

## **Job Satisfaction as a Determinant of Work Performance: An Empirical Survey of the Academic Staff of Thehigher Teachers' Training College Bambili-Cameroon**

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### **ABSTRACT**

The commonly held opinion is that "A satisfied worker is a productive worker". The purpose of the survey study was to examine the effects of job satisfaction on the work performance of lecturers in the Higher Teachers' Training College, Bambili-Cameroon. Four research questions and three hypotheses guided the study. A 32-item questionnaire was administered to 45 lecturers who were systematically selected with the use of simple random sampling and purposive sampling techniques. Descriptive (percentages and frequencies) and inferential (one sample t-test, 2-tailed) analysis of data with the aid of SPSS (Statistical Package for Social Sciences) version 20-32bit revealed that all the indicators of job satisfaction (remunerations, staff welfare and the work itself) significantly affect the work performance of lecturers. With regards to these findings, some existential recommendations were made to the government, University authorities and lecturers which will go a long way to improve their performance, towards attaining Vision 2035 of Cameroon being an emergent economy.

**Key words:** Job satisfaction, Work Performance, Academic Staff, Higher Institutions, Cameroon

### **INTRODUCTION AND CONTEXT**

Teacher quality is widely thought of as an essential determinant of academic performance, yet there is little agreement as to what specific characteristics make a good teacher (Hanushek and Rivkin, 2006). Though it is crystal clear that the amount and quality of training an individual receives is a logical place to start for determining personnel quality. It is equally true that workers' feelings, behavior, attached value (worth) and the environment determines the amount of effort put in for the attainment of organisational objectives. The relationship between job satisfaction and work performance has been studied extensively throughout the history of industrial/organizational psychology (Judge, Thoresen, Bono, & Patton, 2001). This has made the connection between workplace attitudes and behavioral outcomes to be a continuous and prevalent research topic.

Job satisfaction has been defined as "feelings or affective responses to facets of the (workplace) situation" (Smith, Kendall, & Hulin, 1969: 6, as cited in Allison, 2008). So, job satisfaction comprises employee feelings regarding multiple aspects of the job. Satisfaction in the workplace is valuable for multiple reasons: (a) increased satisfaction is suggested to be related to increased productivity, and (b) promoting employee satisfaction has inherent humanitarian value (Smith et al., 1969). In addition, job satisfaction is also related to other positive outcomes in the workplace, such as increased organizational citizenship behaviors (Organ & Ryan, 1995), increased life satisfaction (Judge, 2000), decreased counterproductive work behaviors (Dalal, 2005), and decreased absenteeism (Hardy, Woods, & Wall, 2003). Each of these outcomes is desirable in organizations, and as such shows the value of studying and understanding job satisfaction. Frase (1992) identified two sets of factors that affect the ability of teachers or lecturers to perform effectively. These included;

- ❖ Work context factors (the working environment)
- ❖ Work content factors (work itself)

Work context factors are those factors that meet with basic needs. Such factors include working conditions such as basic psychological needs: money, status, and security. In general, context factors clear the road of the debris that block workers to be effective in performing their services effectively, thus the absent of these factors prevent job satisfaction at the institution. Work content factors likewise are intrinsic to the work itself. This

includes increased responsibility, achievement, authority, challenges etc. It also proposes that workers who do not feel supported in this state are less motivated to do their jobs or work effectively.

The addressed research problem of this study is the impact of job satisfaction on work performance. Employee attitudes are important to management because they determine the behavior of workers in the organization. The commonly held opinion is that "A satisfied worker is a productive worker". A satisfied work force will create a pleasant atmosphere within the organization to perform well (Pushpakumari, 2008). Highly satisfied work force is an absolute necessity for achieving a high level of productivity advancement of an organization. Satisfied worker leads to extend more effort to job performance, then works harder and better.

Thus, every organization tries to create a satisfied work force to operate the well-being of the organization. The Higher Teacher Training College Bambili (University of Bamenda) is not an exception as it is not only an organization, but a formal organization with multiple wings, having divisions and sub-divisions. However, the total organizational performance depends on efficient and effective performance of individual employees of the organization. When an employee has a satisfaction in his/her job, he/she is motivated to put in greater effort to the job performance. This tends to increase the overall performance of the organization. In other words, a satisfied individual employee and his effort and commitment are crucial for the success of the organization.

Performance is defined as a function of individual ability, skill and effort in a given situation (Porter and Lawler, 1974). Effort is a person's internal force which makes him or her to work willingly. When employees are satisfied with their job and their needs are met, they develop an attachment to work or we say that they make an effort to perform better. Increased effort results in better performances. Performance consists of the behaviors that employees actually engage in and which can be observed. One important element of performance is that the behaviors must be relevant to the goals of the organization (Campbell et al., 1993). That is to say that, the personnel should perform in such a manner that they will meet the mission (objectives) of the H.T.T.C. Bambili.

