen that made up twenty nine percent are from the Lecturer II to Lecturer I cadre. One hundred and forty four respondents, approximately thirty six percent are from the Senior Lecturer to the Chief Lecturer status. Twelve, which is approximately three percent, are from the Higher Instructor to

Principal Instructors while eight that made up approximately two percent are from the Assistant Chief Instructor to Chief Instructor cadre.

Table 3
Respondents by Qualification

Qualification	Frequency	Percent
Ph.D	60	14.85
Masters Degree	264	65.35
PGDE/TTC	28	6.93
FIRST DEGREE	46	11.39
HND	6	1.49
Total	404	100

In table 3 respondents are distributed by their qualifications. Sixty that make up approximately fifteen percent had Ph. D, two hundred and sixty four, sixty five percent had Masters degrees. Twenty eight, which is approximately seven percent had either the Postgraduate Diploma in Education (PGDE) or Technical Teachers Certificate (TTC) and forty six, approximately twelve percent had the first university degrees. Six, which

made up approximately two percent, had the Higher National Diploma (HND).

Table 4
Respondents by Designation

Designation	Frequency	Percent
Dean	18	4.46
Director	28	6.93
HOD	64	15.84
Sectional/Unit Head	98	24.26
Without Designation	196	48.02
Total	404	100

The data in table 4 present the different designations of the respondents. Eighteen that make up four percent are Deans, twenty eight, approximately seven percent are Directors and sixty four, approximately sixteen percent were Heads of Departments. Ninety eight, which made up twenty four percent, were Sectional/Unit Heads while one hundred and

ninety six, eight percent were without any designation other than Lectures of various cadres.

Table 5
Respondents by Years of Experience

Years of Experience	Frequency	Percent
30-35 years	12	2.97
20-29 years	48	10.89
10-19years	146	36.14
1-9years	198	49.01
Total	404	100

According to table 5, the distribution of respondents by years of experience is indicated. Twelve, approximately three percent have served for from thirty to thirty five years, forty eight, approximately eleven percent from twenty to twenty nine years. One hundred and forty six, which made up thirty six percent have spent from ten to nineteen years and two hundred and ninety eight, forty nine percent for from one to nine years.

Table 6
Respondents by Development Experience

Development Experience	Frequency	Percent
Conference, Workshop and Seminars	380	44.70
Computer Studies and Short Certificate Courses	160	18.82
PGDE/TTC	78	9.18
Maters	184	21.65
Ph.D	48	5.65
Total	850	100

Table 6 displays the various development experiences of the respondents. The rise in number reflects the fact that individual respondents undertook more than one development programme with the largest number of three hundred and eighty, approximately forty five percent have participated in conferences, workshops and seminars. One hundred and sixty, nineteen percent undertook computer studies and short certificate courses while seventy eight, making up approximately ninety two percent undertook the Technical Teachers certificate and Post Graduate Diploma in Education courses. But one hundred and eighty four, pproximately twenty

two percent and forty eight, approximately six percent undertook the Masters and Ph,D programmes respectively.

Table 7
Respondents by Study Leave Experience

Type of Study Leave	Frequency	Percent
Work Study Leave	258	63.86
Full Study Leave	80	19.80
No Study Leave Experience	66	16.34
Total	404	100

Respondents according to the type of study leave undertaken are displayed in table 7. Two hundred and fifty eight making up approximately sixty four percent went on Work Study Leave while only eighty that made up approximately twenty percent undertook Full Study Leave. Sixty six that is sixteen percent did not undertake Study Leave.

Table 8
Respondents by Acceptance and Denial of Permission to Undertake Development Programme

Response to Request for Further Studies	Frequency	Percent
Approval	72	17.82
Disapproval	264	65.35
No Response	68	16.83
Total	404	100

Table 7 displays the distribution of respondents indicating the outcome of their requests for permission to undertake development programmes. Seventy two, which is approximately eighteen percent received approval to embark on development programmes of their choices. Two hundred and sixty four, which made up sixty five percent did not obtain approval for requests for development programmes while sixty eight, approximately seventeen percent had no response as at the time of this research. Their requests may have been kept-in-view (KIV) or had not applied.

Table 9.
Respondents by Development Programme Experience

Staff Development Experience	Frequency	%
Staff with Development Experiences	392	97.03%
Staff without Development Experiences	12	2.97%
Total	404	100%

Table 9 indicates staff with development experiences and those without it. Ninety Seven percent making a total of three hundred and ninety two have undertaken development experiences while approximately three present do not have development experiences.

Table 10
Respondents by Further Studies Experience

Further Studies Experience	Frequency	%
Staff with Further Studies experience	255	63.11%
Staff who did not undertake further studies	149	36.88%
Total	404	100%

Table 10 presents staff who undertook further studies and those who did not. Sixty three percent of the staff undertook further studies while approximately thirty seven two percent did not.

Table 11
Respondents by Relevant Development Experience

Development Experience	Frequency	%
Staff who undertook Relevant Additional Development Programmes	329	81.44%
Staff who did not undertake Relevant Additional Development Programmes	75	18.56%
Total	404	100%

Presented on Table 11 are staff who undertook relevant additional development programmes and those with irrelevant additional development programme experiences. Eighty one percent undertook relevant additional development programmes while nineteen percent did not.

Table 12
Respondents by Type of Sponsorship

Type of Sponsorship	Frequency	%
Self sponsored Staff	209	51.73%
Government Sponsored Staff	195	48.27%
Total	404	100%

The data on Table 12 reveals staff who undertook self sponsored development programmes and those who were sponsored by the government. Approximately fifty two percent sponsored themselves while fourty eight percent were sponsored by the Government.

Table 13:
Respondents by Development Outcomes (Rewards)

Staff Rewards	Frequency	%
Staff with Development Outcomes	234	57.92%
Staff without Development Outcomes	170	42.02%
Total	404	100%

Table 13 indicates the respondents who undertook development programmes and enjoyed its outcomes, which are the rewards that are privileges enjoyed by those who undertook development programmes.

Approximately fifty eight percent enjoyed outcomes of their development experiences as given by the institution while forty two seven percent did not obtain any rewards.

B. This section analyzed the data at the section B of the Questionnaire. It presented each hypothesis and described the values obtained after using the Pearson Moment Correlation Coefficient (r) as well as the table values. The decisions reached were reported.

Hypothesis One

There is no significant relationship between staff development and job satisfaction among academic staff of Colleges of education in Lagos State.

To test this hypothesis, Pearson Product Moment Correlation (r) was to determine if there was a significant relationship between staff development and job satisfaction among academic staff of Colleges of education in Lagos State. The analysis of data is as reflected in table 14 below.

Table 14
Relationship between Staff development and job Satisfaction

	Staff Development	Job satisfaction
Staff development Pearson Moment Correlation Sig. (2 tailed) N	1.000 .000 404	
Job satisfaction Pearson Moment Correlation Sig. (2 tailed) N	.570 .0005 404	1.000 .000 404

For Table 14 there is a positive relationship between staff development and job satisfaction. The Pearson Product Moment Correlation (r) was found to be 0.57. By Cohen (1988, standard) there is a high (large) relationship. Also, the level of staff development among other factors of satisfaction among the academic staff of Colleges of education in Lagos State is 33% $[(.570)(.570)]100$

It can be observed in Table 14 that the Pearson Product Moment Coefficient (r) .570 significant at .0005 is less than .05 (acceptable level of significance for this study). It can be concluded that there is strong significant relationship between staff development and job satisfaction. Therefore, the null hypothesis is rejected.

Hypothesis Two

There is no significant relationship between participation in further studies and job satisfaction among academic staff of Colleges of Education in Lagos State.

This hypothesis was designed to determine the relationship between participation in further studies and job satisfaction among academic staff of Colleges of Education in Lagos State. To determine this relationship, Pearson Product Moment Correlation (r) was utilized. The data collated is displayed in the table below.

Table 15
Relationship Between Further Studies and Job Satisfaction

Further studies		Staff Development	Job Satisfaction
Further Studies	Pearson Moment Correlation Sig. (2 - tailed) N	1.00 .000 255	
Job satisfaction	Pearson Moment Correlation Sig (2 – tailed) N	.703 .0005 255	1.000 .000 255

In Table 15 there is a positive relationship between further studies and job satisfaction. The Pearson Product Moment Correlation (r) was found to

be 0.703. According to Cohen (1988) standard, this is a high relationship. The level of satisfaction by further studies among other factors is therefore 58%.

Table 15 indicates that the Pearson Product Moment Correlation (r) .703 is significant at 0.0005. Since 0.0005 is less than 0.05 (the acceptable level of significance for this study) it can be concluded that there is a strong relationship between further studies and job satisfaction. Therefore the null hypothesis is rejected.

Hypothesis Three

There is no significant relationship between non-participation in further studies and job satisfaction among academic staff of College of Education in Lagos State.

