

Job Satisfaction As Correlate Of Job Performance Among Technical Educators In Tertiary Institutions In Edo And Delta States, Nigeria

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ABSTRACT

This study investigated technical educators' job satisfaction as correlate of job performance in tertiary institutions in Edo and Delta States. One research question guided this study while two hypotheses were tested at 0.05 level of significance. Correlational survey method was adopted in the study. The entire population of 283 technical educators involved in the study was also used as sample size for the study. Questionnaire titled "Technical Educators' Job Satisfaction and Job Performance Questionnaire" (TEJSJPQ) was the instrument used for data collection and it was validated by three experts. The reliability of the instrument was established using Cronbach alpha and it yielded an overall coefficient of 0.92. The data collected for the study were analyzed using Pearson Product Moment Correlation (r) method to answer the research question. The formulated null hypotheses were tested using Pearson Product Moment Correlation (r). The findings of this study revealed that there is a relationship between technical educators' job satisfaction and job performance. In addition, a significant relationship exists between technical educators' job satisfaction and job performance. Based on these findings, it was recommended, among others, that policy makers should formulate policies that will enhance job performance of technical educators, and that regulatory agencies such as NUC, NBTE and NCCE should always be on the alert to address any identified challenges confronting the needs of technical educators so as to forestall the problems that may arise from lack of job satisfaction.

Keywords: Job Satisfaction, Job Performance, Technical Educators.

Introduction

Every organization needs various resources to achieve set goals. Without doubt, the most important resource of any organization is personnel. However the satisfaction of personnel with their job contributes meaningfully to the level of productivity, even in tertiary institutions. Tertiary institutions are educational organizations at post secondary school level (third level) saddled with the responsibility of transmitting knowledge, skills and attitude to students (Olusola, Oluranti & Ibrahim, 2017). In this study tertiary institutions include Universities,

Polytechnics and Colleges of Education. The human resource in tertiary institutions is made up of academic and non-academic staff, and it is important that both are properly developed, effectively managed and sufficiently motivated.

However, the academic staff is the central human resource or element in tertiary institutions, as they occupy an important place as the facilitators and custodians of the learning process. This implies that the future of tertiary institutions rests in the hands of academic staff (teachers) for the qualities they possess today will inevitably be reflected through effective teaching in the citizens of tomorrow. Therefore, the overall performance of tertiary institutions seems to depend upon their teachers (academic staff) job satisfaction. Thus, understanding the behaviour of teachers (academic staff) and their job satisfaction needs more attention in educational institutions (Shamina, 2014). This is because teachers and, in particular, teachers of technology (technical educators) serve as the keys that unlock the gates of technological advancement of a nation.

Technical educators in the context of this study are those teachers who are professionally qualified to teach technical education courses in any tertiary institution, (post secondary institutions that offer technical/vocational education and training (TVET) programmes). In Universities and Colleges of Education, technical educators are those in the department of vocational and technical education, while in polytechnics, technical educators are those in engineering departments since their concern is focused on development of functional skills that are technical oriented. Technical educators in this study would include those in federal and state tertiary institutions in Edo and Delta States. Private tertiary institutions in Edo and Delta States would not be part of this study. Furthermore, the teaching of technical vocational education and training (TVET) in tertiary institutions is crucial to the technological development of a nation. The level of technological development and skill acquisition is the basis for determining social, economic and industrial development as well as advancement of any nation (Owenvbiugie, 2015). Skills refer to an individual's ability or abilities to perform specific tasks or assignments successfully. Adequate skills acquisition/training programmes through technical vocational education (TVET) holds the key to development and economic survival of a nation.

