

CHAPTER ONE

INTRODUCTION

Background to the Study

Every organization needs various resources to achieve set goals. Without doubt, the most important resource of any organization is personnel. However the satisfaction, commitment and attitude to work of personnel with their job contribute meaningfully to the level of productivity, even in tertiary institutions. Organization, in the context of this study is an educational institution comprising a group of people with differed composure but have a collective achievable goal and linked to an environment. 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. In tertiary institutions, the human resource is made of academic and non-academic staff, and it is important that they are properly developed, effectively managed and sufficiently motivated.

The academic staff is the central human resource or element in tertiary institutions. This is because 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. In addition, teaching touches lives of all students from a variety of backgrounds, including those from families that exhibit a wide range of cultural and linguistic diversity. Teaching also touches the lives of students with varying ability levels, including those with disabilities. Therefore, the overall performance of tertiary institutions seems to depend upon their teachers (academic staff) and ultimately on their level of commitment, job satisfaction and attitude to work. Thus, understanding the behaviour of teachers (academic staff) and their attitude towards work, needs more attention

in educational institutions (Shamina, 2014). This is because teachers, and in particular, teachers of technology serve as the keys that unlock the gates of technological advancement of a nation.

Furthermore, the teaching of technical and 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 and vocational education and training (TVET) holds the key to development and economic survival of a nation.

According to Okwori (2010) technical and 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. In the view of Lakun, Abimbola and Knabayi (2015) technical education is a post-secondary vocational programme which major purpose is the production of technicians.

Supporting these claims, the National Policy on Education (FRN, 2013) described technical and vocational education and training (TVET) as those aspects of educational process involving, in addition to general education, the study of technologies and related

sciences and the acquisition of practical skills, attitudes, and knowledge relating to occupations in various sectors of economic and social life. In this understanding, the goals of TVET as stipulated by the National Policy on Education- (FRN, 2013) is to provide trained manpower in the applied sciences, technology and business, particularly at craft, advanced 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 of TVET programmes as stated in the National Policy on Education (FRN, 2013) there is the need to have technical teachers (technical educators) who are satisfied, committed and have positive attitude to work. In this context, technical educators 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 technically 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.

TVET in Nigeria is practised under the following sub-sections - pre-vocational and vocational schools at primary level, the technical colleges, colleges of education (technical), polytechnics and universities. Furthermore, the present situation of TVET in Nigeria is far

from being satisfactory (Kennedy, Udoetuk and Ufot , 2017). Several researchers (Odu, 2011; Okoye & Okwelle, 2013; Ayonmike, 2014) 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. Earlier, Alenoghena (2010) stated that the educational problems are multiple with Nigerian educational institutions because they are poorly equipped, lacked basic tools, instruments, machines, qualified teachers and other relevant apparatus needed to facilitate teaching and learning.

In the same vein, Wapmuk (2011) 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. Akintayo (2012) lamented the working conditions obtainable in most Nigerian work environment and maintained that the effect of lack of essential work materials and tools are very likely to have adverse effect on workers' performance. Hence technical educators seem to be unproductive and there appears to be poor performance among them.

Consequently, the various unions - Academic Staff Union of Universities (ASUU), Academic Staff Union of Polytechnics (ASUP), Colleges of Education Academic Staff Union (COEASU) at the tertiary level having identified poor productivity and poor performance as a

result of non-availability of workshops, machines, tools, equipment and infrastructure, they often drew the immediate attention of the government on the infrastructural decay and called for adequate funding of education that will guarantee meaningful learning in tertiary institutions (Campaign for Democratic and Workers' Right, 2010). However, the government is yet to appreciably address the poor work environment in Nigerian tertiary institutions and this has repeatedly led to the various strike actions at the tertiary level of education in Nigeria.