The aim here is to determine if there is no significant relationship between non-participation in further studies and job satisfaction among academic staff of Colleges of Education in Lagos State. To test the stated hypothesis, Pearson Product Moment Correlation (r) was used and data collected are shown in table 16 as shown below:

Table 16

Relationship Between Non-Participation in Further Studies and Job Satisfaction

Non-participation in further studies		Staff Development	job satisfaction
Non-participation in further studies	Pearson M Correlation Sig. (2 - tailed) N	1.000 .000 149	
Job satisfaction	Pearson Moment Correlation Sig (2 – tailed) N	.203 .0005 149	1.000 .000 149

Table 16 indicates that there is a positive relationship between non-participation in further studies and job satisfaction. The Pearson Product Moment Correlation (r) was found to be 0.203 Cohen (1988) standard; there is a high relationship. The level of non-participation as a factor in job satisfaction is 4.1%

The data in Table 16 reveals that the Pearson Product Moment Correlation (r) 0.263 is significant at .0005 and less than 0.05 (the acceptable level of significance for this study) it can be concluded that there is a strong relationship between non-participation in further studies and job satisfaction. Therefore, the null hypothesis is rejected.

Hypothesis Four

There is no significant relationship between relevant additional qualifications and job satisfaction among academic staff of Colleges of Education in Lagos State.

The aim here is to determine if there is no significant relationship between possession of relevant additional qualification and job satisfaction among academic staff of Colleges of Education in Lagos State. To test the stated hypothesis, Pearson Product Moment Correlation (r) was used and data collected is shown in table 17 below:

Table 17
Relationship Between Relevant Additional Qualification and Job Satisfaction

Relevant additional qualification		Staff Development	job satisfaction
Relevant additional qualification	Pearson M Correlation	1.000	
	Sig. (2 - tailed)	.000	
	N	329	
Job satisfaction	Pearson Moment Correlation	.821	1.000
	Sig (2 – tailed)	.0005	.000
	N	329	329

In Table 17 a positive relationship between relevant additional qualification and job satisfaction among academic staff of Colleges of Education in Lagos State. The Pearson Product Moment Correlation (r) was found to be 0.821. According to Cohen (1988) standard, there is a high

relationship. Also, the level of relevant additional qualification among other factors of job satisfaction is 67%.

It can be observed in Table 17 that the Pearson Product moment Correlation (r) 0.821 is significant at 0.0005. Since 0.0005 is less than 0.05 (the acceptable level of significance for this study) it can be concluded that there is a strong relationship between relevant additional qualification and job satisfaction. Therefore the null hypothesis is rejected.

Hypothesis Five

There is no significant relationship between irrelevant additional Qualifications and job satisfaction among academic staff of Colleges of Education in Lagos State.

The objective for which this hypothesis was conjectured was to determine if there is no significant relationship between possession of irrelevant additional qualifications and job satisfaction among academic staff of Colleges of Education in Lagos State. The hypothesis was tested using Pearson Product Moment Correlation (r) and data collected is shown in table 18 below:

Table 18
Relationship Between Irrelevant Additional Qualifications
and Job Satisfaction

Irrelevant additional qualification		Staff Development	job satisfaction
Irrelevant additional Qualification	Pearson Moment Correlation	1.000	
	Sig. (2 - tailed)	.000	
	N	75	
Job satisfaction	Pearson Moment Correlation	.507	1.000
	Sig (2 – tailed)	.0005	.000 .
	N	75	75

Table 18 indicates that a positive relationship between irrelevant additional qualification and job satisfaction exists. The Pearson Product Moment Correlation (r) was found to be 0.507. According to Cohen (1988) standard there is a high relationship. The level of irrelevant additional qualification among other factors of job satisfaction is 26%.

The data in Table 18 reveals that the Pearson Product Moment Correlation (r) 0.507 is significant at 0.0005. Since 0.0005 is less than 0.05 (the accepted level for this study) it can be concluded that there is a strong relationship between irrelevant additional qualification and job satisfaction. Therefore the null hypothesis was rejected.

Hypothesis Six

There is no significant relationship between self sponsored development and job satisfaction among academic staff of Colleges of Education in Lagos State.

This hypothesis was tested to determine the relationship between self sponsored development and job satisfaction among academic staff of Colleges of Education in Lagos State. To test the stated hypothesis, Pearson Product Moment Correlation was used and data collected are shown in table 19 below:

Table 19
Relationship Between Self –Sponsored Development and Job Satisfaction

Self sponsorship		Staff Development	job satisfaction
Self sponsorship	Pearson Moment Correlation Sig. (2 - tailed) N	1.000 .000 209	
Job satisfaction	Pearson Moment Correlation Sig (2 – tailed) N	.533 .0005 209	1.000 .000 209

In Table 19 a positive relationship between self-sponsorship and job satisfaction exists among academic staff of Colleges of Education in Lagos State. The Pearson Product Moment Correlation (r) was found to be 0.533

According to Cohen (1988) standard this is a high relationship. The level of self-sponsorship as a factor in job satisfaction is 28%.

Table 19 indicates that the Pearson Product Moment Correlation (r) is 0.533 significant at 0.0005. Since 0.0005 is less than 0.05 (acceptable level of significance for this study) it can be concluded that there is a strong relationship between self-sponsorship and job satisfaction. Therefore the null hypothesis is rejected.

Hypothesis Seven

There is no significant relationship between government sponsored development and job satisfaction among academic staff of Colleges of Education in Lagos State.

This hypothesis determined if there is no significant relationship between government sponsored development and job satisfaction among academic staff of Colleges of Education in Lagos State. Pearson Product Moment Correlation (r) was used and data collected are shown in table 20 below:

Table 20
Relationship Between Government Sponsored Development and
Job Satisfaction

Government sponsorship	Staff Development	job satisfaction
Government sponsorship Pearson Moment Correlation Sig. (2 - tailed) N	1.000 .000 195	
Job satisfaction Pearson Moment Correlation Sig (2 – tailed) N	.581 .0005 195	1.000 .000 195

Table 20 indicates that there is a positive relationship between government sponsorship and job satisfaction among academic staff of Colleges of Education in Lagos State. The Pearson Moment Correlation (r) was found to be 0. 581. By Cohen (1988) standard this is a high relationship. The level of government sponsorship as a factor of job satisfaction is 34%.

In Table 20 indicate the Pearson Product moment Correlation (r) is - .533 significant at 0.0005. Since 0.0005 is less than 0.05 (The acceptable level of significance for this study) it can be concluded that there is strong relationship between government sponsorship and job satisfaction. Therefore the null hypothesis is rejected.

Hypothesis Eight

There is no significant relationship between development outcomes and job satisfaction among academic staff of Colleges of Education in Lagos State.

The aim here is to determine if there is no significant relationship between staff development outcomes and job satisfaction among academic staff of Colleges of Education in Lagos State. In order to test the hypothesis, Pearson Product Moment Correlation (r) was used. The analysis of the data is as indicated in Table 21 below.

Table 21
Relationship Between Development Outcomes and Job Satisfaction

Development outcomes		Staff Development	job satisfaction
Development outcomes	Pearson Moment Correlation Sig. (2 - tailed) N	1.000 .000 234	
Job satisfaction	Pearson Moment Correlation Sig (2 – tailed) N	.512 .0005 234	1.000 .000 234

In Table 21 there is a positive relationship between development outcomes and job satisfaction among academic staff of Colleges of Education in Lagos state. The Pearson Moment Correlation was found to be

0.512. According to Cohen (1988) standard this is a high correlation. The level of development outcomes as a factor of job satisfaction is 26%.

The Table reveals that the Pearson Moment Correlation (r) is 0.512 significant at 0.0005. Since 0.0005 is less than 0.05 (the acceptable level of significance for this study) it can be concluded that there is a strong relationship between development outcomes and job satisfaction. Therefore, null hypothesis is rejected.

Hypothesis Nine

There is no significant relationship between staff development and job satisfaction among experienced staff of Colleges of Education in Lagos State.

This hypothesis demanded if there is significant relationship between staff development and job satisfaction among experienced academic staff of Colleges of Education in Lagos State. The Pearson Product Moment Correlation (r) statistics was used and the analysis of the data collated is shown in table 22 below.

Table 22
Relationship between Staff Development and Job Satisfaction among Experienced staff.

Academic Staff			Staff Development	Job Satisfaction
Experienced Staff	Staff development	Pearson Correlation	1.000	
		Sig (2 tailed)	.000	
		N	54	
	Job satisfaction	Pearson Correlation	.504	1.000
		Sig. (2 tailed)	.0005	.000
		N	54	54

Result in Table 22 indicates that there is a positive relationship between staff development and job satisfaction among experienced staff of Colleges of Education in Lagos State. The Pearson Product Moment Correlation (r) was found to be 0.504. According to Cohen (1988) standard there is a medium relationship. The level of staff development as a factor of job satisfaction according to experienced staff is 25%.

In Table 22 the Pearson Product moment Correlation (r) is 0.504 significant at 0.0005. Since 0.005 is less than 0.05, which is the acceptable level of significance for this study, it can be concluded that there is a high relationship between staff development and job satisfaction among

experienced staff of Colleges of Education in Lagos State. Therefore, the null hypothesis is rejected.

Hypothesis Ten

There is no significant relationship between Staff development and job satisfaction among experienced academic staff of Colleges of Education in Lagos State

The purpose for this hypothesis was to find out if there exists a significant relationship between staff development and job satisfaction among experienced among academic staff of Colleges of Education in Lagos State. To determine the relationship in their perception, the Pearson Product Moment Correlation (r) statistics was used and data collected are displayed in table 23 below.

Table 23
Relationship between staff Development and Job Satisfaction among non-experienced academic staff.

