



RELATIONSHIP BETWEEN HUMAN RESOURCE MANAGEMENT PRACTICES AND Lecturers' JOB SATISFACTION IN COLLEGES OF EDUCATION IN NASARAWA STATE, NIGERIA

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ABSTRACT

The study assessed the relationship between human resource management practices and lecturers' job satisfaction in Colleges of Education in Nasarawa State, Nigeria. The study was guided by three research questions, three objectives and three hypotheses. The research design used for this study was cross-sectional survey research design. The total population of the study consisted of 444 lecturers obtained from the four Colleges of Education in Nasarawa State. The sample size of the study consisted of 295 lecturers drawn from 27 departments in the four Colleges of Education in Nasarawa State. Self-developed instrument called 'Lecturers Questionnaire on Relationship between Human Resource Management Practices and lecturers Job Satisfaction (LQHRMPJS) was used for data collection. The instrument was validated and it yielded 0.78 as logical validity index. The instrument yielded 0.73 as coefficient of internal consistency. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was used to test all the hypotheses at 0.05 level of significance. The major findings of the study based on the hypotheses indicated that there is a significant relationship between lecturers training and lecturers job satisfaction in Colleges of Education in Nasarawa State, there is a significant relationship between compensation and lecturers' job satisfaction in Colleges of Education in Nasarawa State and there is a significant relationship between performance appraisal and lecturers' job satisfaction in Colleges of Education in Nasarawa State. One of the recommendations of the study is that

Since the academic lecturers' in Colleges of Education in Nasarawa State are not given adequate training, the study recommended that there is Nasara State Ministry of Education should review the training policies of lecturers' by scheduling lecturers training to be conducted frequently especially at the beginning of every new session. Such training could be conducted through workshops and seminars for the purpose of training teachers to acquire the requisite knowledge needed for effective job performance in order to boost the level of job satisfaction of academic lecturers to enable them perform their job diligently.

Keyword: *Human resource, management practices, lecturers' job satisfacture, training, compensation, performance appraisal, colleges of education.*

Introduction

The major resources of any institution are the people. Managing its people is the most important aspect of managing an institution successfully. People are the most important resources in any institution because they make decisions on the utilization of other resources. People are responsible for operating machines, use available funds and come up with ideas that would help an institution to achieve its targeted goals. The human factor is the interface between man and his work environment. The indispensable role of human effort for enhancing the attainment of the goals and objectives of every institution cannot be underrated by any manager. Institutions that have defined strategies on human resource management and implement them carefully would gain benefits such as lecturers retention, improved job performance and achieve higher job satisfaction among lecturers.

Human resource management is the process of bringing people and institutions together to achieve targeted goals. It is the art of procuring, developing and maintaining competent workforce to achieve the goals of an organization in an effective and efficient manner (Rao, 2010). Human resource management is the philosophy, policies procedures and practices that are related to the management of people within an institution and it encompasses a dynamic, organization-wide prospective that is action-oriented and interrelated with strategic planning of the top executive team of an organization. It is a process

of bringing people and organizations together so that the goals of each of them could easily be achieved. Human resource management is the art of procuring, developing and maintaining competent workforce to achieve the goals of an institution with minimum cost (Ulasi, 2011). It is the philosophy, policies procedures and practices related to the management of people in colleges of education system. Human resource management entails the acquiring, training, appraising and compensating employees and of attending to their labour relations, health and safety of workers with the aim of facilitating the attainment of the stated goals of Colleges of Education. It involves the practices or set of distinct but interrelated activities, functions and processes that are directed towards attracting, developing, maintaining or disposing of an institution's human resources to position them towards effective job performance (Oyeniya, Afolabi & Olayanju, 2014). Colleges of Education embark on different activities but the aspects of the activities that are directed towards managing workers and ensuring that the right lecturers members are employed and placed at the right job at the right time doing the right job assigned to them are termed human resource management practices..