The rundown of ASUU strike actions in Nigeria from 1999 to 2020 is as follows: 1999 – (5 months), 2001 – (3 months), 2002 – (2 weeks), 2003 – (6 months), 2005 – (3 days), 2006 – (1 week), 2007 – (3 months), 2008 – (1 week), 2009 – (4 months), 2010 – (5 months & 1 week), 2011 (3 months) and in 2013/2014 academic session, colleges of education were on strike for 6 months, polytechnics for 10 months and universities for 11 weeks plus. This shows that in 2013/2014 academic session all the tertiary institutions in Nigeria were on strike, probably because of lack of job satisfaction. Furthermore, with the change of government in 2015, one expected that the era of incessant strikes would be over but alas, it continued. In 2016 strike came back in full swing as follows: ASUU 2016 – (1 week), 2017 – (5 weeks plus), 2018 – (13 weeks plus); ASUP 2018/2019- (9 weeks), COEASU 2018 – (9 weeks) and ASUU 2020 – (9 months and 3 weeks plus) (Democratic Socialist Movement, 2020). These strike actions embarked upon by educators (technical educators inclusive) are expressions of frustration and aggression which are violent protests of dissatisfaction stemming from the inability of government to fulfill their needs. Such unfulfilled needs include poor commitment of employers (government) to providing enabling environment and basic facilities that enhance performance and productivity, poor attention to the needs of employees (educators), poor implementation of policies and agreements reached between employees (educators) and employer (government), lack of political will on the part of employers (government), inconsistency in promotion, poor welfare packages and strained

relationship between employees and employers (Amadi & Urho, 2015). They further stated that this dissatisfaction may have negative effect on their commitment, attitude to work and overall performance thereby creating a negative ripple effect on the students and the economy at large

Job satisfaction has been an important topic over the years (Akpofure, Ikhifa, Imide & Okokoyo, 2006). The relationship between man and work has always attracted the attention of philosophers. The major part of man's life is spent at work. Work not only provides status to the individual but also binds him to the society. An employee (technical educator) who is satisfied with his job would perform his duties well, be committed to his job and subsequently to his organization (institution). Thus, it is of utmost importance for employers to know the factors that affect their employees' job satisfaction since it would affect the performance of the organization as well.

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. It goes to show that commitment is highly related to teacher's work performance. Committed teachers make a difference in the success of the school and the learning of the students.

Commitment is defined by Shamina (2014) as the process through which people become willing to give their loyalty and energy to a particular social system. According to Hornby (2005) commitment is the willingness to work hard and the condition in which individuals willingly give their energy and time to a job or an activity as a result of job satisfaction. Also, Mart (2013) described commitment as a high level of attachment to an organization. Therefore, commitment is a key factor that influences a teacher's performance.

Attitude to work plays a vigorous role in manipulating the work performance of employees (technical educators) in tertiary institutions. It can make or mar the tertiary institution if not properly monitored and handled. Ndubuisi-Okolo, Attah and Anigbogu (2017) stated that employees attitude to work determines to a large extent their performance, commitment and job satisfaction. Therefore the necessity to recognize, measure and boost employee (technical educator) attitude to work is noteworthy for the tertiary institution of today. Attitude to work according to Riketta (2008) refers to the evaluation or personal interest of work-related targets. Also Carpeter, Talya and Erdogan (2009) described attitude to work as the feeling one has towards different aspects of the work environment. Similarly Ahmad, Ahmad and Syah (2010) also defined attitude to work as paradigm that signifies a person's like or dislike as regard to different mode of behaviours. Liao, Lu, Huang and Chiang (2012) viewed attitude to work as a set of behaviour and thoughts towards work, and such behaviour and thoughts are redirected in form of work involvement and organizational commitment. While Inuwa, Mashi and Salisu (2017) described attitude to work as actions and inactions of employees towards their work.

Furthermore, a workers' attitude towards work can be positive or negative (Ndubuisi-Okolo Attah & Anigbogu 2017). A positive attitude towards work strengthens employee performance, thereby encouraging creativity and productivity (George & Jayan, 2012). Therefore, if technical educators have more positive attitude towards their job, their productivity rises and everything else being equal, the institutions will be more resourceful and effective. Based on the above one can therefore assert that attitude to work consists of certain behaviour, feelings, disposition, actions and inactions which a technical educator portrays in regards to his/her job, and such disposition, action or inaction, feelings or behaviour may have influence on how such technical educator carries out assigned responsibility thereby determining the performance of the technical educator.