Academic Staff		Staff Development	Job Satisfaction
Inexperienced Staff	Staff development Pearson Correlation	1.000	
	Sig. (2 tailed)	.000	
	N	300	
	Job satisfaction Pearson Correlation	.357	1.000
	Sig. (2tailed)	.0005	.000
	N	300	300

According to the analysis in Table 23 there is a positive relationship between staff development and job satisfaction among inexperienced staff of Colleges of Education in Lagos State. The relationship yields a coefficient of .357. According to Cohen (1988) standard this is also a medium relationship. The level of staff development as a factor of job satisfaction according to non-experienced staff is 13%

The Pearson Product Moment Correlation (r) was found to be 0.357 significant at 0.005. Since 0.0005 is less than 0.05, the acceptable level of significance for this study, it can be concluded that there is a strong relationship between staff development and job satisfaction among non-

experienced academic staff of Colleges of education in Lagos State.

Therefore the null hypothesis is rejected.

Hypothesis Eleven

There is no significant relationship between staff development and job satisfaction among academic staff from Government owned Colleges of Education in Lagos State.

The objective here is to investigate if there is any significant relationship between staff development and job satisfaction among academic staff of Government owned Colleges of Education in Lagos State. Pearson Product Moment Correlation (r) statistics was used to analyze the data collected are shown in table 24 below.

Table 24
Relationship between staff development and job satisfaction among academic staff from government owned institutions.

			Staff	Job
Academic Staff			Development	Satisfaction
Government	Staff development	Pearson Correlation	1.000	
Owned	Sig. (2 tailed)		.000	
Institutions	N		318	
	Job satisfaction	Pearson Correlation	.456	1.000
	Sig. (2 tailed)		.0005	.000
	N		318	318

The displayed analysis on Table 25 indicated a positive relationship between staff development and job satisfaction among academic staff of government owned Colleges of Education in Lagos State. The relationship yields a Pearson Product Moment Correlation (r) coefficient of 0.456. According to Cohen (1988) standard this is a medium relationship. The level of staff development as a factor of job dissatisfaction among government owned institutions is 21%.

The Pearson Moment Correlation (r) is 0.457 significant at .0005. Since 0.0005 is less than 0.05, the acceptable level for this study, it can be concluded that there is a medium relationship between staff development

and job satisfaction among government owned institutions. Therefore, it is concluded that the null hypothesis is rejected.

Hypothesis Twelve

There is no significant relationship between staff development and job satisfaction among academic staff from private owned Colleges of Education in Lagos State.

This hypothesis was designed to determine if there exists a significant relationship between staff development and job satisfaction among academic staff from private owned College of Education in Lagos State. Pearson Product Moment Correlation (r) statistics was used in analyzing data collected are shown in Table25 below.

Table 25
Relationship between staff development and job satisfaction among academic staff from Private owned institution.

Academic Staff		Staff Development	Job Satisfaction
Private Owned Institutions	Staff development Pearson Correlation	1.000	
	Sig. (2 tailed)	.000	
	N	40	
		Job Satisfaction Pearson Correlation	1.000
		Sig. (2 tailed)	.0005
		N	40

According to the analysis displayed in Table 24 there is positive relationship between staff development and job satisfaction among academic staff from private owned Colleges of Education in Lagos State. The Pearson Product moment Correlation (r) yields a coefficient of .409. The relationship is medium according to Cohen (1988) standard.

The Pearson Product Moment Correlation (r) is 0.409 significant at 0.0005. Since 0.0005 is less than 0.05, the acceptable level for this study, it can be concluded that there is a medium relationship between staff development and job satisfaction among academic staff from private owned institution. Therefore, the null hypothesis is rejected.

Research Question 1

What is the level of job satisfaction among academic staff of Colleges of Education in Lagos State?

This research question seeks to determine the level of job satisfaction among academic staff of Colleges of Education in Lagos state. Descriptive statistics was used to determine the level of staff development and data collected is displayed as shown in table 26 below.

Table 26

Statistical Description of Levels of job satisfaction among academic staff of Colleges of Education in Lagos State

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	184	45.5	45.5	45.5
Agree	220	54.5	54.5	100.0
Total	404	100.0	100.0	

The above Table indicates that the percent of 45.5 of the perception of low level of job satisfaction is lower than the 54.5 percent which indicates high level of job satisfaction.

This finding therefore demonstrates that among the academic staff of Colleges of Education there are more academic staff who are satisfied with their jobs than those who are not.

Discussion of Findings

In discussing the findings, the findings themselves, contrast or affirmation of other researchers, the implications and relevance of the findings have been presented.

The Relationship Between Staff Development and Job Satisfaction

The first hypothesis determined to find no significant relationship between staff development and job satisfaction among academic staff of college of Education in Lagos State.

It was discovered that there is significant relationship between staff development and job satisfaction. This finding may be due to, among other factors, the outcome of the poor economic state of the nation. It calls for every financial income anyone can obtain. Some outcome (reward) of staff development at certain staff cadre is socially demanding and ego satisfying. This is because they are status defining. Again, the finding may be due to the fact that most staff want to be relevant to new curriculum innovations implemented at certain intervals by the National Council for Colleges of

Education. According to Roger and Roger (1995), this is why people are attracted to office jobs.

This finding implies that among academic staff of Colleges of Education in Lagos State Staff development significantly relates to job satisfaction. While an employee is satisfied with his job in the first place, staff development will bring further happiness as it brings about efficiency and qualifies the staff for promotion.

This finding also suggests that job satisfaction was reached when the necessary development experience needed to perform efficiently and effectively has been undertaken successfully. This is confirmed by Fullan (1990) who maintains that the ability to adjust to new innovation implemented due to acquired skill from staff development will result in job satisfaction and appointment to a new level of responsibility. This Fullan further states is because acquired vital skill for job in such cadre will bring about job satisfaction. The result according to him is greater output. Herzberg, Blanchard and Johnson (1998) describe job satisfaction as motivator. When an employee is satisfied with his job, the drive for optimum productivity operates.

The relevance of this finding to education planners and policy makers is to enable them see empirical basis for ensuring that there is adequate

achievable and implementable plan for regular development of academic staff in order to create job satisfaction. For management of each College of Education, it is necessary to remove all contradicting policies that make implementation of provisions for staff development difficult or impossible. This will increase efficiency and effectiveness of their functions as College management. It will reduce or totally remove rancour, infightings, disaffection and possible industrial action that could stem from denial of staff development opportunities..

Relationship Between Participation in Further Studies and Job Satisfaction.

This hypothesis sought to establish no significant relationship between participation in further studies and job satisfaction among academic Staff of Colleges of Education in Lagos, State.

It was discovered that there was a significant relationship between participation in further studies and job satisfaction. The finding suggested that participation in further studies is vital to job satisfaction among the academic staff of Colleges of Education in Lagos State. This may be due to

the conditions attached to upward mobility beyond a designated cadre in the staff structure. If an academic staff who was employed with the first degree or a Higher National Diploma (HND) will rise above the Lecturer 1 cadre and become qualified to be appointed a Head of Department respectively, there must be a possession of a Master's degree from further studies.

This finding implies that among academic Staff of Colleges of Education in Lagos State, even when there is skill to perform the job description – teaching, further studies is one of the factors responsible for job satisfaction. To keep an employee satisfied with his job it is therefore, necessary to grant permission to embark on further studies. This is a provision of the staff development policy and its implementation will result in job satisfaction.

. Peretomode (2001) confirms that the desire to be self confident, productive and creative brings about the utilization of one's potential and continued personal development. Thus, the need for growth and advancement lead to a desire for growth related activities. When further studies, which are a growth related activity is undertaken, vertical growth need is met. Job satisfaction is the outcome because the prospect for advancement is realized. Achievement, which is the outcome of satisfying vital condition for upward mobility brings the hope for a better cadre. The

realization of the possibility of personal growth by employees brings job satisfaction.

To the College management, this finding becomes relevant because room for further development is thus guaranteed factor for job satisfaction among academic staff. The management should therefore create and maintain the machinery for further development of its academic staff.

Relationship Between Non-participation in Further Studies and Job Satisfaction

This hypothesis sought to establish no significant relationship between non participation in further studies and job satisfaction among academic staff of colleges of Education in Lagos State.

It was discovered that there is significant relationship between non participation in further studies and job satisfaction. The finding could be due to the fact that when the opportunity to undertake further studies is not granted some academic staff, the implied future denial of upward mobility beyond a designated cadre, will bring about job dissatisfaction. A lecturer at the Lecturer 1 cadre cannot rise to the Senior Lecturer cadre if so denied the promotion because of earlier denial of further development. Also, this denial

does not guarantee job security since it is an indication that he is not considered vital to fulfillment of institutional objectives. This is communicated by the very act of denying the vital development that would make him relevant to the institution. This denial may be a subtle indication of possible termination of job in a near future. Job retention is threatened.

Adeniji (2001) acknowledges this finding when he states that the level of teacher satisfaction is inexorably linked with faithful performance of their duties and attraction as well as retention of teachers. Adeniji in effect is saying that without further training, the teacher is not fit to perform at higher level like the leadership of a department and teaching postgraduate students because of non-acquisition of skill needed at such levels of responsibility. Performance at these levels will not be possible and will bring about job dissatisfaction with the denial of necessary promotions attached to further studies.