The basic idea of human resource management in Colleges of Education is to define the philosophy, policy, system and practices that would influence the behaviour, attitudes and interest of lecturers to enable them perform their assigned responsibilities diligently. The practices of human resource management involve planning, lecturers'ing, training and development, performance appraisal, compensation management, lecturers safety and employee relations. These human resource management practices may enhance the level of job satisfaction among lecturers' in Colleges of Education. Job satisfaction refers to the fulfillment of lecturers desires from day-to-day activities in their jobs. A lecturers' with high job satisfaction is perceived to have a high level of commitment and dedication to work. Job satisfaction encompasses of the perception of what lecturers' members expect to derive from their jobs. It is thus, the extent to which lecturers aspirations, desires and needs are met or fulfilled on the job (Asta & Zivile, 2011).

The human resource management practices that may influence job dissatisfaction among university lecturers include administrative problems, evaluation of students' performances, handling of discipline problems,

promotion problem, workload, nature of salary, training and development programmes. However, a lecturer's who is happy or satisfied with their conditions of job seem to have high sense of commitment towards effective job performance, whereas, one who is dissatisfied may not be dedicated to their job. The Universities' lecturers in Nasarawa State seem to be dissatisfied with their job because on inadequate training opportunities for them. For instance, the academic lecturers members in the various Universities in Nasarawa State attend both local and internal conferences on the basis of self-sponsorship using their individual income which sometimes limit their active participation in conferences because of the high financial involvement for attending conferences.

High job satisfaction seems to be connected to high productivity, low turnover rate and low absenteeism. Abubakar (2013) opined that a low level of commitment and productivity among workers in Colleges of Education is directly linked to the level of job satisfaction. Workers are always willing and ready to change jobs as soon as the opportunity presents itself when they find it difficult to derive satisfaction from their current job. Job satisfaction is a combination of cognitive and affective reactions to the differential perceptions of what an employee wants to receive compared to what he or she actually receives (Osibanjo, Kehinde & Abiodun, 2012). It is an individual's cognitive, affective and reactions towards his or her job conditions. Job satisfaction is a state where one's needs and one's outcomes are properly matched. Improved compensation management as a form of human resource management practice would increase the level of job satisfaction among lecturers in the university setting. It is expected that employment demands should go beyond the exchange of services for salaries. Though, employment demands are seen as economic relation in nature, but it is important to note that it has a strong affiliation to social and psychological views. An employee may be satisfied with the monetary rewards and express some level of dissatisfaction with one or two aspects of his employment demands such as managerial policies, training and development opportunities. This study will assess how lecturers' training, performance appraisal and compensation management aspects of human resource management practices influence job satisfaction among lecturers of Colleges of Education in Nasarawa State Nigeria.

Sari (2019) considered training as one of the key practices of human resource management which refers to the programmes designed to educate lecturers on the general rules of an institution to provide them with technical knowledge that is relevant to complete the job assigned to them effectively and to eradicate the probable imperfections and mistakes at work place. Training is one of the most important aspects of every institution which has a great impact on the effectiveness of human resource because no matter how carefully job applicants are screened before employment, definitely, a gap is always left between what employees know and what they should know (Salah & Musa, 2014). Lecturers training is an important function of human resource management that is needed to fill such a gap. Training programmes for lecturers could either be organized in a short term or long term basis. Short term training encompasses a wide variety of programmes such as conferences, workshops, orientation, seminars, coaching and mentoring, symposiums, personal enrichment courses, attachments and college diploma or certificate programmes varying from two weeks to six months while long term training occurs through in-service and distance learning programmes. Organizing training programmes for lecturers may not only improve their efficiency in a job but could guarantee them a high level of job security with a correspondingly high level of job satisfaction.

Compensation management equally plays an important role in determining job satisfaction among lecturers' in Colleges of Education. Employees' satisfaction depends on remuneration packages which entail some basic features that tend to make them happy on their job amongst which are salaries, bonuses, incentives, allowances, promotion and recognition. Compensation is one of the most important rewards for workers because it serves as a strong source of job satisfaction. Workers put forth extra effort on their jobs to maximize economic gains. Money remains one of the fundamental means through institutions rewards their lecturers' and keep them happy and satisfied to undertake their assigned job successfully. Job satisfaction is an affective or emotional response towards the various facets and outcomes of one's job, meaning that personal satisfaction in relation to a job is not unitary, as a person may be satisfied with one aspect of his or her job and dissatisfied with the rest. Abayomi and Ziska (2014) maintained that in the 21st century, workers seem to pay much attention to the money they earn from their jobs than any job related factors.