Human resources form the core pillars of any formal institution. This implies that quality education rests on the shoulders of teachers since they are the ones who are closest to the learners. This statement is supported by Law No 98/004 of 14<sup>th</sup> April 1998: To Lay down Guidelines of Education in Cameroon-Section 37 that teachers are the principal guarantors of quality education par excellence. Despite this, they are the lowest in the educational echelon and encounter lots of problems in their profession that cause attrition, low input, job dissatisfaction and overall demotivation. Many authors such as Crawford (1997) and Mbua (2003) have agreed that, without a motivated staff, it will be difficult for schools to be successful. To Ofeogbu (2004) the lack of motivation leads to stress which eventually translates to ineffective classroom management and lack of school improvement.

The problem of this study emanated from the fact that there have been a general disenchantment amongst staff of the Higher Teachers' Training College, Bambili due to delayed advancements, under staffing, work overload, absence of an application text for teachers' status, disparity in teachers' salaries and allowances, insufficient funds to carry out research, absence of in-service training opportunities, inadequate library facilities and lack of office space. These loopholes have been epitomised in lecturers' behaviour, such as lateness, absenteeism, inconsistencies, nonchalant attitudes and disrespect for hierarchy. This drastically abridged expected performance of lecturers and consequently academic performances of students.

Based on this background, there was need for a study that lays emphasis on the direction of the effect of job satisfaction on work performance which goes further to find out which factors or facets are the most recurrent and to propose possible ways of ameliorating the situation towards achieving Vision 2035 of Cameroon being an emergent economy.

## **OBJECTIVES OF THE STUDY**

The research envisaged to:

- Determine whether there is a relationship between job satisfaction and the performances of academic staff in the Higher Teacher Training College Bambili.
- Verify whether the lecturers of Higher Teacher Training College Bambili are satisfied with their job.
- Find out the most satisfying facet that can enhance performance of workers in the H.T.T.C, University of Bamenda.
- Suggest strategies that can be used to increase work performance in Higher Teacher Training College Bambili.

## RESEARCH QUESTIONS

This study was guided by the following research questions:

1. Does job satisfaction have an impact on the performance of academic staff in H.T.T.C Bambili?
2. Are the employees of Higher Teacher Training College Bambili satisfied with their job?
3. Which is the most satisfying facet that can enhance greater productivity of academic staff in H.T.T.C Bambili?
4. What are the possible strategies that can be used to increase work performance in Higher Teacher Training College Bambili?

## RESEARCH HYPOTHESES:

The following research hypotheses were posited to guide the study:

Ho<sub>1</sub>: Remunerations do not have any significant effect on the work performance of academic staff of Higher Teacher Training College Bambili.

Ho<sub>2</sub>: There exists no significant relationship between staff welfare and work performance in Higher Teacher Training College Bambili.

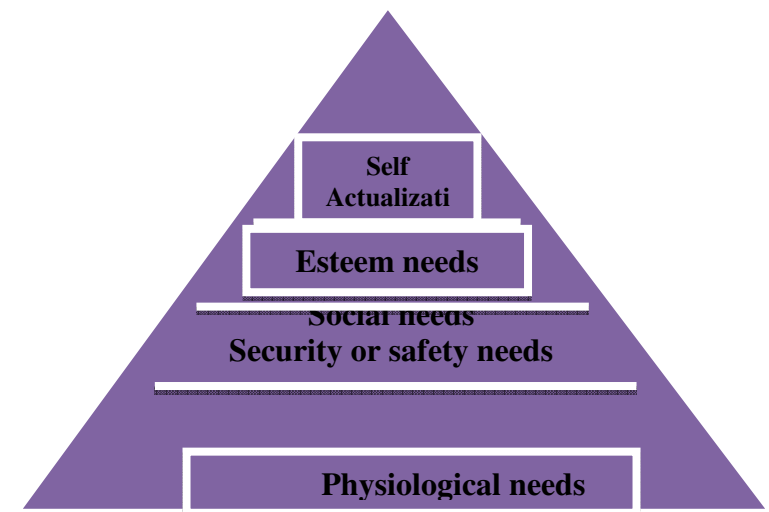
Ho<sub>3</sub>: The work itself does not significantly affect work performance of academic staff of Higher Teacher Training College Bambili.

## RESEARCH MODEL

This study was fastened on three theories or models: Abraham Maslow's Hierarchy of Needs Theory, Frederick Hertzberg's Two Factor Theory and Equity Theory. Other useful theories included McGregor's Theory X and Y, Vroom and Porters-Lawler Expectancy Theory.