This finding implies that among academic staff of Colleges of Education in Lagos State, even where an academic staff is no longer on probation, there exists a significant relationship between non participation in further studies and job satisfaction. When the provision for participation in further development as stated in the staff development policy is denied a qualified staff, job dissatisfaction results. (Asika 1995) states that Lack of

satisfaction of those related needs increases the desire for their accomplishment. This in effect means that when this desire is not satisfied by not undertaking those development programmes which will make growth possible, there will be dissatisfaction.

Kuttlen (1976) maintains that one man with high achievement needs is frustrated because he sees no future. Some opportunities, like being a confirmed staff, may be of no relevance to occupational needs and bring no satisfaction. Therefore, when a further study that does is denied, job dissatisfaction is the result.

This finding is relevant to the employee himself or herself who desires satisfaction with his or her job. Non participation in staff development brings about job dissatisfaction as it denies the hard working staff advancement in cadre. Junious colleagues meet up with them and overtake them too. This is a basic reason for the struggle to get further development.

Relationship Between Relevant Additional Qualification and Job Satisfaction

This hypothesis determined the relationship between relevant additional qualification and job satisfaction among academic staff of colleges of Education in Lagos State.

It was discovered that there is a significant relationship between relevant additional qualification and job satisfaction. This finding indicates that it is vital to ensure that development programmes are in relevant department courses. This is likely to be due to the fact that lecturers teach courses that are outlined as part of requirements for the respective programmes in their departments. Also, the conditions for promotion state that development programmes must be in department courses.

Asike (1995) buttresses this finding when he maintained that compliance with the pre-requisites for advancement creates assurance for continuity in organizations. To undertake programmes related to criteria for growth - vertical mobility, will bring about job satisfaction. Since the staff development policy states that development programmes must be in the department courses for upward mobility, the acquisition of masters degree in department courses will bring about job satisfaction.

The finding implies that among academic staff of Colleges of Education in Lagos State, inspite of distance and admission competition involved in seeking further development experience, there exists a significant relationship between relevant additional qualifications and job satisfaction. Relevant additional qualification is the criteria for advancing beyond the lecturer 1 cadre. Before a lecturer 1 staff is considered eligible

for the senior lecturer cadre, he must possess a masters degree in his department course. The elevation to this level due to the acquisition of the vital masters degree in relevant department course will bring about job satisfaction.

This finding is particularly relevant to the academic staff first of all because, as long as the policy which insists on relevant additional qualification is acceptable to all, the staff must do everything to embark on relevant programmes. Where the staff has to undertake sets sponsorship of development programmes, it has to be in departmental values.

Relationship Between Irrelevant Additional Qualification and Job Satisfaction.

This hypothesis determined if there existed no relationship between irrelevant additional qualification and job satisfaction among academic staff of Colleges of Education in Lagos State.

It was discovered that there is a significant relationship between irrelevant additional qualification and job satisfaction. This finding suggests that among academic staff of Colleges of Education, irrelevant development programmes are not taken seriously when it has to do with maintaining

conditions for job satisfaction. This is probably due to the insistence on fulfilling the guidelines for upward mobility. Again it could be because of the inability to perform when confronted with new innovations as well as the denial of status related positions like Head of section.

Corroborating this, Peretomode (2001) cited Heyel (1973) who pointed out that new discontent and restlessness will develop if the individual is not doing what he is fitted for. When irrelevant additional qualifications add no needed skill for jobs in the higher cadre like administrative or the teaching of post graduate students, the restlessness demonstrated by the staff in question is a manifestation of job dissatisfaction. Heyel added that it is from those satisfied with their jobs that one can expect the fullest and healthiest creativeness.

Asika (1995) also points out that when relevant needs are not met, it activates stronger desire to meet them. It is this craving for satisfaction that creates the desire for going after what is relevant for the satisfaction relatedness.

This finding implies that among academic staff of Colleges of Education in Lagos State, even when an academic staff might have obtained promotion due to non compliance with promotion guidelines, there exists a significant relationship between irrelevant additional qualification and job

satisfaction. Absence of skill to perform is a factor for job dissatisfaction. Also, where the provisions of promotion rules are adhered, according to such promotion guidelines, those additional masters degree which qualify a lecturer 1 staff for the Senior Lecturer cadre must be in the department course of the staff. Where the additional qualification is not relevant to the department course, the academic stands is unqualified for the Senior Lecturership cadre. This static state, irrespective of the acquired masters degree will bring about job dissatisfaction.

Education planners who draft staff development policy and administration who implement policies on working condition will see this finding relevant to the job. The development policy states that the development programme must be in relevant department course. This criteria for recognition, achievement and promotion stands against acquisition of masters degree if the courses are irrelevant to development needs. The planners are to make it mandatory for qualified staff to undertake development programmes in these relevant areas even if there will be vacuum created when such staff leave. Alternative means for filling up the vacuum, however temporary should be introduced.

Relationship Between Self Sponsored Development and Job Satisfaction

This hypothesis determined if there existed no relationship between self sponsored development and job satisfaction among academic staff of Colleges of Education in Lagos State.

It was discovered that there is a significant relationship between self sponsored that there is a significant relationship between self sponsored development and job satisfaction. This finding suggested that self sponsorship is a factor in job satisfaction among academic staff of Colleges of Education in Lagos State. The reason may be due to the extra financial burden borne by staff in order to undertake staff development. Out of competing financial needs, money is deducted from salary, usually fraught with complaints of insufficiency, and thus creating more hardship. Again, when an organization refuses to sponsor its staff on development programmes it could be an indication that financial constraints may force the organization to retrench such staff. The job is threatened.

The implication of this finding is that among the academic staff of Colleges of Education in Lagos State, although great financial inconvenience is suffered during self sponsored development programmes,

there exists a significant relationship between self sponsored development and job satisfaction. In a self sponsored development- a staff uses his own salary to pay for his development programme and this reduces his remunerations. This denies his financial commitments to his or her – siblings and other personal needs pending the restoration of his lost money at the end of the programme through any means. This creates a job dissatisfaction. Here, the condition for the job namely – remuneration which covers a statutory benefit, when denied, will create job dissatisfaction. This is expressed psychologically in negative organizational behaviour, like union actions.

Where sponsorship of development programmes are withdrawn, it is a negative management act. It gives a sense of job insecurity. Where company policy and working condition provide for sponsorship but the administration withdraws the opportunity to undertake a sponsored development programme, job security is threatened. This can lead to job uncertainty and dissatisfaction. Where the staff has to use part of his salary to sponsor development programme indicating that the job is threatened, it is like fighting to remain on board, also the staff may start looking for an alternative employment in case withdrawal of sponsorship indicates on coming retrenchment.

To the academic staff, this finding is very relevant. It prepares him for the worst in terms of job retention. The staff prepares a psychological attitude to go through the unfavourable situation while paying the price of his development programme. It could turn out to his advantage on the line for he could be promoted. To educational planners who design budgetary measures, it becomes imperative to give ample provision for sponsorship staff on development programmes.

Relationship Between Government Sponsored Development and Job Satisfaction

This hypothesis determined if there existed no significant relationship between government sponsored development and job satisfaction among academic Staff of College of Education in Lagos State.

It was discovered that there is a significant relationship between government sponsored development and job satisfaction. This finding suggests that it is vital for the government to sponsor its staff on development programmes. This is likely due to the confidence created in the staff because of job security it denotes and its resultant job satisfaction.

According to Rogers (2000), the universal task of leaders through the ages is to motivate their employees/followers. Rogers further states that for the managers of the 21st century, the key to success will be the motivation of their workers. There is the satisfaction that is secured. There is the promise of a higher cadre and here again or the process for the elevation of his or her status has actually commenced.

This finding implies that among the academic staff of Colleges of Education there exists a significant relationship between government sponsored development and job satisfaction. When the government sponsors an academic staff development programme, he is relieved of financial burden associated with undertaking further studies. The sense of welfare and importance created by the sponsorship assures the staff of his place in the system and brings about job satisfaction. The staff who is sponsored believes that his role is accepted and recognized as vital to the institution. This further creates a sense of job security and strengthens job satisfaction.

This finding is relevant to government efforts to stop brain drain phenomenon due to job dissatisfaction. If the government must create job satisfaction for academic staff, it must provide sponsorship for staff development programmes. This assures staff of their place in the academic institutions and encourages job commitment.

Relationship Between Development Outcomes and Job Satisfaction

This hypothesis determined if there existed no significant relationship between development outcomes and job satisfaction among academic staff of College of Education in Lagos State.

It was discovered that there is significant relationship between development outcomes and job satisfaction. This finding indicates a strong role for staff development outcomes (rewards) and job satisfaction among academic staff of Colleges of Education in Lagos State. This may be due to the role of financial growth and social status that is acquired by staff who enjoy such rewards.

This is confirmed by the definition of job satisfaction by March and Simon (1978), “a point function of level of aspiration and expected value of reward”. Rogers (2000) maintains that one area of inducing motivation for workers is reward.

At a point in a man's career he desires and seeks for ego needs. These esteem needs which confers prestige and respect from others lead to feeling of worth, adequacy and self-confidence. The inability of the individual to fulfill these needs may lead to a feeling of discouragement, a clear sign of

job dissatisfaction. These outcomes of staff development – achievement, promotional opportunities experienced, will provide the sense of competence, acceptance and capability and create job satisfaction.