According to Okwori (2010) technical vocational education (TVE) is the study that deals with technology and related science and acquisition of practical skills and knowledge relating to occupation in various sectors of economic and social life. Gofwan, Goshi and Dogara (2015) described TVET as an educational programme that prepares individuals mainly for occupations requiring manipulative skills or non-technical occupations in such fields as Agriculture, Business Education, Home Economics, Painting, Decorating and others, which are organized to secure confidence and experience by the individual students. In specific terms, Alegbemi (2010) defined technical education (TE) as that aspect of education, which utilizes scientific knowledge in the acquisition of practical and applied skills in the solution of human problems. Additionally, FRN (2013) stated that the goals of TVET which stipulates that TVET shall provide trained manpower in the applied sciences, technology and business, particularly at craft, advance craft and technical levels; necessary for agricultural, commercial and economic development. It must give training that imparts the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant. In view of the relevance and dynamic nature of TVET in the development of functional skills necessary for national development and

advancement, different names, such as TE, TVE, and TVET have been given to the discipline. However, no matter what name it takes, they all mean the same thing and are interchangeably used. In order to achieve the above goals as stated in TVET programmes, there is the need to have technical teachers (technical educators) who are satisfied.

Parvin and Kabir (2011) described job satisfaction as how contented an individual is with his or her job. This definition of job satisfaction depends on the balance between work-role inputs such as effort, working time, and work-role outputs - wages, fringe benefits, status, working conditions, intrinsic aspects of the job. It therefore means that if the work-role outputs increase relative to work role inputs, the job satisfaction will increase. Also Robbins (2003) described job satisfaction as the attitude that an employee has towards the job. Satisfaction results when a worker's on-the job experience relates to his own values and needs. Workers constantly want to equate their input into a particular job with the benefits derivable from the job. When workers experience that their personal needs are taken care of by the job, they tend to have a feeling of satisfaction. When workers are satisfied with their work, they tend to put in more efforts, time and interest into the work. When workers are committed to the work, there is a likelihood of increase in performance (Shoebly, Saleem, Razzaq & Khan, 2012). Therefore, in a skill-oriented programme like technical education, job satisfaction of the technical educator is important if the desired skills to be acquired by the students are to be realized. When the technical educator experiences job satisfaction with his job, he gets more committed and this will translate to increased output.

According to Ilham (2009), job performance is the act of performing, or doing something successfully, using knowledge as distinguished from merely possessing it. In the same vein, Shoebly, Saleem, Razzaq and Khan (2012) described performance as a function of individual ability, skill and effort in a given situation. Therefore, performance is seen here as effort extended to the job of an employee. Effort is an internal force of a person which makes him or her to work willingly. When employees are satisfied with their jobs and their needs are met, they develop an attachment to work and as a result make effort to perform better. Increased effort results in better performances. Clark (2005) asserted that workers will tend to remain on the job from which they derive satisfaction and this, subsequently will enhance their performance. Additionally, researchers have expressed that, apart from job satisfaction, ownership of institutions can also affect a worker's performance (Duong, 2013; Owenvibiugie, 2015). This is because the attitude displayed by an employer can positively or negatively affect the performance of an employee. It therefore means that ownership of institutions may also influence job performance.

Furthermore, employee job performance has always been a major challenge in organizational management and adopting effective ways to motivate employees to achieve and deliver higher job performance as well as increase the organizational competitiveness is the main objective of every business organization (Inuwa, 2016). Abdulsalam and Mawoli (2012) stated that the deteriorating level of employee performance in Nigerian tertiary institutions is fast becoming a serious threat to survival of higher education sector in Nigeria which needs to be addressed urgently. However, performance is a product of several work indices such as environment, leadership style, welfare packages among others. The present situation of TVET and its work environment is far from being satisfactory (Kennedy, Udoetuk & Ufot, 2017). They

observed that many of the technical/vocational institutions lacked workshops and laboratories; and where workshops and laboratories are available, there are no tools, equipment and training materials to carry out practicals. Where tools and equipment are available they are obsolete and not at par with what is obtainable in the real world of work. In the same vein, Wapmuk (2010) observed that students in Nigerian tertiary institutions are taught under very harsh conditions and environment. He further stated that often, basic infrastructure is lacking to support emphasis placed on technical education and more students are admitted than what the institutions can adequately cater for. Wapmuk also noted that the use of obsolete machines and equipment is common in the institutions. This, Wapmuk attributed to the inability of the institutions to quickly procure modern machines and equipment due to meager resources, consequently leading to the production of graduates that are half baked and not suited for the labour market requirement. With the above scenario, it is evident that the working conditions of the Nigerian technical educator is poor and this can hinder efficiency in the production of graduates with employable skills. Hence technical educators seem to be unproductive and there appears to be poor performance among them.