## ABRAHAM MASLOW'S HIERARCHY OF NEEDS THEORY

Abraham Maslow (1943) came out with a hierarchy of needs with the assumption that "people are wanting animals that are motivated to satisfy various needs" Maslow say human needs are in the form of a hierarchy, ascending from the lowest to the highest and he concluded that when one need is satisfied it tends to be a motivator.



**Figure 1: Maslow's Hierarchy of Needs**

Source: Adapted from Abraham Maslow's "Theory of Human Motivation"

Maslow's theory has been of great interest to school administration. Every human being has various individual needs to achieve which are somehow ranked in a particular order. School administrators are aware of the fact that lecturers like humans have aspirations in life, which need to be satisfied.

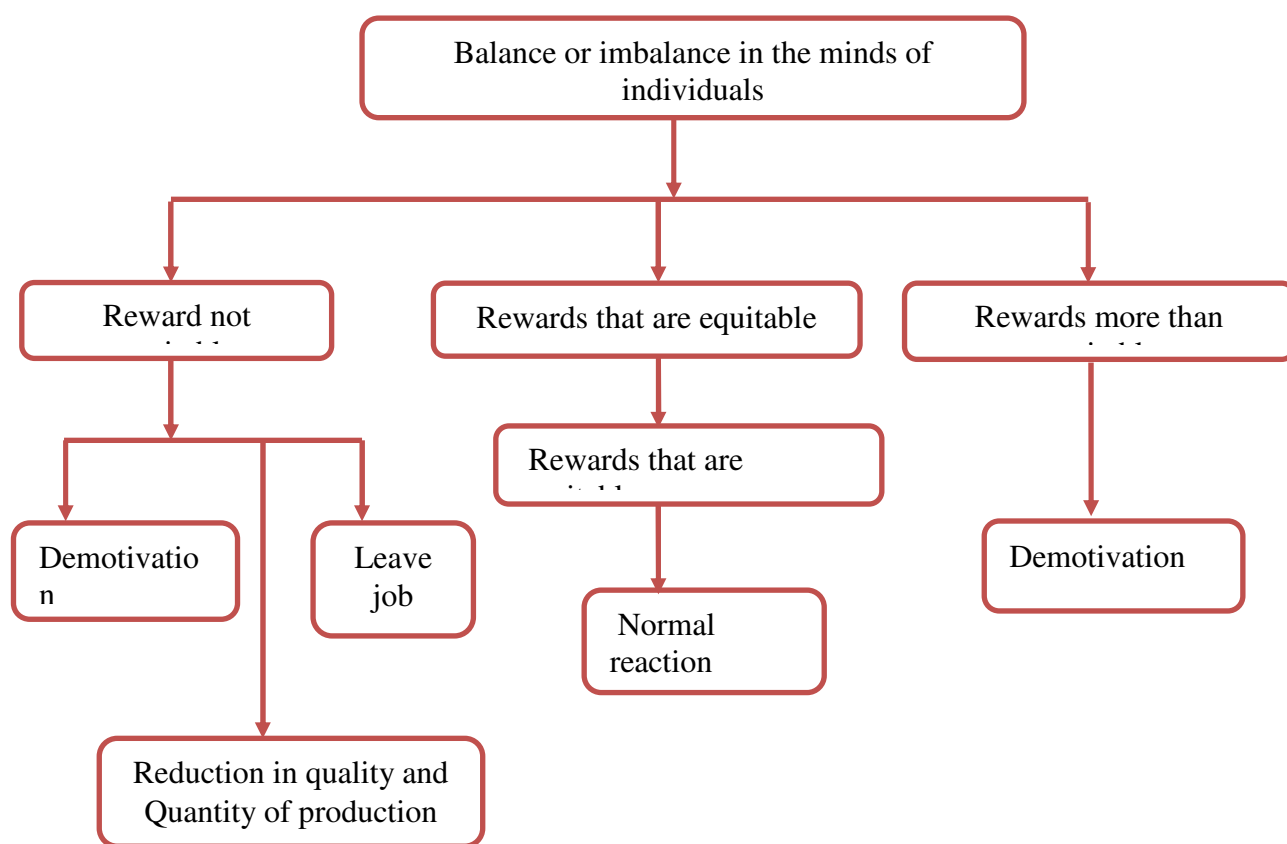
## FREDERICK HERTZBERG'S TWO FACTOR THEORY

According to Hertzberg (1959), factors influencing satisfaction are called motivational factors or motivators. Motivators are the factors which gives workers job satisfaction, such as recognition of effort.