Compensation is the money given to workers for suffering loss in the process of performing their official tasks. It includes other forms of payment such as overtime payment, bonuses, payment to cover medical costs, and other miscellaneous payments. Salary on the other hand refers to **a fixed amount** paid in exchange for an employee's services while wages is the amount of money that lecturers' received based on the unit or quantity of job they perform over a given time.

Performance appraisal is another aspect of human resource management practice that would influence job satisfaction among lecturers' in Colleges of Education. Adeniji (2011) described performance appraisal as a formalized process for monitoring workers and it is a management tool to improve the performance as well as the productivity of workers. Lecturers' appraisal may help to facilitate internal communication between the lecturers' and the management. Such internal may communication promotes the sharing of knowledge, ideas and information among team members within an institution. Performance appraisal is a unique and important aspect of career development which entails a regular review of the performance of employees in an institution. It is a continuous process of assessing and measuring the inputs of every employee with a view of knowing their strengths and weaknesses and communicating the results back to the employees (Odunayo, Olumuyiwa, Oyinlola & Akinbode, 2014). Performance appraisal is an activity which includes the assessment of individual or other level of performance to measure and improve performance that would help in attaining corporate objectives. Lecturers' appraisal is a process that contributes to the effective management of individual lecturers' and teams to achieve high levels of organizational performance. Mansor (2011) opined that Performance appraisal is a broad concept that covers quite a number of activities that is connected to evaluate employees and improve their capabilities, skills, abilities through training and adequate rewards. The assessment of lecturers' in Colleges of Education in Nasarawa seems to be a problem as it is not used a tool for identifying the weak links of lecturers' to help management develop strategies on how to help them improve on their job performance, rather, it seems the performance appraisal is done mainly for promotion lecturers' and as an instrument for witch hunting lecturers' members who oppose the decisions of management.

The evolving challenges in the labour market requires Colleges of Education to formulate, administer and implement appropriate policies of human resource management practices such as lecturers' training, lecturers' compensation, lecturers' appraisal policies that would allow these Colleges of Education to retain their best lecturers'. The inability of the academic lecturers' to be sponsored by their Colleges of Education means that those with lower academic qualifications may not have opportunity to acquire new knowledge and skills for effective job performance that may help them to be satisfied with their jobs. This, therefore, prompted the researcher to embark on this study which surveyed the relationship between human resource management practices and lecturers' job satisfaction in Colleges of Education in Nasarawa State, Nigeria.

Statement of the Problem

The factors that appear to affect effective functioning of Colleges of Education especially in terms of human resource management in Nasarawa State include inadequate training opportunities, poor compensation management and poor appraisal management. Inadequate training programmes opportunities for lecturers' may induce dissatisfaction among them. It is observed that the academic lecturers' in Colleges of Education in Nasarawa State Nigeria attends conferences on the basis of self-sponsorship using their personal income which sometimes limit the level of their active participation in certain training programmes because of the high financial involvement for attending conferences. Colleges of Education in the state also find it difficult to sponsor their lecturers' for further studies. The inability of some lecturers' members to have easy access to Tertiary Education Trust Fund (TETFund) sponsorship therefore means that those with lower academic qualifications may have limited opportunity to develop their knowledge and skills to keep them happy and satisfied for effective job performance.

Lecturers' members in Colleges of Education in Nasarawa State Nigeria seem to be faced with situations of inadequate compensation services in form of low remuneration, limited financial incentives, delay in payment of salaries and allowances, inadequate provision of housing allowances and limited access to free medical services. When lecturers' members are not properly compensated, their level of job satisfaction may be low with the consequence of poor job

performance because of low morale. The above problems prompted the researcher to embark on this study which assessed the relationship between human resource management practices and job satisfaction in Colleges of Education in Nasarawa State, Nigeria.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between lecturers' training and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria?
2. What is the relationship between compensation and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria?
3. What is the relationship between performance appraisal and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria?

Objective of the Study

The purpose of this study was to assess the relationship between human resource management practices and job satisfaction in Colleges of Education in Nasarawa State, Nigeria. The following are the specific objectives of the study:

1. To determine the relationship between lecturers' training and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.
2. To examine the relationship between compensation and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.
3. To assess the relationship between performance appraisal and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.