When there is discrepancy between an individual's need and what the job offers, there will be dissatisfaction. Kuhlén (1976) states that one man with high achievement needs is frustrated because he sees no future.

According to Asika (1995), reward is a factor in organizational behaviour as outcomes can determine behaviour. Where expected outcomes are not realized the ensuing dissatisfaction will generate actions such as remonstrations, poor output and relocation. Asika further states that the extrinsic outcome of the promotion now determines behaviour. The outcome which is promotion, is the reward, becomes the motivator for positive work behaviour.

Asika (1998) states that cognition has its roots in values, beliefs and conscious choice of rational being, which states cognitive aspects of human behaviour. When a person experiences what he recognizes as equitable and expected outcome of behaviour undertaking (development programme) he will be happy, contented and put in optimum service.

This finding implies that among the academic staff of Colleges of Education, there exists a significant relationship between development

outcomes and job satisfaction. Development outcomes – appointment to administrative positions as department and section heads, directorship, deanship and the remuneration that follow promotion to higher cadre etc, bring about social recognition, status, respect, a sense of achievement, recognition of achievement and advancement. These effects create job satisfaction. Where there are no such outcomes after staff development there will be job dissatisfaction expressed in union actions, brain drain or search for employment elsewhere.

The relevance of this finding to the government lies in the financial budget approved for Colleges of Education as well as the percentage of fund disbursed for development programmes. To retain academic staff and avoid brain drain, it becomes necessary to look at remunerations, staff development and regular promotion of deserving academic staff. For the academic staff, it becomes imperative to undertake staff development programmes as stated in the staff development policies.

Relationship Between Staff Development and Job Satisfaction Among Experienced Academic Staff of Colleges of Education in Lagos State

This hypothesis set out to determine whether there exists a significant relationship between staff development and job satisfaction among experienced academic staff of Colleges of Education.

It was found that there is a significant relationship between staff development and job satisfaction among experienced academic staff of Colleges of Education in Lagos State. This finding may be due to the result of achievement and advancement and their outcomes at the topmost cadres – Senior Lecturer to Chief Lecturer positions which are completely different from those of the cadres categorized under non-experienced staff. At this level, status becomes recognized, respect is accorded and it now becomes a matter of time when administrative responsibilities and the financial implications of this height is received.

The experienced staff is privileged to receive Government appointments, enjoy official traveling, accommodations in big hotels as well as the remuneration that accompany these offices. These cadres review policies not just as contributors through memos but as selected committee members to draft new policies and implement innovations. So that beyond the deanship, directorship and unit headship these other roles increase scope

of those their contributions will benefit. This is because it goes beyond their own academic institution to the whole institutions under the Federal government.

The finding implies that among the academic staff of Colleges of Education in Lagos State, the perception of experienced academic staff on staff development and job satisfaction indicate that significant difference exists. The view of the experienced staff is a demonstration of outcome of years of academic work.

The finding also suggests that at this level of achievement and promotion, views on the relationship between staff development and job satisfaction is strong. The experienced may see the development as vital and imperative while the non-experienced might not see why the stringent demands of staff development policies. The Instructor who wants to convert to the Lecturer status sees staff development differently from the experienced staff perhaps because at whatever cadre, he or she cannot be made a unit head or deemed qualified for deanship election and the directorship appointment. He or she perhaps looks at the long way to the Senior Lecturer cadre that lies ahead as tough in terms of the further study and its demand as well as the researches, conferences and publications that must precede his or her advancement. Mullins (1996) breaks this long road

to actualization as consisting of Value of Reward, then the Perceived Effort, followed by the Effort itself and then Abilities and Traits acquired on the road to actualization. Next he lists Role Perceptions, followed by actual Performance, then Rewards for performance followed closely by perceived Equitable Rewards, which when approved brings the staff to the long sought after Satisfaction.

The relevance of this finding to educational planners is that it calls for the putting in place of every regulatory mechanism to make this journey to actualization stress free. There must be facilities for further studies for academic staff of Colleges of Education to enable them undertake the various academic development programmes they need.

Relationship Between Staff Development and Job Satisfaction among Non-experienced Academic Staff in Colleges of Education in Lagos State

The hypothesis examined if there was a significant relationship between staff development and job satisfaction among academic inexperienced staff of Colleges of Education in Lagos State.

It was discovered that there exists a significant relationship between staff development and job satisfaction among inexperienced academic staff of Colleges of Education in Lagos State. This discovery could be because at this status, the Chief Lecturer for instance is free from the demands of the Green Book for more rigorous research work and publications necessary for any other promotion because he or she has reached the bar. Whatever he or she researches or publishes is at his or her pleasure and intrinsic goals. Again, it may be due to the fact that there ceases to exist the extra labour and the anxiety that accompanies expectations for success at the hand of assessors, moderators as well as journal editors all of who must approve of research reports before promotion is granted. Mullins (1996) corroborates this when citing Adler (1991) who describes these levels as satisfaction of the core needs of existence, relatedness and growth. These three areas and levels of human needs cover the psychological, safety, social/love, esteem and self actualization hierarchy needs of Maslow (1954). This is self fulfillment on the job which is a continuous experience in itself.

This satisfaction cannot be denied. But the reason may also be, most especially, because there is no more cause to be on the road, traveling interstate, undergoing further studies and its rigours because the necessity for a Masters degree no more exists and what is now to be done is

conference papers and publications. The promotion to the Senior Lecturer cadre has cleared this obstacle therefore; there is rest as different from the yet struggling non-experienced staff.

For the non-experienced, he or she is still struggling to meet up academically, satisfy the demands of further studies and those of conference organizers and their journals. Mullins (1996) buttresses this fact when he outlined the basic motivational behaviour as first, the need or expectation itself, which results in driving force or behaviour or action to achieve desired goals. For Instructors it is worse because they have much more work to do. They need to obtain their Technical Teachers' Certificate (TTC) or Post Graduate Diploma in Education (PGDE), they are looking forward to the peace that lies beyond obtaining a Masters degree in the next two or more years as well as the road hazards that accompany these demands. Their perceptions would therefore be significantly different. After all they are actually subordinates to the experienced staff, perceive the opportunities opened and enjoyed by the experienced staff and see job satisfaction differently.

The relevance of this finding to the government and policy makers is to ensure that policies do not constitute hindrances to hard working and devoted staff in their drive for the top of their professional career. The

frustrations of non-promotion and non-recognition for achievements could create a tense and perhaps explosive atmosphere within the educational system. A situation that could lead to union mass action - shut down of the academic institutions, postponement of the academic calendar and stops progress.

Relationship Between Staff Development and Job Satisfaction Among Academic Staff of Government Owned Colleges of Education in Lagos State

This hypothesis determined if there was a significant relationship between staff development and job satisfaction among academic staff of Government owned Colleges of Education in Lagos State.

It was discovered that there was a significant relationship between staff development and job satisfaction. This finding indicates that the experiences in Government owned institutions and their counterparts in the private owned are similar. In the private institution although it is not the same denial of requests to undertake staff development programmes because of vacuum that will be created when permitted to embark on further studies, the accomplishment of higher degree brings satisfaction. This is likely to be due to the fact that although the same policies govern the institution types, implementation which is different does not affect experiences. Therefore,

implementation of contradicting policies when faced with staff development issues make it difficult for academic staff of government institutions qualified to embark on staff development to be permitted. This brings dissatisfaction. While denial of development studies do not exist in the private institution, embarkment on further studies bring satisfaction

Mullins (1991), Ejiogu (1992) and Asika (1995) all state that without motivation that Herzberg (1954) call satisfaction optimum output would not be realized by employees. Static on one cadre due to promotion disqualification as well as inability to work due to non-acquired skill from staff development programmes will create disaffection.

The implication of this finding is that in different institutional ownerships, academic staffs of Colleges of Education are similar in their perception of staff development. Government authorities and their counterpart in private institutions treat their staff with some level of difference in administrative approach to policy implementations. The academic staffs of both institutional types do not grapple with the same difficulties when they face issues relating to upward mobility

This finding becomes vital for academic staff of all Colleges of Education because it gives them grounds to forge together their views and struggles for efficient and effective development policies as they compare

and learn one from the other about policy implementation strategies. It makes joint union activity on this problem possible.

Relationship Between Staff Development and Job Satisfaction Among Academic Staff of Private Owned Institution

The objective of this hypothesis was to examine the relationship between staff development and job satisfaction among academic staff of private owned Colleges of Education in Lagos State.

It was discovered that there is significant relationship between staff development and job satisfaction among academic staff of private owned institutions. This finding suggests that the academic staff of private owned institution do not see the relationship differently from the way the staff of the government owned institutions do. This is in spite of the fact that the authorities of private owned institution do not create the same conditions which do not meet the requirements for job satisfaction among their respective staff. This is probably because although similar experiences of outcomes of staff development at each new cadre of one institution is similar to those of the other institution, the private institution has enough fund to ensure compliance with staff development policies. Status and social needs

are equally met so also are ego and self actualization needs because it is development experiences that make it possible to reach each academic staff cadre. This experience is denied in one but permitted in the other.