Increasing these motivators is needed to give job satisfaction, which could make workers more productive example job advancement responsibility, challenges, recognition and achievement. The next sets of factors are the hygiene factors and need to be met to prevent dissatisfaction. These are factors that can lead to workers being dissatisfied such as pay condition. Improving hygiene factors should remove dissatisfaction. For example a better canteen facility may make workers less dissatisfied about their environment. An improvement in hygiene factors alone is not likely to motivate an individual but if they are not met, there could be fall in productivity.

### EQUITY THEORY

John Stacey Adam (1973) suggests that people are happiest in relationship which gives and takes are almost equal. If one person is getting too little from the relationship, then not only are they going to be unhappy with this, but the person getting the greatest share will also be feeling guilty about this imbalance. As per the Equity theory, people are motivated by their beliefs about the reward structure as being fair or unfair, relative to the inputs. People have a tendency to use subjective judgment to balance the outcomes and inputs in the relationship for comparison among individuals.



**Figure 3: John Stacey's Equity Theory**

Source :<http://en.wikipedia.org/wiki/motivation>.

If people feel that they are not equally rewarded, they either reduce the quantity or quality of work or migrate to some other institution. However if they perceive that they are rewarded highly, they may be motivated to work harder harmonizing salaries of lecturers in different universities. The reward package is the root behind the disgruntleness in almost all institution.

### METHODOLOGY

The study was carried out in the Higher Teacher's Training College Bambili of the University of Bamenda, North West Region of Cameroon. It took on the survey design. Four (04) research questions and three (03) hypotheses guided the study. The population of the study was all (185) lecturers of the thirteen (13) departments of HTTC Bambili. The simple random sampling and purposive sampling techniques were used to

select 10 departments and 50 academic staff respectively. Data was collected with the use of a 32-item questionnaire identified from literature. The instrument was tested using ten (10) lecturers of Higher Technical Teacher Training College (ENSET) Bambili to ensure its reliability. Using Spearman Rank Correlation Coefficient, a value of 0.89 was gotten, implying that the value was good enough for the instrument to be considered reliable. Descriptive and inferential statistics were used to analyze the data with the aid of the Statistical Package for Social Sciences (SPSS) version 20-32bit. Classically, percentages, frequencies, mean and one sample t-test (2-tailed) were used at a 0.05 alpha level.

## FINDINGS

Out of the 50 questionnaires administered, 45 were recovered and analysed, indicating that the return rate of questionnaire was 90%.

### Research Question One: Does job satisfaction have an impact on the performance of employees in Higher Teacher Training College Bambili?

#### First indicator: Effects of remunerations on work performance in Higher Teacher Training College Bambili

The data was analyzed and presented on table 1.

**Table 1: Distribution of responses according to effects of remunerations on work performance**

Items	SA	A	Total	%	D	SD	Total	%	Total
7	21	16	37	82.2	5	3	8	17.8	45
8	20	16	36	80.0	5	4	9	20.0	45
9	19	17	36	80.0	7	2	9	20.0	45
10	21	13	34	75.6	7	4	11	24.4	45
11	13	21	34	75.6	7	4	11	24.4	45
Total	94	83	177	393.4	31	17	48	106.6	225

Table 1 revealed that out of 45 respondents of item seven, 37(82.2%) of them were of the opinion that an increase in their salary and timely payment would satisfy their needs and increase their performance while only 8(17.8%) refuted the idea. As to whether Provision of incentives by the management can motivate respondents to work harder (item 8) and If are motivated to perform better in case of fringe benefits from employer (item 9), 36(80.2%) of them agreed while only 9(20%) disagreed for each respectively. 34(75%) of them agreed that if management provides required allowances they will perform better (item 10) but would start thinking of other jobs or institutions when the necessary remunerations are not provided (item 11) while 11(24.4%) of them were against.

These indicated that a total of 78.7% of the respondents agreed while 21.3% disagreed with the assertion that remunerations affected work performance as shown on the bar chart on figure 10.

#### Second indicator: Effects of staff welfare on work performance in Higher Teacher Training College Bambili

The data was analysed and presented on table 2.