In addition, every tertiary institution aims at achieving productivity commensurate to the investment made by government. This can hardly be achieved without adequate commitment of those engaged; and those engaged as workers (technical educators) can hardly show commitment that will result in expected performance without positive attitudinal disposition. The expected outcome of technical educators in tertiary institutions is yet to be satisfactory. This could not be perfectly detached from the attitude of the stakeholders which manifests in the performance of technical educators.

Performance very much depends on perception, values and attitudes. 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. However, some studies have also indicated that the relationship existing among job

satisfaction, commitment and attitude is not a casual one. None causes the other to occur but all (job satisfaction, commitment and attitude) are essential for improved performance. Furthermore, researchers have expressed that, apart from job satisfaction, commitment and attitude, ownership of institutions (Federal or State Government) can also affect a worker's performance (Duong, 2013; Owenvibiugie, 2015). This is because the attitude displayed by the Federal or State government can positively or negatively affect the performance of technical educators. It therefore means that ownership of institutions may also influence job performance.

Tertiary institutions engage teachers (technical educators inclusive) based on promise and assurance of putting in maximum commitment to ensure meaningful performance, practical demonstration of job satisfaction and positive attitude. These sometimes, become mere expectations which in most cases create relationship gaps between the government and the teachers in tertiary institutions in Edo and Delta States. Such gaps are sometimes blamed on the attitude of the government to the teachers. Akah (2018) asserted that harmonious relationship among stakeholders is essential for enhancing productivity through job satisfaction, commitment and attitudes, especially in tertiary institutions where human development is the focus. A strain in the relationship between government and teachers, in most cases results in not meeting the expectations of establishing tertiary institutions.

Teachers in tertiary institutions (technical educators inclusive) generally seem to be dissatisfied with government's dealings with them. They feel uncomfortable with the conditions 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) 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 among technical educators' job satisfaction, commitment, attitude to work and job performance.

Statement of the Problem

Job satisfaction, commitment and attitude to work are widely studied in management literature which are perceived precursors of employees' performance. This perception needs empirical evidence. Attainment of adequate economy via high level productivity has always been associated with satisfied and committed workforce in all organizations as in educational institutions (tertiary institutions inclusive). That is to say, when a technical educator feels satisfied with his job, he is motivated to put in more effort, which in turn leads to high level of productivity resulting in high performance and efficiency. Conversely, dissatisfaction, lack of commitment and negative attitude to work will set in if efforts put in by government is not commensurate with the expectations of technical educators.

Technical educators whether in Federal or State owned institution consistently complain about poor work environment, irregular payment of salaries, inconsistent and irregular promotion, non- implementation of promotion, poor implementation of policies, lack of basic facilities and equipment for teaching and learning, strained relationship between employer and employees, and poor welfare packages for educators meted to them by the government who claim to have been doing a lot for the system (Kawugana, 2016). Government on the other hand seems not to be comfortable with the behavioural disposition of technical educators and the level of commitment put in by them. They (government) regularly blame technical educators for the poor level and quality of the system as they seem not to be regular at their duty post. Scheme of work are seldom covered, scripts are not properly marked, practical classes are down played to some extent, absenteeism is gradually

becoming a norm and discipline among staff is gradually becoming a mere concept as it is hardly enforced (Adavbiele, 2015) Hence, technical educators seem to be unproductive and there appears to be poor performance among them. The blame game which seems not to come to an end results in agitations which often ends in industrial (strike) actions and disruption of the academic calendar.

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 falls back on the students and by extension, the economy. In addition, the effect of the strike actions makes technical educators to carry out their teaching in a great rush in a bid to cover the topics in the curriculum of studies with some not effectively covered. Practical classes which is the main thrust of technical education are down played because of shortness of time to carry them out. This affects the students adversely and they come out half-baked, because the curriculum of studies is usually not effectively covered.