Peretomode (2001) states that there will be no discontent and restlessness when individuals embark on what their acquired skills make them qualified for. The acquired skills make work easy, safer and satisfaction is attained. The reverse is the reason for dissatisfaction among academic staff.

This finding implies that although policies remain the same in academic institutions, especially when it relates to promotions, salaries, administrative positions, and satisfaction of human needs all of which are related to job satisfaction, job satisfaction is perceived when policies relating to it are implemented. Factors responsible for implementation and non-implementation of staff development policies like fund must be available in order for staff development and the outcomes which go with it are experienced by deserving staff.

Educational planners, educational advisers to the Government and the management of Colleges of Education will use this finding as strong basis for pumping fund into the education system to cater for staff development needs which may be obtained in the country or abroad. They will also ensure

that such fiscal measures are implemented in order to sustain an efficient and effective tertiary education system with quantitative and qualitative output especially in the Colleges of Education.

Differences in levels of Job Satisfaction among Academic Staff of Colleges of Education Lagos State.

This research question examined the levels of job satisfaction among the academic staff of Colleges of Education in Lagos State.

The finding indicated that the percentages of the frequencies under the high and low levels of job satisfaction are not the same. This may be due to the fact that the members of staff are in different cadres some of who are already enjoying the outcomes of staff development and are therefore satisfied with their jobs while the others are still grappling with issues regarding staff development. Some in this group may not have been permitted to undertake further development programmes while others are still undergoing the rigours of further development as well as what it takes to conduct researches, report and participate in conferences in order to be published. All of these being requirements for upward mobility necessary for those outcomes that bring about job satisfaction.

It is therefore essential that the levels of job satisfaction among the academic staff of Colleges of Education in Lagos state is monitored to ensure that rifts, union activities and protests that obstruct educational calendar are not encouraged.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study investigated the relationship between academic staff development and job satisfaction in Colleges of Education in Lagos State. Tertiary institutions all over the country, in the past two decades have experienced unrest, closure of institutions due to either students' nationwide rampages resulting from overall academic imbalance and unfavourable state of affairs. Academic staff unions also, have embarked on strikes which stopped all academic activities in order to press home dissatisfaction with either unimplemented policies or the state of their jobs. These unrests, which still take place today, had also resulted among other things, the loss of Nigerian academic minds to foreign countries with better conditions of service.

Academic staff development brings about a lift in service cadre, status, designation and remuneration. It affords better working conditions, respect and gives a strong hope for actualizing life's ambitions as an educationist. The inability to be updated in increasing new innovations in education implemented in each field of discipline could create a state of

dissatisfaction among academic staff. When conflicting policies, deny academic staff from undertaking staff development, job dissatisfaction could result in Colleges of Education in Lagos State where like all Colleges of Education, requirements for employment is a first degree or Higher National Diploma (HND). If members of staff were denied development opportunities necessary for upward mobility job dissatisfaction could be experienced.

In order to examine these problems, the following hypotheses were designed:

- Ho1. There is no significant relationship between staff development and job satisfaction among academic staff of Colleges of Education in Lagos State.
- Ho2. There is no significant relationship between participation in further studies and job satisfaction among academic Staff of Colleges of Education in Lagos State.
- Ho3. There is no significant relationship between non-participation in further studies and job satisfaction among academic Staff of Colleges of Education in Lagos State.

- Ho4. There is no significant relationship between relevant additional qualification and job satisfaction among academic Staff of Education in Lagos State.
- Ho5. There is no significant relationship between irrelevant additional qualification and job satisfaction among academic Staff of Colleges of Education.
- Ho6. There is no significant relationship between self-sponsored development and job satisfaction among academic Staff of Colleges of Education in Lagos State.
- Ho7. There is no significant relationship between government-sponsored development and job satisfaction among academic Staff of Colleges of Education in Lagos State.
- Ho8. There is no significant relationship between development outcomes and job satisfaction among academic Staff of College of Education in Lagos State.
- Ho9. There is no significant relationship between staff development and job satisfaction among experienced academic staff of Colleges of Education in Lagos State.

Ho10. There is no significant relationship between staff development and job satisfaction among inexperienced staff of Colleges of Education in Lagos State.

Ho11. There is no significant relationship between staff development and job satisfaction among academic staff of government owned Colleges of Education in Lagos State.

Ho12. There is no significant relationship between staff development and job satisfaction among academic staff of private owned Colleges of Education in Lagos State.

RQ. 1. What is the level of job satisfaction among academic staff of Colleges of Education in Lagos State?

The method adopted for this study was a correlation study adopting the survey research design. The population consisting of academic staff of the four Colleges of Education in Lagos State was also made the sample. Using the Pearson Product Moment Correlation Coefficient (r) for statistical analysis of the data from eight hypotheses seeking relationships and the descriptive statistics for the six research questions investigating differences, a structured questionnaire using the Likert four point scale was designed. The questionnaire was divided into three sections. Section B and C

collected the data correlated for analysis and discussions while section A collected the biographic data of respondents.

The study revealed that there was significant relationship between staff development and job satisfaction among academic staff of Colleges of Education in Lagos State.

The respondents had their perceptions weighed using the Likert four point scale weighting and analysed using Pearson Product Moment Correlation (r) which compared the mean difference of the two groups. From the analysis of the data obtained from the field, the following were the findings:

- There is significant relationship between staff development and job satisfaction among academic staff of Colleges of Education in Lagos State. The Pearson Product Moment Correlation (r) was found to be 0.57. By Cohen (1988, standard) there is a high (large) relationship.
- There is significant relationship between participation in further studies and job satisfaction among academic Staff of Colleges

of Education in Lagos State. The Pearson Product Moment Correlation (r) was found to be 0.703. This is a high relationship

- There is significant relationship between non-participation in further studies and job satisfaction among academic Staff of Colleges of Education in Lagos State. The Pearson Product Moment Correlation (r) was found to be 0.263. This is a small relationship.
- There is significant relationship between relevant additional qualification and job satisfaction among academic Staff of Education in Lagos State. The Pearson Product Moment Correlation (r) was found to be 0.821. This is a high relationship.
- There is significant relationship between irrelevant additional qualification and job satisfaction among academic Staff of Colleges of Education. The Pearson Product Moment Correlation (r) was found to be 0.507. This is a high relationship.
- There is significant relationship between self-sponsored development and job satisfaction among academic Staff of

Colleges of Education in Lagos State. The Pearson Product Moment Correlation (r) was found to be 0.533. This is a high relationship.

- There is significant relationship between government-sponsored development and job satisfaction among academic Staff of Colleges of Education in Lagos State. . The Pearson Product Moment Correlation (r) was found to be 0.581 This is a high relationship
- There is significant relationship between development outcomes and job satisfaction among academic Staff of College of Education in Lagos State. The Pearson Moment Correlation was found to be 0.581. This is a high correlation.
- There is significant relationship between staff development and job satisfaction among experienced academic staff of Colleges of Education in Lagos State. The Pearson Product Moment Correlation (r) was found to be 0.504. This is a high relationship.
- . There is significant relationship between staff development and job satisfaction among inexperienced staff of Colleges of Education

in Lagos State. The relationship yields a coefficient of .357.

This is also a medium relationship.

- There is significant relationship between staff development and job satisfaction among academic staff of government owned Colleges of Education in Lagos State. The relationship yields a Pearson Product Moment Correlation (r) coefficient of 0.456. This is a medium relationship.

- There is significant relationship between staff development and job satisfaction among academic staff of private owned Colleges of Education in Lagos State. The Pearson Product moment Correlation (r) yields a coefficient of .409. The relationship is medium.

-. The percentages between the levels of job satisfaction among academic staff of Colleges of Education are not the same. The percent of 45.5 of the perception of low level of job satisfaction is lower than the 54.5 percent, which indicates high level of job satisfaction.

Conclusion

The following conclusions were drawn based on the findings of the study:

The devotion of academic staff of Colleges of Education in Lagos State to development programmes - conferences, seminars, workshops and external development programmes clearly shows the vital place staff development occupies in Colleges of Education. It is interesting to discover that there is significant relationship between staff development and job satisfaction. This means that the relationship is significant so much so that it results in negative actions that clearly demonstrate job dissatisfaction. Actions like brain drain, staff unrest and general apathy to tasks. This also meaning that because academic staff love their profession and are satisfied practicing it, dissatisfaction will arise when there is either denial of opportunity to undertake development programmes or when denied outcomes (rewards) of staff development experiences.

It is necessary at the expense of any vacuum to be created when a qualified staff is due for external development. It sees the absence of necessary skills, which can only be acquired during development programmes, as a factor that retards advancement and brings about staff

dissatisfaction with their jobs. It strongly sees the outcome as vital for hardworking members of staff.

It is very vital for the National Commission for Colleges of Education (NCCR), the various governing Councils as well as the Federal Ministry of Education to look into the existing policies. The need to review the contradicting policies is evident. Also, the roles of appropriate fiscal measures are evident.

Recommendations

As a result of the above findings and conclusions, some recommendations have been made. Since the findings of this research confirm that there is no significant relationship between staff development and job satisfaction, the insignificant relationship can be balanced by the following recommendations:

- A collective review of existing policies and regulations governing academic staff namely, Terms and Conditions of service for Staff, Minimum Condition for Nigerian Certificate of Education (for staff strength and Course content) as well as The Federal Ministry of

Education Scheme of Service for the Federal Colleges of Education and Federal Polytechnics should all be reviewed. The review is to determine all areas of conflict, imbalance, unanswered questions regarding implementation of staff development policies and fiscal measures to plug every vacuum created or feared if lecturers are permitted to go on full study leaves.