**Table 2: Distribution of respondents according to effects of staff welfare on work performance**

Items	SA	A	Total	%	D	SD	Total	%	Total
12	21	15	36	80	5	4	9	20	45
13	19	17	36	80	5	4	9	20	45
14	24	17	41	91.1	3	1	4	8.9	45
15	19	21	40	88.9	4	1	5	11.1	45
16	18	20	38	84.4	5	2	7	15.6	45
Total	101	90	191	424.4	22	12	34	75.6	225

Table 2 portrayed that out of the 45 respondents 36(80%) of them agreed that the presence of modern recreational facilities in the institution made employees spend more time on them (item 12) and that they would

be more effective in their job if they were given accommodation or housing allowance by their employer (item 13) while 9 (20%) of them were disagreed. A total of 41(91.1%) of the respondents were of the opinion that the availability of health and other social facilities would keep them healthy, safe, secured and consequently committed to their job (item 14) as compared to a minority 4(8.5%) who were on the contrary to this idea. As to whether an understanding and cooperating superior will boost lecturers morale to perform effectively (item 15), a majority, 40(88.9%) accepted while only 5(11.1%) refused. More precisely, 38(84.4%) of them agreed that if they work in a good social climate in school their performance towards work would increase (item 16).

Therefore, out of 45, a majority of the respondents (84.9%) agreed that the presence of staff welfare would increase the work performance of lecturers in the Higher Teacher Training College Bambili while a few of them (16.1%) of them disagreed.

### Third indicator: Effects of the work itself on work performance in Higher Teacher Training College Bambili

The data was computed and presented on the figure below;

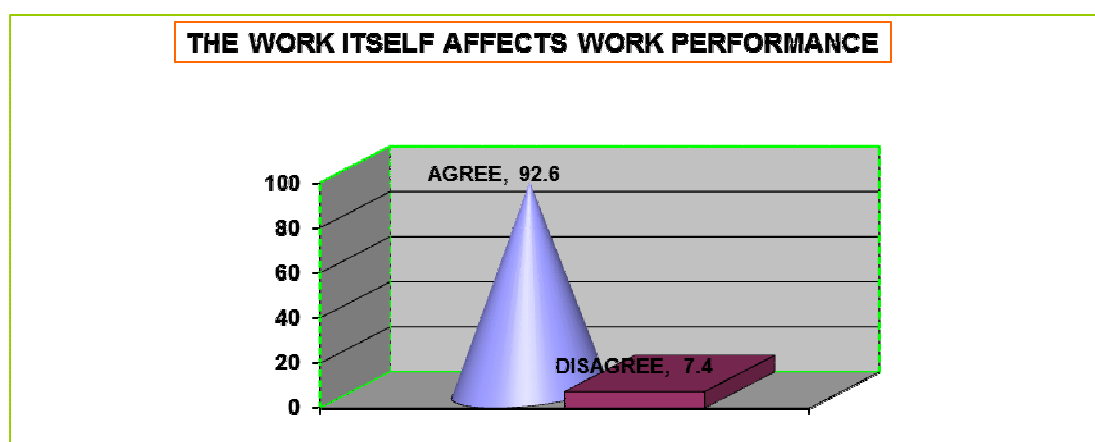


Figure 3: Pyramid showing respondents view on the work itself and work performance

This indicated that 92.6% of the respondents agreed while 7.4% disagreed with the assertion that the work itself affects work performance as shown on the pie chart on figure 12 above.

More detailly, out of 45 respondents of item seven, 36(80%) of them were of the opinion that a trained and more qualified teacher would perform at work better than a Para teacher (item 17) while only 9(20%) refuted the idea. 40 (88.9%) of them agreed that those who love the teaching profession will perform better than those using it as a stepping stone (item 18) as compared to 5 (11.1%) who disagreed. Furthermore, 43(95.5%) of them agreed that if employees were often consulted in decision making about matters of the institution they would be more committed to their Job (item 19).2 (4.5%) of the respondents disagreed with this assertion. As to whether having a positive attitude and perception towards work would increase employees' output (item 20) and they would perform better when they have less work load and enough rest time (item 21), all the respondents (100%) agreed

## RESEARCH QUESTION TWO

Are the employees of Higher Teacher Training College Bambili satisfied with their job?

**Table 4: Determining whether lecturers in Higher Teacher Training College Bambili are satisfied with their job**

Item	Yes		No		Total %
	Frequency	Percentage	Frequency	Percentage	
23.	6	13.3	39	86.7	100
24.	10	22.2	35	78.8	100
25.	11	24.44	34	75.66	100
26.	6	13.3	39	86.7	100
27.	20	44.44	25	45.66	100
28.	0	00.0	45	100	100
29.	10	22.2	35	78.8	100
30.	10	22.2	35	78.8	100
31.	11	24.44	34	75.66	100
Total	73	18.02	332	81.98	100

A critical analysis of table 3 revealed that 39(86.7%) of the 45 lecturers who responded received salaries that did not satisfy their needs as opposed to only 6(13.3%) whose salary does satisfy their needs (item 23). This indicated that most workers in Higher Teacher Training College were not satisfied with their salary. As to whether the school management provided enough incentives (item 24) or satisfactory fringe benefits and allowances (item 25) respectively, only 10(22.2%) and 11(22.4%) out of 45 accepted while most of them, 30(78.8%) and 34(75.66%) respectively refused that they seldom received such advantages in satisfaction. This indicated that the employees were not receiving adequate remunerations (salary, incentives, allowances, etc) from their employer.