Statement Hypotheses

The following research hypotheses will guide the study:

- HO₁:** There is no significant relationship between lecturers' training and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.
- HO₂:** There is no significant relationship between compensation and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.
- HO₃:** There is no significant relationship between performance appraisal and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.

Research Methodology

The study was guided by three research questions, three objectives and three hypotheses. The research design used for this study was cross-sectional survey research design. The total population of the study consisted of 444 lecturers obtained from the four Colleges of Education in Nasarawa State. The sample size of the study consisted of 295 lecturers drawn from 27 departments in the four Colleges of Education in Nasarawa State. Self-developed instrument called 'Lecturers Questionnaire on Relationship between Human Resource Management Practices and Lecturers' Job Satisfaction (LQHRMPJS) was used for data collection. The instrument was validated and it yielded 0.78 as logical validity index. The instrument yielded 0.73 as coefficient of internal consistency. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was used to test all the hypotheses at 0.05 level of significance.

Data Presentation

Descriptive statistics of mean (\bar{X}) and standard deviation were used to answer the research questions and the results are presented on tables 3 to 5 below:

Research Question One: What is the relationship between lecturers' training and lecturers' job satisfaction in Colleges of Education in Nasarawa State?

Table 3: Mean and Standard Deviation Analysis Showing the Relationship between Lecturer's Training and Lecturer's Job Satisfaction in Colleges Of Education in Nasarawa State Nigeria

S/N	ITEMS	SA	A	D	SD	Std. σ	Decision	
1.	Opportunities are granted to lecturers for further studies to help them perform their tasks satisfactorily.	20	10	75	90	2.20	0.70	Disagree
2.	The college organizes regular seminars to enhance satisfactory job performance among lecturers.	10	5	80	100	2.32	0.66	Disagree

3.	Training helps lecturers' to acquire new skills that would make them to perform their job satisfactorily.	10	20	80	85	2.41	0.73	Disagree
4.	Newly employed lecturers are mentored by the experienced ones to facilitate high job satisfaction.	5	5	100	85	2.18	0.81	Disagree
5.	Lecturers are freely sponsored by the college for further studies to enable them perform their assigned responsibilities satisfactorily.	7	8	70	110	2.55	0.65	Agree
6.	Workshops are organized for lecturers' to make them satisfy with their job.	20	5	90	80	2.25	0.78	Disagree
7.	Lecturers' members are discouraged and lose self-confidence as a result of their inability to have access to training opportunities.	9	6	95	85	2.35	0.74	Disagree
Cluster Mean						2.32	0.72	Disagree

Scale Mean 2.50

Table 3 indicated that item 1 has the mean score of 2.20 and standard deviation of 0.70, item 2 has the mean score of 2.32 and standard deviation of 0.66, item 3 has the mean score of 2.41 and standard deviation of 0.73, item 4 has the mean score of 2.18 and standard deviation of 0.81, item 5 has the mean score of 2.55 and standard deviation of 0.65, item 6 has the mean score of 2.25 and standard deviation of 0.78 while item 7 has the mean score of 2.35 and standard deviation of 0.74. The details of the analysis indicated that the cluster mean of 2.32 is below the scale mean of 2.50, the results showed that there is inadequate training with poor job satisfaction among lecturers' Colleges of Education in Nasarawa State.

Research Question Two: What is the relationship between compensation and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria?

Table 4: Mean and Standard Deviation Analysis Showing the Relationship between Compensation and Lecturer's Job Satisfaction in Colleges of Education in Nasarawa State Nigeria

S/N	ITEMS	SA	A	D	SD	Std. $\bar{\sigma}$	Decision	
8.	Lecturers' members are appraised annually to induce them to undertake their responsibilities diligently.	15	15	65	100	2.10	0.79	Disagree
9.	The outcome of lecturers' assessment is not used by the college to lecturers' members perform their job satisfactorily.	7	8	85	95	2.20	0.62	Disagree
10.	Lecturers' appraisal attract additional honour and influence high satisfactory job performance.	16	14	90	75	2.30	0.63	Disagree
11.	Performance appraisal is not regularly conducted to induce lecturers' promotion and job and high level of job satisfaction among lecturers' in the college.	10	15	80	95	2.35	0.60	Disagree
12.	Lecturers' members perform their job satisfactorily because they are regularly appraised and recommended for in-service training.	11	12	72	100	2.40	0.75	Disagree
13.	The weaknesses reveal through performance appraisal are not properly to prevent job dissatisfaction among lecturers'.	10	7	96	82	2.22	0.77	Disagree
14.	Performance appraisal make lecturers' in the college to feel insecure and be dissatisfied with their job.	14	11	90	80	2.38	0.70	Disagree