The researcher is worried at the effect of incessant strike actions by teachers (technical educators inclusive) in all fields of education in tertiary institutions on students, tertiary institutions and the nation's economy on the long run. These strike actions may not be unconnected with dissatisfaction due to lack of commensurate welfare when compared with their inputs. The problem of this study therefore, is that the technical educators' dissatisfaction may have effect on their commitment, attitude to work and overall performance on their jobs leading to the production of graduates that may not be employable or retained by employers if hired.

Purpose of the Study

The main purpose of this study was to determine the relationship among job satisfaction, commitment and attitude to work as correlates 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.
2. The relationship between technical educators' commitment and job performance.
3. The relationship between technical educators' attitude to work and job performance.
4. The relationship among technical educators' job satisfaction, commitment, attitude to work and job performance.

Significance of the Study

The findings of the study would be of great benefit to students, policy implementers, technical and vocational administrators, regulatory agencies of tertiary institutions and policy makers.

The findings of this study would be of immense benefit to students because they would be well imparted with the necessary skills by satisfied teachers/instructors which would transform them (students) into competent professionals suitable for the world of work or the job market. In addition, the findings of this study would be of great benefit to policy implementers in the area of technical education. It is expected that the findings would provide technical educators and in particular those in building/ woodwork area of specialization with adequate information about the relationship among their job satisfaction, commitment, attitude to work and job performance. Such information would be of great benefit in enhancing the job performance of technical educators in tertiary institutions. This can be done through the organization of conferences, seminar, workshops and in-service training.

It is expected that the findings of this study would provide valuable information to technical and vocational education administrators in tertiary institutions such as Vice-chancellors, Rectors and Provosts, in understanding factors that affect job performance of

technical educators. The information so provided would assist this category of administrators in creating a conducive work environment that would promote job satisfaction, commitment, and attitude to work and enhance performance. This can be achieved by organizing seminars and symposia on the need to study organizations and finding ways of improving efficiency by providing social support, enhanced salary package and job security.

Also the findings of this study would provide information to the regulatory agencies such as National Universities Commission (NUC), National Board For Technical Education (NBTE) and National Commission For Colleges Of Education (NCCE) in understanding the factors that affect job performance. The understanding of such factors would enable these agencies react promptly to the needs of technical educators so as to forestall the problems that may arise from lack of job satisfaction, commitment as well as negative attitude to work. Additionally, the findings of the study would be of immense benefit to policy makers (Federal Ministry of Education, Federal Ministry of Science and Technology and the National/State Assemblies) as it would throw more light on factors militating against workers' output and would enable them formulate policies that will enhance job performance of technical educators. This is achievable by publishing this work in a reputable journal and the recommendations therein read, adopted and implemented by the appropriate bodies.

Scope of the Study

This study covered job satisfaction, commitment and attitude to work of technical educators as correlates of job performance in tertiary institutions in Edo and Delta States. The study attempted to find out the relationship existing among technical educators' job satisfaction, commitment and attitude to work as correlates of job performance.

Research Questions

The following research questions guided the study:

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

2. What relationship exists between technical educators' commitment and job performance in tertiary institutions in Edo and Delta States?
3. What relationship exists between technical educators' attitude to work and job performance in tertiary institutions in Edo and Delta States?
4. What relationship exists among technical educators' job satisfaction, commitment, attitude to work 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 technical educators' commitment and job performance in tertiary institutions in Edo and Delta States.
3. There is no significant relationship between technical educators' attitude to work and job performance in tertiary institutions in Edo and Delta States.
4. There is no significant relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States.
5. 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.
6. There is no significant relationship between commitment and job performance of federal and state technical educators' in tertiary institutions in Edo and Delta States.
7. There is no significant relationship between attitude to work and job performance of federal and state technical educators in tertiary institutions in Edo and Delta States.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of available related literature relevant to the present study under the following sub headings:

Conceptual Framework

Job Satisfaction

Commitment

Attitude

Job Performance

Theoretical Framework

Maslow's Hierarchy of Needs Theory

Expectancy Theory

Frustration Aggression Theory

Theoretical Studies

Job Satisfaction and Job Performance

Commitment and Job Performance

Attitude to Work and Job Performance

Job Satisfaction, Commitment, Attitude to Work and Job Performance

Empirical Studies

Job Satisfaction and Job Performance

Commitment and Job Performance

Attitude to Work and Job Performance

Job Satisfaction, Commitment, Attitude to Work and Job Performance

Summary of Literature Review

Conceptual Framework

Various concepts related to the study have been extensively reviewed under the following:

Job Satisfaction

Over the past four decades, job satisfaction has generated considerable interest among the research community across the globe (Jin & Lee, 2012). There are numerous definitions of “Job Satisfaction”. Clark (2005) stated that earlier researchers viewed job satisfaction as a summary of attitudes or a pleasure or an effective response of the worker to his job. She defined job satisfaction as a personal feeling of contentment whose level depends on the perception of the extent of congruence between his personal needs and institutional expectations. On the same note Kim, Leong, and Lee (2005) described job satisfaction as the feeling or a general attitude of the employees in relation with jobs and the job components such as the work environment, working conditions, equitable rewards and communications with their colleagues. In addition, Buitendach and De Witte (2005) viewed job satisfaction as an individual’s perception and evaluation of a job and this perception in turn influences expectations.

Furthermore, Kreitner and Kinicki (2006) saw job satisfaction as a global construct or as a constellation of different dimensions to which the employee reacts affectively. Armstrong (2006) defined job satisfaction as the attitude and feelings of individuals towards their work. On the same note Greenberg and Baron (2008), viewed job satisfaction as a feeling that can produce a positive or negative effect towards one’s roles and responsibilities at work. Job satisfaction according to Aziri (2011) is doing a job one enjoys, doing it well and being rewarded for one’s efforts. Robbins and Judge (2011) also stated that job satisfaction is an individual’s general attitude towards his/her job. In like manner, Berghe (2011) equally conceptualized job satisfaction as how our personal expectations of work are in congruence with the actual outcome. He further stated that job satisfaction is merely an

employee's attitude towards his or her job; consequently job satisfaction can be seen, as containing three components: an affective component, a cognitive component and a behavioral component. While the affective component refers to a feeling about a job, the cognitive component represents a belief in regard to a job and the behavioural component is an indicator for behavioural intentions towards a job such as getting to work in time and working hard, amongst others.

According to Rastgar, Davoudi, Orazi and Fartash (2012), job satisfaction is an emotional response to various dimensions of job. Saner & Epupoglu (2012) also defined job satisfaction as an affective reaction to a job that results from the person's comparison of actual outcomes with those that are desired, anticipated, or deserved. In the same vein, Chen, Zhao and Liu (2012) described job satisfaction as one's general attitude to the job. Rast and Tourani (2012) saw job satisfaction as any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say, "I am satisfied with my job". Additionally, Abdul (2013) referred to job satisfaction as the extent of need fulfillment of employees, which provides basis for organizational assessment and evaluation. Shamina (2014) defined job satisfaction as the way employees feel about their job and the different aspects of their jobs.

However, Nifadkar and Dongre (2014) summarized job satisfaction as a combination of feelings and beliefs, which include the mental, emotional, and physical domains. They further stated that job satisfaction is determined by the difference between the amount of some valued outcomes that a person receives and the amount of that outcome that he feels he should receive. This means that the overall job satisfaction of an employee depends on what one expects and what he or she receives. Hence recognition of job satisfaction of academics is the most significant aspect in higher education and is important for the improvement, efficacy and effectiveness of the upper education system (Syed, Bhatti, Michael, Shaikah & Shah, 2012). Therefore, job satisfaction in the context of this study is how contented the

worker (technical educator) is with his or her job (work) and work environment. It is an end state resulting from the attainment of desired goals and a degree of happiness or unhappiness.