Consequently the various unions at the tertiary level often drew the immediate attention of government to the identified poor productivity and poor performance due to poor working environment. This has repeatedly led to various strike actions. The rundown of Academic Staff Union of Universities (ASUU) strike actions in Nigeria from 1999-2019 is as follows: 1999 (5 months), 2001 (3months), 2002 (2 weeks), 2003 (6 months), 2005 (3 months), 2006 (1 week), 2007 (3 months), 2008 (1 week), 2009 (4) months , 2010 (5 months & 1 week), 2011 (3 months) and in 2013/14 academic session - colleges of education (6 months), polytechnics (10 months) and universities (11 weeks plus) 2016 (1 week) and 2017 (5 weeks plus), (Democratic Social Movement, 2019). These strike actions embarked upon by educators (technical educators inclusive) are expressions of their dissatisfaction with government dealings with them. They feel uncomfortable with the condition of service, stance in the implementation of policies, dealing with statutory rights such as promotions, fringe benefits and provision of basic amenities that enhance teachers' effectiveness and proficiency. On the other hand, government expresses dissatisfaction with tertiary institution teachers' disposition to duty, as she claims to have met the demands of teachers and thus expects high productivity in the system (Adavbiele, 2015). The departure in the position of both groups (government and teachers in tertiary institutions in Edo and Delta States) creates gaps in expectations. When expectations are not met, conflict of interest, lack of job satisfaction, lack of commitment, negative attitude to work and poor performance will be inevitable (Ige, 2014). It is upon this background and in the light of the above that it has become necessary to carry out a study aimed at finding the nature of association between technical educators' job satisfaction and job performance.

Statement of the Problem

Job satisfaction is widely studied in management literature which is a perceived precursor of employees' performance. This perception needs empirical evidence. However, attainment of high level productivity has always been associated with satisfied workforce in any organization as in educational institutions (tertiary institutions inclusive) in Edo and Delta States. In other

words, dissatisfaction will set in if efforts put in by government (employer) is not commensurate with the expectations of technical educators (employee). Though, the government had maintained to have provided new welfare packages, there are still, perceived gaps between employee and employer in terms of work environment, administrative relationship, infrastructural development, promotion and other related welfare packages which result in agitations and incessant strike actions by teachers in all fields of education in tertiary institutions according to the rundown of strike actions from 1999 till date (DSM, 2019).

For instance, the Academic Staff Union of Universities (ASUU) went on strike in November, 2018. In the same vein, Colleges of Education Academic Staff Union (COEASU) went on strike in October, 2018 and so did Academic Staff Union of Polytechnics (ASUP) in December, 2018 for lack of commensurate welfare compared with their input. The effect of these strike actions fall back on the economy. The students are half-baked, because the curriculum of studies is usually not effectively covered. The society lacks the job ready graduates which transcends to few professionals ejected into the universe of the job market. The would-be teachers/instructors to replace the existing experts are lacking in number and also in expertise skills for effective performance. Hence, the researcher is worried at the incessant strike actions by teachers (technical educators inclusive) in all fields of education in tertiary institutions which may not be unconnected with dissatisfaction due to lack of commensurate welfare when compared with their inputs. This dissatisfaction may have effect on their overall performance. It is against this backdrop that this present study is designed to investigate the relationship between technical educators job satisfaction as correlate of job performance in tertiary institutions in Edo and Delta States.