Cluster Mean						2.27	0.69	Disagree
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Scale Mean 2.50

Table 4 showed that item 8 has the mean score of 2.10 and standard deviation of 0.79, item 9 has the mean score of 2.20 and standard deviation of 0.62, item 10 has the mean score of 2.30 and standard deviation of 0.63, item 11 has the mean score of 2.35 and standard deviation of 0.60, item 12 has the mean score of 2.40 and standard deviation of 0.75, item 13 has the mean score of 2.22 and standard deviation of 0.77 while item 14 has the mean score of 2.38 and standard deviation of 0.70. The details of the analysis showed that the cluster mean of 2.32 is below the scale mean of 2.50, the results showed that there is poor lecturers’ compensation with low job satisfaction among lecturers’ of Colleges of Education in Nasarawa State.

Research Question Three: What is the relationship between performance appraisal and lecturers’ job satisfaction in Colleges of Education in Nasarawa State Nigeria?

Table 5: Mean and Standard Deviation Analysis Showing the Relationship Between Performance Appraisal and Lecturer’s Job Satisfaction in Colleges of Education In Nasarawa State Nigeria

S/N	ITEMS	SA	A	D	SD	Std.	Decision	
15.	The salary of lecturers’ members in the college is not regularly paid to induce them to undertake their tasks satisfactorily.	10	17	70	98	2.44	0.74	Disagree
16.	The lecturers’ of the college are less committed in discharging their responsibilities because their salary is not paid based on the approved salary scale of Colleges of Education.	12	13	70	100	2.38	0.60	Disagree

17.	The lecturers' members perform their jobs satisfactorily because their salary is proportional to their workload.	1	19	95	80	2.40	0.71	Disagree
18.	Bonuses are given to lecturers for additional responsibilities assigned to them to induce them to work harder.	12	16	82	90	2.25	0.67	Disagree
19.	The lecturers' members perform their tasks satisfactorily because the incentive scheme of the college is quite encouraging.	13	15	77	90	2.50	0.65	Average
20.	Lecturers' members who perform their jobs satisfactorily are highly rewarded.	14	11	90	80	2.02	0.59	Disagree
21.	The college rewards diligent lecturers' which always make them to be satisfied with their job.	17	21	70	87	2.18	0.62	Disagree
Cluster Mean						2.31	0.65	Disagree

Scale Mean 2.50

Table 5 revealed that item 15 has the mean score of 2.44 and standard deviation of 0.74, item 16 has the mean score of 2.38 and standard deviation of 0.60, item 17 has the mean score of 2.40 and standard deviation of 0.71, item 18 has the mean score of 2.25 and standard deviation of 0.67, item 19 has the mean score of 2.50 and standard deviation of 0.65, item 20 has the mean score of 2.02 and standard deviation of 0.59 while item 21 has the mean score of 2.18 and standard deviation of 0.69. The details of the analysis showed that the cluster mean of 2.31 is below the scale mean of 2.50, the results showed that lecturers' members are not properly appraised to induce lecturers' job satisfaction in Colleges of Education in Nasarawa State.

Testing of Hypotheses

The following hypotheses were tested using Pearson's product moment correlation at 0.05 level of significance.

Hypothesis 1: There is no significant relationship between lecturers' training and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.

Table 6: Correlation Coefficient Analysis Showing the Relationship between Lecturer Training and Lecturer Job Satisfaction in Colleges of Education in Nasarawa State Nigeria

Group	N	Df	r-cal	r-tab	Level of Sig.	Remarks	
Lecturers' Training							
Lecturers' Job Satisfaction	2.30	295	293	0.233	0.195	0.05	Reject Ho1

Table 6 indicated the correlation coefficient of the significant relationship between lecturers' training and lecturers' job satisfaction in Colleges of Education in Nasarawa State. The analysis of the results revealed that the r-calculated value is 0.233 while the r-table value is 0.195 at the significant level of 0.05 and 293 as the degree of freedom. Since the calculated value of 0.233 is above the table value of 0.0195, the null hypothesis one was rejected which implies that there is a significant relationship between lecturers' training and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.