In addition, 39(86.7%) and 25(45.66%) of the workers respectively were neither having a befitting accommodation nor housing allowances(item 26) nor were they provided with good health care services (item 27) by their employer. Only about 6(13.3%) and 20(44.44%) of them did receive such social benefits adequately. Again all the respondents (100%) indicated that they were not offered modern recreational facilities (item 28). Therefore, deductively, the employees of Higher Teacher Training College Bambili were not satisfied with the amount or level of staff welfare (accommodation, health services and recreational facilities) made available to them by the institution and its management.

Furthermore, up to 35(78.8%) out of the 45 respondents sincerely admitted that they did not love the teaching profession (item 30) and would not hesitate to leave the teaching profession if they had the opportunity (item 29) respectively. Only 10(22.2%) of the 45 respondents did love the teaching profession and would maintain it even if they had a different opportunity respectively. It was therefore clear to deduce that the teaching work in Higher Teacher Training College Bambili was not satisfying a majority of the employees.

Above all, 34(75.66%) of the employees categorically indicated that they were not satisfied with their job in Higher Teacher Training College Bambili while only 11(24.44%) of them were satisfied.

### RESEARCH QUESTION THREE

Which is the most satisfying facet that can enhance greater productivity of workers in H.T.T.C, University of Bamenda?

### THE MOST SATISFYING FACET THAT CAN ENHANCE WORK PERFORMANCE IN HTTC BAMBILI

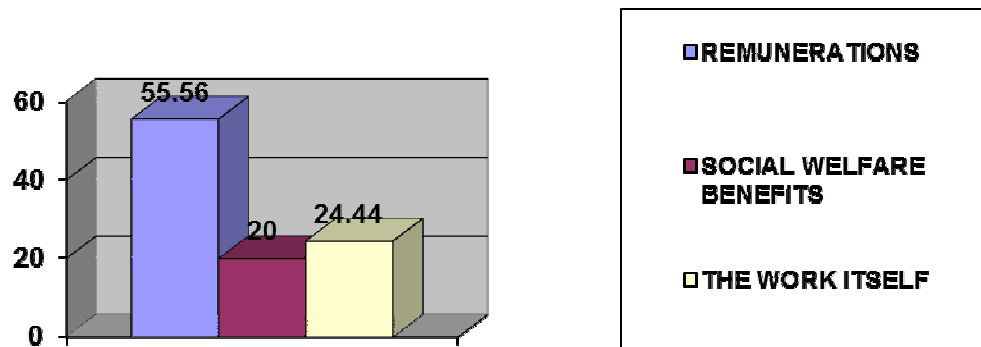


Figure 5: Bar chart showing respondents view on the most satisfying facet that could enhance work performance

From figure5, it was seen that majority, that is 25(55.56%) out of 45 of the respondents were of the opinion that remuneration is the most satisfying facet that could enhance work productivity in Higher Teacher Training College Bambili. On the other hand, 11(24.44%) of the respondents argued that the most satisfying facet is the work itself while only about 9(20%) of them saw staff welfare are being the most satisfying facet that can enhance work performance. It was therefore clear to deduce that from the table, the most satisfying facet that could enhance work performance in Higher Teacher Training College Bambili is remuneration, seconded by the work itself and staff welfare respectively.

### VERIFICATION OF HYPOTHESES

Testing of hypotheses using one sample t-test was done.

**RESEARCH HYPOTHESIS ONE:** Remuneration does not significantly affect the work performance of academic staff of Higher Teacher Training College Bambili.

**Table 6: Verification of hypothesis one using one sample t-test**

	Test Value = 12.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TOTAL1	8.101	44	.000	3.14444	2.3622	3.9267

Table 6 above revealed that the significance using one sample t-test (two tailed) is 0.001, at 44 degrees of freedom and a confidence level of 95%; the value for t- test was 8.101. Cognizance to the fact that the level of significance is below 0.05 as the decision rule stated; we rejected the null hypothesis and retained the alternative hypothesis. For further verification, on the fact that the calculated value for one sample t-test, tcal of 8.101 was greater than the critical value tcrit of 3.551 and following the decision rule that if tcal>tcrit Ha was retained while Ho was rejected. Thus, we rejected the null hypothesis and retained the alternative hypothesis.