Purpose of the Study

The main purpose of this study was to determine the relationship between job satisfaction as correlate of job performance of technical educators in tertiary institutions in Edo and Delta States. Specifically, the study determined:

1. The relationship between technical educators' job satisfaction and job performance.

Research Question

The study sought answer to this research question:

1. What relationship exists between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States.
2. There is no significant relationship between job satisfaction and job performance of federal and state technical educators' in tertiary institutions in Edo and Delta States.

Methodology

A correlational survey design was employed in the study which was carried out in Edo and Delta States. The population comprised 283 technical educators and in view of the

manageable size of the population, the entire population was used as the sample. A 5-point Likert scale structured questionnaire was used to collect data from the respondents. The instrument was validated by three experts, two from Department of Technology and Vocational Education and one from Measurement and Evaluation Unit, Department of Educational Foundations. The reliability was established using Cronbach Alpha which yielded a coefficient of 0.92. Data collected was analyzed using Pearson Product Moment Correlation (r) to answer the research question and to test the null hypotheses. To determine the level of relationship a decision rule was taken for Pearson Product Moment Correlation (r) as follows:

$\pm 0.00 - 0.19$	-	Very weak relationship
$\pm 0.20 - 0.39$	-	Weak relationship
$\pm 0.40 - 0.59$	-	Moderate relationship
$\pm 0.60 - 0.79$	-	Good relationship
$\pm 0.80 - 1.00$	-	Very good relationship.

The decision rule for the hypothesis is that if p-value is less than 0.05, the null hypothesis is rejected. On the other hand if p-value is greater than or equal to 0.05, the null hypothesis will be accepted.

Results

Research Question 1

What relationship exists between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States?

Data to provide answer to research question 1 were analysed and presented in Table 1.

Table 1.

Coefficient of Relationship Between Technical Educators' Job Satisfaction and Job Performance in Edo And Delta States

Variables	N	Correlation Coefficient (r)	Decision
Satisfaction*Performance	283	0.14	Very Weak Relationship

Analysis on Table 1 reveals that a Pearson product-moment correlation was run to determine the relationship between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States. The correlation coefficient shows that there is a very weak positive relationship between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States ($r = 0.14$, $N = 283$).

Hypothesis 1

There is no significant relationship between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States.

The statistical test of hypothesis 1 is presented in Table 2.

Table 2

Relationship Between Technical Educators' Job Satisfaction and Job Performance in Edo And Delta States

Variables	Correlation Coefficient (r)	N	p-value	Decision
Job Satisfaction	.138	283	.010	Reject
Job Performance				

Note. $p < 0.05$

Table 2 reveals that $p < 0.05$ ($p = .010 < 0.05$) which implies that the null hypothesis was rejected, thus, the relationship between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States is significant. This implies that an increase in the level of job satisfaction of technical educators will lead to an increase in their performance since the relationship is positive ($r = 138$).

Hypothesis 2

There is no significant relationship between job satisfaction and job performance of federal and state technical educators in tertiary institutions in Edo and Delta States.

The statistical test of hypothesis 5 is presented in Table 3.

Table 3

Relationship between Job Satisfaction and Job Performance of Federal and State Technical Educators in Edo and Delta States

Institution	Corr. Coefficient (r)	N	p-value	Decision
Federal	.149	161	.030	Reject
State	.105	122	.125	Accept

Note. $p < 0.05$ (Federal), $p > 0.05$ (State)

Data presented on Table 3 indicate that $p < 0.05$ ($p = .030 < 0.05$) for federal institutions. This indicates that the null hypothesis was rejected for federal technical educators. This implies that there is a significant (positive) relationship between federal technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States. Whereas for the State institutions, $p > 0.05$ ($p = .125 > 0.05$) which implies that the null hypothesis was accepted that there is no significant relationship between state technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States. This means that federal technical educators' job performance is dependent on their job satisfaction while for state technical educators' job performance is not dependent on their job satisfaction.