Commitment

In recent years, there has been a growing interest in commitment as a potential determinant of employee performance (productivity). A lot of researchers have defined commitment. Swailes (2002) viewed commitment as an assessment of the congruence between an individual's own values and beliefs and those of the organization. In the same vein, Okpara (2004) described it as employees' willingness to contribute to organizational goals. This implies that when employees are sure that they will grow and learn with their current employers, their level of commitment to stay with that particular organization is higher.

According to Singh and Pandey (2004), commitment is a reflection of the employee's belief in the mission and targets of employer establishment and his/her willingness to expend attempt in their achievement with intent to carry on working there. Similarly, Clark (2005) in her own study defined commitment as the global evaluation of the linkage between the individual employee and the organization. Clark further stated that such a linkage leads to a strong belief and acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain organizational membership.

In the same vein, Cohen (2007) defined commitment as involving an employee's loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and desire to maintain membership. Supporting Cohen (2007), Tella, Ayeni and Popoola (2007) viewed commitment as an attitude reflecting an employee's loyalty to the organization, and an ongoing process through which organization members express their concern for the organization and its continued success and well being.

Additionally, in a study by Khatibi, Asadi and Hamidi (2009) commitment is referred to as the overall strength of an employee's identification and involvement in an organization. In like manner, Awang and Ahmed (2010) conceptualized commitment as a multi dimensional construct that comprises three components, which are affective, continuance and normative. They stated that an employee may be committed to his job due to different reasons – probably because of his affection toward his job, or because the cost of leaving the job is relatively high, or because he feels socially responsible toward his job. Similarly, Aydodu and Asikgil (2011) described commitment as a situation in which a worker identifies with a specific organization and its goals, and desires to continue attachment in the organization. In the same vein, Ismail (2012) in his study on organizational commitment and job satisfaction among staff of higher learning education institutions in Kelantan, saw commitment as the employee's emotional attachment to, identification with, and involvement in the organization. Oredein (2014) also defined commitment as a way in which an individual is dedicated to a particular organization, cause or being, and a willingness to get involved.

Furthermore, Nifadkar and Dongre (2014) viewed commitment as the relative strength of an individual's identification with, and involvement in a particular organization. By this process of identification, the goals of the organization and those of the individual become increasingly integrated or congruent. Therefore, working towards goals that are simultaneously his and those of the organization and thus feeling identified with the organization is a source of strong commitment. It then follows that committed teachers will believe in and pursue the goals of the school, exert effort that goes beyond personal interests and remain members of the school system. Commitment therefore, in the context of this study is a positive, affective disposition reflected by the technical educator's identification, involvement and loyalty to his/her tertiary institution with associated attitude and exerting more efforts towards educational goals attainment and stay with the institution.

Attitude

Many researchers have given various definitions of attitude. Schwarz and Bohner (2001) defined attitude as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspects of the individual world. They viewed attitude as being made up of three components; the cognitive or knowledge component, the affective or emotional component and the cognitive or behavioural tendency component. Rao (2010) in his words, described attitude as multidimensional in nature where a person's overall disposition toward an object is seen to be a function of; the strength of each of a number of beliefs the person holds about various aspects of the object and the evaluation he/she gives to each belief to the object. Similarly, Chaiklin (2011) in his study on attitude, behaviour and social practice, saw attitude as a mental position with regard to a fact or state or a feeling or emotion toward a fact or state. In addition, Berghe (2011) referred to attitudes as "certain regularities of an individual's feelings, thought and predispositions to act towards some aspects of his environment". He stated that this definition contains respectively, three components – an affective component, a cognitive component and a behavioural component, and that these components are related to a specific object.