Hypothesis 2: There is no significant relationship between compensation and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.

Table 7: Correlation Coefficient Analysis Showing the Relationship between Compensation and Lecturers' Job Satisfaction in Colleges of Education in Nasarawa State Nigeria

Group	N	Df	r-cal	r-tab	Level of Sig.	Remarks	
Compensation							
Lecturers' Job Satisfaction	2.28	295	293	0.302	0.195	0.05	Reject Ho2

Table 7 indicated the correlation coefficient of the significant relationship between compensation and lecturers' job satisfaction in Colleges of Education

in Nasarawa State. The analysis of the results revealed that the r-calculated value is 0.302 while the r-table value is 0.195 at the significant level of 0.05 and 293 as the degree of freedom. Since the calculated value of 0.302 is above the table value of 0.0195, the null hypothesis two was rejected which implies that there is a significant relationship between compensation and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.

Hypothesis 3: There is no significant relationship between performance appraisal and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.

Table 8: Correlation Coefficient Analysis Showing the Relationship between Performance Appraisal and Lecturers' Job Satisfaction in Colleges of Education in Nasarawa State Nigeria

Group	N	Df	r-cal	r-tab	Level of Sig.	Remarks	
Performance Appraisal							
Lecturers' Job Satisfaction	2.42	295	293	0.280	0.195	0.05	Reject H ₀₃

Table 8 indicated the correlation coefficient of the significant relationship between performance appraisal and lecturers' job satisfaction in Colleges of Education in Nasarawa State. The analysis of the results revealed that the r-calculated value is 0.280 while the r-table value is 0.195 at the significant level of 0.05 and 293 as the degree of freedom. Since the calculated value of 0.302 is above the table value of 0.0195, the null hypothesis three was rejected which implies that there is a significant relationship between performance appraisal and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.

Summary of Major Findings

The summary of the major findings of the study include:

1. The findings of hypothesis one (Table 6) revealed that there is a

significant relationship between lecturers' training and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.

2. The findings of hypothesis two (Table 7) showed that there is a significant relationship between compensation and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.
3. The findings of hypothesis three (Table 8) revealed that there is a significant relationship between performance appraisal and lecturers' job satisfaction in Colleges of Education in Nasarawa State Nigeria.

Discussion of Findings

The findings of hypothesis one on Table 7 indicated that there is a significant relationship between lecturers' training and between lecturers' training and lecturers' job satisfaction in Colleges of Education in Nasarawa State. The findings of the study agreed with Kajo (2011) who ascertained that adequate training of teachers is the basis for job satisfaction and effectiveness in Government Secondary Schools in Benue State. Training is one of the most important aspects of every institution which has a great impact on the effectiveness of human resource because no matter how carefully job applicants are screened before employment, definitely, a gap is always left between what employees know and what they should know. Lecturers' training is an important function of human resource management that is needed to fill such a gap. Training programmes for lecturers' could either be organized in a short term or long term basis. Short term training encompasses a wide variety of programmes such as conferences, workshops, orientation, seminars, coaching and mentoring, symposiums, personal enrichment courses, attachments and college diploma or certificate programmes varying from two weeks to six months while long term training occurs through in-service and distance learning programmes. Organizing training programmes for lecturers' may not only improve their efficiency in a job but could guarantee them a high level of job security with a correspondingly high level of job satisfaction.