Findings

The following findings emerged from this study:

1. There is a relationship between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States.
2. The relationship between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States is significant.
3. There is a significant relationship between job satisfaction and job performance of federal technical educators in tertiary institutions in Edo and Delta States, whereas, no significant relationship exists between job satisfaction and job performance state technical educators

in tertiary institutions in Edo and Delta States

Discussion

The result of the data analysis in respect of research question one showed the relationship that exists between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States. The finding revealed a very weak relationship between technical educator's job satisfaction and job performance in tertiary institutions in Edo and Delta States. This result means that even though there is a positive relationship between technical educators' job satisfaction and job performance, it is very weak. This finding is in agreement with the findings of Pushpakumari (2008) who found that a positive correlation exists between job satisfaction and performance of private sector employees. In addition, Shaju and Subhashini (2017) found a weak positive correlation between job satisfaction and performance of employees of the automobile industry.

The result of null hypothesis one revealed that the relationship between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States is significant. Thus the null hypothesis was rejected. This finding aligns with the study of Sangadji and Sophia (2013) which found that job satisfaction has a significant and positive effect on lecturers' performance. Additionally, the result of null hypothesis two revealed that there is a significant relationship between federal technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States. This finding is in line with Jauhari, Deweta and Ismuhadjar (2016) which found that job satisfaction has a positive and significant effect on job performance and that job satisfaction was the most dominant variable that influenced job performance of employees with civil servant status. This finding with regard to hypotheses one and two shows that job satisfaction is important in the determination of job performance, thus job satisfaction of technical educators is a predictor of their job performance. The implication of the above findings is that any increase in the level of job satisfaction of technical educators will automatically lead to higher performance. This means that higher job satisfaction of technical educators enhances drastically their performance. The effect of this is that it will lead to the achievement of the targeted goals and objectives of the various tertiary institutions in Edo and Delta States where these technical educators work. In addition, the findings were indications that, job performance is a product of several factors which include job satisfaction and that job satisfaction is but a predictor not a condition. Therefore, government and all other stakeholders involved in the administration of tertiary institutions should ensure that the job satisfaction of educators and in particular technical educators is high in order to achieve high level of performance.

Finally, contrary to the above findings, the results of null hypothesis two revealed no significant relationship between State technical educators job satisfaction and job performance in tertiary institutions in Edo and Delta States. Thus the null hypothesis was accepted. The finding conforms with the study of Zeffane and Al-zarooni (2008) which found no strong direct impact of job satisfaction on managers' job performance. Moreso, Ram (2013) found no association between overall job satisfaction and overall job performance of employees in the transport sector. This means that job satisfaction of state technical educators is not important in the determination of their job performance. Therefore job satisfaction of technical educators is not a predictor of their job performance. The contradictions in the above findings may be as result of

time lag between the two separate studies. It may also be as a result of the location as the later was conducted overseas while the present study was conducted in Nigeria.

Conclusion

The essence of employment in any organization whether federal or state, public or private is to achieve set goals and objectives. Business organizations especially tertiary institutions saddled with the responsibility of imparting skills, knowledge and attitude in students need to have workers that are satisfied so as to achieve the goals and objectives for establishing such institutions. Furthermore no meaningful achievement of set objectives can be achieved in an organization where there is persistent lingering agitations and outright show-down to work due to expressed dissatisfaction which negatively reflects on the productivity level. Therefore effective job performance depends much on job satisfaction; and an increase in the level of job satisfaction will increase technical educators' job performance in tertiary institutions in Edo and Delta States.

Recommendations

Based on the findings, the following recommendations were made:

1. That policy makers should formulate policies that will enhance job performance of technical educators.
2. That policy implementers, as well as technical and vocational administrators (Vice-Chancellors, Rectors and Provosts) should provide technical educators with adequate incentives that would raise their job satisfaction level and thus enhance their overall performance.
3. That regulatory agencies in the education sector, such as National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) should be on the alert to address any challenges confronting technical educators so as to forestall the problems that may arise from lack of job satisfaction in various tertiary institutions.
4. That technical educators should endeavour to work hard and put in their best so as to ensure increase in their level of job performance since their job satisfaction will be enhanced which is part of the recommendation of this study.

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