### Decision

Inferences led us to conclude that at the significance level of 0.001, 44 degree of freedom and confidence level of 95% remuneration had a significant effect on the work performance of lecturers of Higher Teacher Training College Bambili.

**RESEARCH HYPOTHESIS TWO:** There exists no significant relationship between staff welfare and work performance in Higher Teacher Training College Bambili.

**Table 7: Verification of hypothesis two using one sample t-test**

	Test Value = 12.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TOTAL2	12.942	44	.000	3.72222	3.1426	4.3018

Table 7 revealed that the significance using one sample t-test (two tailed) was 0.001, at 44 degrees of freedom and a confidence level of 95%; the value for t- test was 12.942. Since the level of significance was below 0.05 as the decision rule stated, we rejected the null hypothesis and retained the alternative hypothesis. Furthermore the fact the calculated value for one sample t-test, tcal of 12.942 was greater than the critical value tcrit of 3.551 and following the decision rule that if tcal>tcrit Ha was retained while Ho was rejected. Thus, we rejected the null hypothesis and retained the alternative hypothesis.

### Decision

At the significance level of 0.001, 44 degree of freedom, confidence level of 95% and a t-value of 12.942, Inferences led the researcher to conclude that there was a significant relationship between staff welfare and work performance in Higher Teacher Training College Bambili.

**RESEARCH HYPOTHESIS THREE: The work itself does not significantly affect the work performance of academic staff of Higher Teacher Training College Bambili.**

**Table 8: Verification of hypothesis three using one sample t-test**

	Test Value = 19					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TOTAL3	7.587	44	.000	1.91111	1.4034	2.4188

Table 8 revealed that the significance using one sample t-test (two tailed) was 0.001, at 44 degree of freedom and a confidence level of 95%; the value for t- test was 7.587. Since the level of significance was below 0.05 as the decision rule stated, we rejected the null hypothesis and retained the alternative hypothesis. Furthermore, the fact the calculated value for one sample t-test, tcal of 7.587 is greater than the critical value tcrit of 3.551 and following the decision rule that if tcal>tcrit Ha is retained while Ho is rejected. Thus, we rejected the null hypothesis and retained the alternative hypothesis.

### Decision

At the significance level of 0.001, 44 degree of freedom, confidence level of 95% and a t-value of 7.587, inferences led the researcher to conclude that the work itself significantly affected the work performance of academic staff of Higher Teacher Training College Bambili.

## DISCUSSION

The analysis of data proved that Job satisfaction has a significant effect on the work performance of lecturers of Higher Teacher Training College Bambili. This indicated that when lecturers are placed on adequate pay packages and motivated by incentives, allowances, promotions, health care services, recreational facilities, etc, they tend to spend more time on the job and perform better as they will be able to meet up with their health needs, exercise themselves, cooperate with others in social gatherings, feel belonging and secured on the job site. Otherwise, they tend to be less committed to the job and spend more time at home or in other venues where they can enjoy these social facilities, feel belonging and secured and their performance consequently reduces. This eventually causes a decrease in students' academic performance, indicating that educational objectives are not duly met.

Apart from adequate pay packages (incentives, allowances, promotions, etc.) and staff welfare, lecturers perform better when they enjoyed the act of teaching and when they were well trained. Those who love and have a positive attitude and perception towards the teaching profession would perform better than those using it as a stepping stone. That is, when the work itself was not satisfying, the worker is not satisfied they tend to perform better as they would be able to meet up with their needs. Otherwise, they tended to be less committed to the job and their performance consequently reduced. This eventually caused a decrease in students' academic performance, indicating that educational objectives were not duly met.

Even though it was revealed that the most satisfying job facet that can enhance work performance in employees of Higher Teacher Training College Bambili was remuneration, seconded by the work itself and staff welfare respectively, the study equally found out that lecturers of Higher Teacher Training College Bambili were not satisfied with their job. A majority of them did not receive adequate remunerations (salary, incentives, allowances, etc), the amount or level of staff welfare (accommodation, health services and recreational facilities) made available to them by the institution and its management was not satisfactory and above all, the teaching work in Higher Teacher Training College Bambili was not satisfying to majority of the employees. That is, lecturers who are not satisfied with their job would seek employment either in a different profession or institution. Those who remain in the job might focus on the task performance (the effectiveness with which employees perform the activities that were formally part of their job and contribute to the organization's technical core) and neglect the contextual performance (activities such as helping, cooperating with others, and volunteering, which were not formally part of the job but could be important for all jobs)

These findings were in congruence with those of Schwab and Cummings (1970) in which they expressed confidence in a relationship remunerations and job performance, but suggested that previous correlations have been low because researchers were not correctly measuring satisfaction and performance. This was equally supported by the Equity theory which explained that the reward package was the root behind the disgruntleness in almost all institution. Also, Murnane and Olsen (1989, 1990) found a positive effect of opportunity wages on teacher attrition in teachers in North Carolina and Michigan in their research on teacher retention. With this in mind, most lecturers strived at harmonising their pay packages to correspond to that of other Universities or Higher Institutions and will engage in employment contracts which bring in certainty about their jobs.