The findings of research question two showed that there is a significant relationship between compensation and lecturers' job satisfaction in Colleges of Education in Nasarawa State. The findings of the study agreed with Omotayo, Adenike, Hezekiah and Thelma (2014) who found out that strong

relationship exists between compensation packages and employees' performance and retention in selected private Universities in Ogun State, South-West Nigeria. Compensation management equally plays an important role in determining job satisfaction among lecturers' in Colleges of Education. Employees' satisfaction depends on remuneration packages which entail some basic features that tend to make them happy on their job amongst which are salaries, bonuses, incentives, allowances, promotion and recognition. Compensation is one of the most important rewards for workers because it serves as a strong source of job satisfaction. Workers put forth extra effort on their jobs to maximize economic gains. Money remains one of the fundamental means through institutions rewards their lecturers' and keep them happy and satisfied to undertake their assigned job successfully. Job satisfaction is an affective or emotional response towards the various facets and outcomes of one's job, meaning that personal satisfaction in relation to a job is not unitary, as a person may be satisfied with one aspect of his or her job and dissatisfied with the rest. The 21st century academic lecturers' as revealed by the findings of this study pay much attention to the money they earn from their jobs than any job related factors. Compensation is the money given to workers for suffering loss in the process of performing their official tasks. It includes other forms of payment such as overtime payment, bonuses, payment to cover medical costs, and other miscellaneous payments. Salary on the other hand refers to a **fixed amount** paid in exchange for an employee's services while wages is the amount of money that lecturers' received based on the unit or quantity of job they perform over a given time.

Finally, the findings of the revealed that there is a significant relationship between performance appraisal and lecturers' job satisfaction in Colleges of Education in Nasarawa State. The findings of the study confirmed the position of Dauda and Mohammed (2012) who found out that relationship between appraisal performance and job satisfaction of academic lecturers' in Ibrahim Badamasi Babangida University, Lapai, Niger State. performance appraisal as a formalized process for monitoring workers and it is a management tool to improve the performance as well as the productivity of workers. Lecturers' appraisal may help to facilitate internal communication between the lecturers' and the management. Such internal may communication promotes the sharing

of knowledge, ideas and information among team members within an institution. Performance appraisal is a unique and important aspect of career development which entails a regular review of the performance of employees in an institution. It is a continuous process of assessing and measuring the inputs of every employee with a view of knowing their strengths and weaknesses and communicating the results back to the employees. Performance appraisal is an activity which includes the assessment of individual or other level of performance to measure and improve performance that would help in attaining corporate objectives. Lecturers' appraisal is a process that contributes to the effective management of individual lecturers' and teams to achieve high levels of organizational performance. Performance appraisal is a broad concept that covers quite a number of activities that is connected to evaluate employees and improve their capabilities, skills, abilities through training and adequate rewards. The assessment of lecturers' in Colleges of Education in Nasarawa seems to be a problem as it is not used a tool for identifying the weak links of lecturers' to help management develop strategies on how to help them improve on their job performance, rather, it seems the performance appraisal is done mainly for promotion lecturers' and as an instrument for witch hunting lecturers' members who oppose the decisions of management.

Conclusion

The following conclusions were drawn based on the findings:

The study concluded that academic lecturers' not regularly trained to induce them to derive high job satisfaction in Colleges of Education in Nasarawa State Nigeria.

The study also concluded that the level of compensation of academic lecturers' and their job satisfaction are low in Colleges of Education in Nasarawa State Nigeria.

The study finally concluded that there is poor performance appraisal and job satisfaction of academic lecturers' in Colleges of Education in Nasarawa State Nigeria.

Recommendations

The following recommendations were made based on the findings of this study:

1. Since the academic lecturers' in Colleges of Education in Nasarawa State are not given adequate training, the study recommended that there is Nasara State Ministry of Education should review the training policies of lecturers' by scheduling lecturers' training to be conducted frequently especially at the beginning of every new session. Such training could be conducted through workshops and seminars for the purpose of training teachers to acquire the requisite knowledge needed for effective job performance in order to boost the level of job satisfaction of academic lecturers' to enable them perform their job diligently.
2. Since the study found out that the academic lecturers' in Nasarawa Collges of Education are poorly compensated in terms of their salaries, bonuses, incentives, allowances and fringe benefits, the study therefore recommended that the management of the various Colleges of Education should develop strategies to satisfy the needs of lecturers' by generating additional revenues internally to augment the monthly subventions they receive from the governments so that they can compensate the lecturers' adequately to improve the level of their job satisfaction.
3. Periodically, the management of the various Colleges of Education should in conjunction with the National Commission for Colleges of Education (NCCE) subject the lecturers' who are saddled with the responsibility of appraising the lecturers' to annual yearly through conference to update their knowledge in the area of lecturers' appraisal to enable them appraise the lecturers' properly.

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