- This review should be conducted by a panel or committee comprising of Educational Administrators and planners drawn from the universities and Colleges of Education. Also, representatives of Colleges of Education Staff union (COEASU), the Council and the NCCE, National Commission for Colleges of Education (NCCE), the Governing Council of Colleges of Education and the Federal Ministry of Education.
- It is important that the lecturers and instructors are involved through special conferences designated for this review. This will give room for extensive discussions, research findings and their analysis as well as inferences. The published articles from these conferences will become data from which to retrieve and build necessary information to help formulate new, balanced and viable policies.

- The committee should visit as many Colleges of Education as possible to distribute memoranda to members of staff. A day or two should be spent to meet with members of staff to openly discuss or deliberate this issue and collect as well as collate submitted memoranda. This will make it possible for good communiqué print outs to further the data hunt.
- As a new legal frame work which will affect all academic staff, it is necessary that those the new policy and rules and regulations will affect (the academic staff) should be involved in all the processes of policy formulation.
- It is also vital for the first draft of the new policy framework be distributed to all Colleges of Education prior to implementation for fresh analyses, debates and thorough reviews by the staff they are designed for. This way, final amendments could be made before implementation.
- The qualification of academic staff to be employed should be upgraded from the Higher National Diploma and First University Degree to Masters in Technology and Masters Degree with Post Graduate Diploma in Education (PGDE) or Technical Teachers

Certificate (TTC). This will equate it with what obtains in the universities and remove the problem of further studies and the attendant non-qualification for those outcomes exclusively designed for academic staff without the Masters degree. Colleges of Education all over the nation are striving to be upgraded to degree awarding status. This makes it necessary to review the various policies governing all aspects of the different conditions on which Colleges of Education is built. These include the Minimum conditions; which is the basis for accreditation – issues like minimum qualification for academic staff employment etc.

- The employment of Graduate Assistants whose duties exclude teaching will be very useful to the highest cadres of the Senior Lecturer to the Chief Lecturer status and the students themselves. These can be upgraded to lecturers when they possess the Masters qualifications and vacancies open up for them.

It is believed that if the above suggestions are followed, there will emerge an acceptable, workable blueprint whose implementation will not be adverse or worsen the already bad situation. It is so necessary for efficiency and effectiveness among academic staff. It will also give all staff equal

footing for advancement, upward mobility and all the rewards - status, ego and revenue, which accrue to recipients. Finally, it will enable lecturers and instructors face the vital role of nation building through optimum service.

Suggestions for Further Studies

Due to the limitation of this study, there is the need for further research. It is hereby suggested that such a study should be carried out in other states of the federation. A further study could also look at or bring in such variables as organizational behaviour, job commitment and stress or health related issues. This will help in making a more meaningful generalization, as it will cover a larger scope of variables and Colleges of Education.

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Appendix 1

STAFF DEVELOPMENT POLICY IN COLLEGES OF EDUCATION

The policy framework which gives guideline for the implementation of staff training needs in Colleges of Education as stated by Federal College of Education (Technical), Akoka (FCE [T] Akoka) is as follows:

14.1 Preamble

Manpower development is one of the foremost approaches for achieving efficiency in any organisation. Therefore it is imperative that the institution after identifying its needs should prescribe a suitable programme for training its staff for maximum contribution to the development and progress of the institution.

As a matter of policy, staff development should be geared towards the achievement of the aims of the institution. That is to effectively promote professional/technological/educational training in support of manpower development for the country. Thus priority should be given to the sponsorship of programmes which will enable staff contribute more effectively to the success of the institution.

For the purpose of the above, the staff of the institution should be given the opportunity to benefit from the following training programmes of the institution.

14.2. Study Leave with Pay

A confirmed member of the academic and administrative staff who has been in the continuous employment of the College for at least two calendar years, except for normal vacation leave can apply for study leave with pay.

Study leave is a privilege, not a right, and shall not necessarily be granted to every applicant who has fulfilled the qualifying conditions. Study leave cannot and shall not be accumulable.

Study leave shall normally be granted for a period not exceeding three years. Application for study leave in excess of three years may be granted only in every special circumstance recommended by the Dean of School/Head of Department, with the support of the Provost and approved by the council.

A member of staff granted leave with pay for a period not exceeding three years shall be entitled to:

- (a) his full salary
- (b) car basic allowance if he continues to own a car
- (c) housing allowance if he was in receipt of such allowance before proceeding on leave and he is not accompanied by his family.

A member of staff granted study leave with pay for a duration exceeding three years shall be entitled to the whole or such part of his salary for the period in excess of three years as the appropriate Committee may approve, provided that no motor vehicle allowance shall be payable during study leave for periods in excess of three years.

14.3. Work Study Leave with Pay

Where a member of staff is unable to enjoy the above, he could be granted work study leave to pursue part-time post-graduate academic or administrative programme as well as post-graduate sandwich courses at nearby Universities provided it does not affect staff's primary responsibilities.

14.4. Training Leave

Any member of staff, academic or non academic, may apply for training leave for the purpose of acquiring a higher degree or professional, technical, or administrative competence appropriate to the nature of his employment within the College.

Only members of staff who have been in the service of the College for an unbroken period of not less than two sessions and are below the rank of senior Lecturer or equivalent salary grade, shall be eligible to be considered for training leave, provided that:

- (a) persons in the rank of Assistant Lecturer, USS 07 in possession of only a Bachelor's degree or its equivalent may be granted training leave without having served the College for up to two sessions;
- (b) persons of the rank of senior Lecturer or equivalent status and above may be granted training leave in very special circumstances which are certified by Dean of School/Head of Department, with the support of the Provost being in the interest of the College.

Training leave shall be for a specified period approved for the purpose and shall not normally exceed a year in the first instance, to be extended subject to good recommendation from the appropriate authorities where the trainee is being trained. Where training is received locally, the person shall report for duty when on vacation.

A staff member on training leave shall be entitled to his full salary, and such all allowances in respect of respect of tuition books subsistence and other relevant expenses as may be approved from time by the council.

14.5. Study leave without Pay

Staff shall be eligible for study leave without pay after serving for a minimum of one year. Each case shall be considered on its own merit.

The College may not be under any obligation to re-absorb the staff on study leaves without pay.

14.6. General Conditions Governing Study Leave/Training Leave With Pay

Every member of staff granted leave or study leave with pay shall be requested to give an undertaking or to enter into bond to return to the service of the College immediately upon the completion of the course or programme for which the leave was granted.

The period of bond shall be at the rate of twice the period of the relevant study leave or training leave, subject to a maximum bond period of five years, and on such other terms and conditions as shall be specified in an agreement to the effect.

If a staff member fails to return to duty on the completion of the study leave or training programme or on the expiration of the period of leave granted to him he shall be liable to have his appointment terminated; and thereupon he shall be liable to refund to the College the salary paid to him during the period of absence on the said leave, together with any allowance or other costs certified by the Bursar as having been incurred by the staff concerned during the said study or training leave period.

Applications for study leave or training leave shall be submitted in quadruplicate through the Dean of School/Head of Department to reach the registrar in duplicate not later than the deadline set by the College in the deadline keeping with period it is proposed to be taken. A copy of the application for study or training leave shall be put in the employee's personal file in the Registry and a copy shall be forwarded by the Registrar through the Provost for consideration of the appropriate Committee.

Approved study or training leave shall normally be granted to commence at the beginning of the session.

Every application shall be accompanied by evidence of admission from an approved institution together with such relevant information regarding tuition, passages, and other costs and information relating to the study or training programme, which the employee intends to pursue.

Where a course of study or training programme is available in Nigeria, preference will be given to applications for such study or training in a College or Training institution in Nigeria. In such cases any application for study or training abroad shall satisfy the relevant Committee that making efforts to that effect, the employee has not succeeded in obtaining admission in Nigeria.

Study leave or training leave is privilege and not a right and the College is not bound to grant such leave to any employee or is the College or appropriate Committee bound to give reasons for the success or failure of the application for leave. Study leave and training leave are meant primarily for the training and upgrading of the permanent staff of the College and only in exceptional circumstances may an employee on contract appointment be considered for such leave.

An employee on study or training leave shall not change the course, place or institution for which the leave was granted without the prior approval of the College. Failure to comply with this rule shall constitute misconduct and shall render the staff liable among other things to the withdrawal of the leave.

14.7. Conditions Governing the Granting of Work-Study Leave with Pay.

The general conditions governing the granting of study leave and training leave apply to staff granted work study leave except that they shall not be bounded since they are expected to carry out their normal duties while undergoing training.

14.8. Sabbatical Leave

Any senior staff on salary USS 11 and above whether academic or non academic who has been in the continuous service of the College may apply for sabbatical leave of up to twelve calendar months in the seventh year thereafter. For the purpose of the regulation, the appropriate may take into consideration any period of relevant service in another higher institution in Nigeria if the employee transferred to the service of the College provided in such a case the employee shall not be eligible for sabbatical leave unless at least four years out of the total six years service period has been in the service of the college.