These findings were strongly supported by Abraham Maslow (1943) with the assumption that "people are wanting animals that are motivated to satisfy various needs". Therefore, employees would strive for those needs that provide a secured physical and emotional environment and make the individual feel that he/she was free from physical danger and of the fear of losing a job, shelter and protection against emotional harm. In the absence of these, the employee would not be satisfied and consequently the performance at work would drop.

The academic staff would also strive for social interaction and the need to belong. They are needs of people for family, love, friendship, sport teams, religious groups and to feel a sense of belonging. These needs can only be fulfilled if the school management offered to employees adequate social welfare benefits such as good and modern recreational facilities, good health care services, security at the job site, good housing conditions, positive interpersonal relationships, etc, which will cause the lecturers of Higher Teacher Training College Bambili to be more productive.

With regards to Herzberg's Two Factor Theory these needs (motivators) are the factors which give workers job satisfaction. Increasing these motivators leads to job satisfaction, which could make workers more productive. On the other hand, the hygiene factors such as pay condition can lead to workers being dissatisfied if they are not met. Improving hygiene factors should remove dissatisfaction example better canteen facilities may make workers less dissatisfied about their environment. Administrative authorities may praise a lecturer of being

consistently punctual and assiduous. For positive reinforcement to be effective, the lecturer or employee must value praise, be strongly tied to the desired behaviour and there must be ample opportunity for the reinforcement to be administered.

Worthy of note is the fact that these incentives, motivation or rewards should be given without bias as supported by Adam's equity theory. As per this theory, people are motivated by their beliefs about the reward structure as being fair or unfair, relative to the inputs. People have a tendency to use subjective judgment to balance the outcomes and inputs in the relationship for comparison among individuals. Thus, if the management becomes unfair in its treatment of individuals there is bound to be an imbalance in the minds of the lecturers, probably leading to dissatisfaction.

## CONCLUSION

The study shows that if the academic staff received enough remunerations (salary, incentives, allowances, etc), staff welfare (health care services, recreational facilities, etc), and were made to love the teaching profession, they would be more committed to the job and their performance would increase. The extent that the remunerations, work organization and staff welfare allow, work can serve as a tonic for personal identity in that it helps boost self-esteem. When an individual does a meaningful work, he actually develops a sense of identity, worth, and dignity. Work is, above all, an activity through which an individual fits into the world, creates new relations, uses his talents, learns and grows to develop his identity and a sense of belonging (Morin, 2004). A staff member may be totally happy with the job conditions and the people they work with; but may dread the work itself and vice versa. In fact the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good indicator for the importance of job satisfaction in contemporary organisations including our educational institutions.

## RECOMMENDATIONS

From the findings obtained from this survey, the following recommendations were made:

1. The status of academic staff should be reviewed. Government should increase the remuneration and allowances of all higher institutions of learning. The government should equally put in place an automatic mechanism for the advancement and promotion of lecturers from the lower to higher grades in line with international norms.
2. Higher education authorities should avoid recruiting para-teachers as lecturers. These para-teachers are not trained and consequently cannot adequately train other teachers. Also, para-teachers find the teaching field challenging and unsatisfying since most of them use it as a stepping stone for other jobs.
3. Higher institutions through the heads of departments should organize seminars to help give the academic staff more positive attitudes towards their job.
4. Lecturers of Higher Teacher Training College in particular and other higher institutions should develop love for the teaching field and a sense of job well done.

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### **Webography**

[http/en/.wikipedia.org/wiki/Expectancy-theory](http://en.wikipedia.org/wiki/Expectancy-theory) at 4:50 on the 2<sup>nd</sup> of february2013

[www.uniba.net](http://www.uniba.net) , on the 15<sup>th</sup> of march 2013

<http://changingminds/eplainations/theories/a-motivation.html> at 9:45 on the 20<sup>th</sup> march 2013

[http://en.wikipedia.org/motivation/intrinsic and extrinsic motivation](http://en.wikipedia.org/motivation/intrinsic_and_extrinsic_motivation), on the 27<sup>th</sup> of April 2013

[http://www.laynetworks.com/theories of motivation.html](http://www.laynetworks.com/theories_of_motivation.html), at 3:39 on the 16 Of may 2013

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