Sabbatical leave is intended primarily for the intellectual and professional renewal of the staff. Sabbatical leave may therefore be granted only on the condition that the member of staff intends to return to serve the College for at least one session on completion of such leave.

A member of staff on sabbatical leave shall be entitled to his full salary for the period of such leave, and motor vehicle basic allowance if he owns and maintains a motor vehicle.

Sabbatical leave may be granted only if the appropriate authority is satisfied that such leave would be utilized to the definite interest on both member of staff and the service of the College.

Provost may be entitled to sabbatical leave at the end of his final term in office.

14.9. Probationary Study Leave

Probationary study leave may be granted by the appropriate Committee on the recommendation of the Head of Department through the Dean of School or registrar to a member of staff to enable him to qualify for appointment to the permanent staff.

Approval for probationary study leave shall be granted for only one year in the first instance. The leave, which shall be renewal, however will not exceed a total of four years. Unless sufficient evidence is provided to show that failure to complete the required course within four years is not due to the candidate's fault.

While on probationary study leave, the staff concerned shall follow a course or courses of study approved by the Committee and shall not change that course without prior approval of the committee. A report shall be submitted by the Supervisor of the staff concerned at the end of every academic year or as often as the Committee so requires.

APPENDIX 2

STAFF DEVELOPMENT AND JOB SATISFACTION

QUESTIONNAIRE

(STADEJOSAQ)

This questionnaire was designed to obtain the personal experiences and perceptions of selected academic members of staff of Colleges of Education in Lagos State on the relationship between staff development and job satisfaction. Staff development programmes are designed to update the knowledge and skills of lecturers as well as make them qualify for teaching new courses introduced in revised curriculum. To lecturers yet to attain some staff cadre it is a prerequisite for promotion and may increase responsibility, remuneration and other benefits. This questionnaire seeks to find if there is direct and indirect relationship existing between staff development and job satisfaction.

BIOGRAPHIC DATA

Please tick correct answers to the underlisted questions.

1. Name of institution:

Government owned:

FCE(T), Akoka [] AOCOED [] LACOPED []

Private owned:

PROJECT TIME []

2. Status (*Experience*)

Experience in Level Advancement (Administrative)

Senior Lecturer- Chief Lecturer []

Assistant Chief Instructor–Chief Instructor []

Nono-Experience in Level (Administrative Positions)

Assistant Lecturer-Lecturer 111 [], Lecturer 11- Lecturer 1 []

Higher Instructor–Principal Instructor[]

3. Designation (DEVELOPMENT OUTCOMES):

Dean [],Director [],Head of Department [],Sectional Head (if not listed already)[]

4. Qualification(s). Please tick all qualifications so far

Ph.D. [] Masters Degree [] PGDE/TTC [] First Degree []

HND []

5. Experience (Duration of service as a Lecturer/Instructor)

30-35 years [] 20-29 year [] 10-19 year [] 1-9 year []

6. Sex: Male [] Female []

Types of Development Experiences (Programmes)

7. DEVELOPMENT PROGRAMMES

Please tick all development experiences after employment

Conference/Seminars

Conferences/Seminar/Workshops []

Short Term Development Programmes

Computer course(s) [] PGDE/TTC [] Short certificate course(s) []

8. FURTHER STUDIES

Masters degree [] Ph.D. degree []

9. RELEVANT/IRRELEVANT PROGRAMME

If you ticked any of the boxes in 7-9 above was such development programme in your department area(s) of specialization? Yes []

No [] Some Yes [] Some No []

10. Have you ever applied for development programme and was denied? Yes [] No []

11. Was the study permission for a full study leave (FSL) or for work study leave (WSL - working and studying)? FSL [] WSL [].

12. SPONSORSHIP

Were your development programme sponsored by the Government/College? Yes [] No [] Some Yes [] Some No [].

Were your development programmes self sponsored?

Yes [] No [] Some Yes [] Some No [].

SECTION B

STAFF DEVELOPMENT

Please tick (✓) or asterisk (*) as deemed appropriate

S/ N		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Academic staff development programmes take place in your institution.				
2.	An academic staff regularly undertaking development programmes has a better chance of being retained than a staff denied of same programmes.				
3.	Staff development in today's circumstances is an indispensable precursor to rewards.				
4.	. Staff development is not another way of guaranteeing safety during practical oriented work.				
5.	Academic staff who through hard work succeeded in his development programmes will not make his services expensive in any way.				
6.	Staff development enhances safety during practical oriented work				

7.	As policies permit in industrial sector, further studies should be regular in Colleges of Education.				
8.	Policies on further studies (staff development) must be implemented irrespective of contradictions.				
9.	An academic staff should go on further studies if a vacuum will be created by his absence.				
10.	Every academic staff due for further studies should be permitted to go since some staff have already been permitted				
11.	Staff should not be encouraged to undertake further studies because of extra costs for engaging a part time lecturer to take up his work.				
12	Denied opportunities for further studies do not affect skill on the job itself.				
13.	As long as salary is paid, the inability to perform due to denied opportunity to undertake further studies does not matter.				
14.	When a relevant course is undertaken by a self sponsored staff, he will want to recover his expenses in a legal way. .				
	When a relevant course is undertaken through dint of handwork, this type of self sponsored				

15.	staff will want to make his services “expensive” by charging in any way.				
16.	Acquisition of relevant skills should be the appropriate option when sponsored.				
17.	Acquisition of relevant skill is vital for any academic staff.				
18.	As long as salary is paid, undertaking development programmes in relevant courses does not matter.				
19.	A development programme not relevant to the department cannot be undertaken by a sponsored staff.				
20.	As a new source of money, an irrelevant course can be undertaken by a non sponsored staff				
21.	When an irrelevant course is undertaken by a sponsored staff he has done so because of the prospect for extra money when he retires. .				
22.	Self sponsorship should not be undertaken by staff because the relevance of development programmes should make government sponsorship mandatory.				
23.	For a greater sense of responsibility to the authorities every staff due for further studies should be sponsored.				

24.	An academic staff sponsored to go on development programme will not have more sense of responsibilities than a self sponsored staff.				
25.	Academic staff permitted to go on further studies should be sponsored.				
26.	The major reason for embarking on development programmes is because it is the only way to move up in. Cadre.				
27.	Academic staff on regular development programme has a greater chance of being rewarded.				
28.	Academic staff on regular development programme has a better chance of being chosen for higher responsibilities than one not undertaking development programmes.				
29.	The reward for staff development experienced brings about a new altitude of hard work.				
30.	After successful development experiences the academic staff does not expect to be promoted.				
31.	Staff development denied due to contradicting				

	policies will not affect work output at all.				
	.SECTION C JOB SATISFACTION				
1.	If offered opportunity for staff development [external or internal] I will not feel satisfied with my job.				
2.	After successful experiences of development programme(s), I will not feel some pride on the job.				
3.	As long as salary is paid, the inability to perform due to lack of staff development will not affect job satisfaction				
4.	If I see my colleagues in other economic sectors rewarded for development experiences I will not have job satisfaction if same is not done to me.				
5.	Job satisfaction is vital for me for positive work behaviour in the execution of job description.				
6	If I acquire more skills on safety for practical oriented courses, my level of job satisfaction will not rise.				

7	A good implementable policy on further development is in itself a document of promise of happiness.				
8.	To create job satisfaction all contradicting policies on further studies must be corrected.				
9	To maintain job satisfaction, when I am due for further studies I should be permitted to go irrespective of vacuum to be created due to absence from duty.				
10	If some are permitted to go on further studies and I am also permitted I will be happy.				
11	If I am denied the opportunity to undertake further studies because of extra costs for part time lecturer I will not be satisfied.				
12	My skill on the job will not be updated if I am denied further studies.				
13.	Denied opportunity to undertake further studies will make me unhappy irrespective of salary payment.				
14	If I sponsor myself, I will like to recover my expenses through a good approach.				
15	If I undertake a relevant course through hard work, in order to feel satisfied, I will make my services “expensive” by charging for extra services to studies.				

16	If I complete the acquisition of relevant skills and was not rewarded, I will not be happy with my job.				
17	Acquired relevant skills in themselves make me happy.				
18	If I do not possess new skills relevant to my department, I will not feel sad as long as salary is paid.				
19	When the government sponsors me to undertake relevant course to my department, I will be happy.				
20	If an irrelevant course will make more money I will sponsor myself because I will derive more joy.				
21	If I undertake an irrelevant course as a sponsored staff it is because I will be happy with the extra job option when I retire.				
22	Development programmes are so vital that if I sponsor myself, I will be sad.				
23	If I am satisfied with my job there will be no need for seeking employment where I will be regularly sponsored for development programmes.				

24	If I am on regular development programmes I will experience job satisfaction because of the prospect of being chosen for higher responsibilities.				
25	If sponsored to go on development programme I will not have more job satisfaction if I was self-sponsored.				
26	Promotion denied due to inability to acquire necessary skills from further studies will not lead to job dissatisfaction				
27	The reward for staff development experienced brings job satisfaction.				
28	The assurance of job retention through regular development brings job satisfaction.				
29	Staff development in today's circumstances is an indispensable precursor to job satisfaction..				
30	If for development issues I am stressed up, I will seek employment elsewhere				
31	If I encounter accidents in practical courses due to lack of sponsorship for development programmes, I will seek employment elsewhere.				