In the same vein, Jeffress (2013) explained attitude as a mental and emotional response to the variety of circumstances that occur in life. He stated that they are not specifically behaviours but modes or forms of conduct or performance which is expressed outwardly, through gestures, movement, words, cries, laughs, tears, or sometimes stillness and apathy, but it responds to internal, cognitive and affective stimuli. On the same note, Rodriguez (2013) defined attitude as a lasting organization's beliefs and cognitions in general, endowed with an emotional charge in favour or against a defined object, which predisposes to a consistent action with cognitions and emotions relating to the object. In the same vein, Suleiman (2013) viewed attitude as individual way of thinking, acting and behaving. He stated that attitude has a very serious effect on work/employee performance and

that positive attitude at the work place is supposed to be the bedrock and foundation to higher performance in established settings. Additionally, Orji and Achi (2014) referred to attitude as the way we think, feel about and act towards our fellow human beings and how they think and act towards us. They further stated that attitudes are shaped by internal and external forces; the former to one's general philosophy of life and the latter to the prevailing norms of the society. Also, since attitude is the way of thinking, feeling and acting by an individual it then means that it could have positive or negative effect on the goals of the organization where such an individual works.

However, attitudes are developed as a result of some kind of learning experiences; it can also be formed simply by adapting the example and opinion of co-employees, friends and managers. This is imitation, which has a vital role to play in developing positive or negative attitude at the workplace. The attitude of an employee at the workplace is crucial to the attainment of organizational goals. In other words, the role of a worker's attitude is to lay the foundation for further performance and if a good attitude foundation is laid at worker's level, organizational goals will be achieved with great ease. Therefore, attitude in the context of this study is positive or negative, favourable or unfavourable, pro or con posture, gesture, disposition or state of mind of the technical educator towards his/her job.

Job Performance

The concept and definition of job performance has received considerable amount of scholarly research attention over the past 15 to 20years (Sonnetag, Volmer & Spsychala 2010). Sonnetag and Frese (2002) viewed job performance from two perspectives, the behavioural aspect and the outcome aspect. The behavioural aspect refers to what an individual does in the work situation such as assembling parts of a car engine, teaching basic reading skills to elementary school children, selling personal computers or performing heart surgery while the outcome aspect refers to the consequence or result of the individual's behaviour such as number of engines assembled, pupils' reading proficiency, sales figures or

number of successful heart operations. In the same vein, Noyer (2002) defined performance as achievement of the goals that you have given in convergence with organization or company guidelines and that performance is not simply finding a product but rather is the result of a comparison of result and objective.

According to Ilham (2009), job performance is the act of performing, or doing something successfully, using knowledge as distinguished from merely possessing it. He further stated that performance comprises an event in which generally one group of people (the performer or performers) has in a particular way for another group of people. Hughes, Ginnett and Curphy (2009) shared the same view that job performance concerns those behaviours directed towards the organization's mission, goal or the products and services resulting from those behaviours. Pintea and Achim (2010) referred to job performance as action, the result of the action (by comparing its results with a benchmark), and success. Additionally Berghe (2011), in his study on job satisfaction and job performance at the work place, saw job performance from three approaches – job performance as a function of outcomes, behaviour and personal traits. In the same vein, Koopmans, Benards, Hildebrandt, Schaufeli, Devet and Beek (2011) described job performance “as scalable actions, behaviours and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals.”

In addition, Mei-Ying and Lee (2011) defined job performance as the overall performance in meeting the expected quality and achievement of tasks under the policy and time requirements of the organization. Similarly Liao, Lu, Huang and Chiang (2012) described job performance as the standard for advancements, redundancy, rewards, punishments, review and salary changes. Ahmad and Shahzad (2011) viewed job performance as symbolizing the broad belief of the personnel about their behaviour and contributions towards the achievement of the organizational goals. Therefore, given that the primary objective of tertiary institutions is to facilitate learning, students' learning has often

been considered the criterion of an institution's effectiveness and hence performance. Furthermore, for an institution or any organization to be effective, it must not only reach its primary objectives in the short run, but it must also strengthen its ability to do so in the future. Therefore, performance is the act of successful accomplishment, attainment and the execution of tasks as a result of efforts aimed at the achievement of the institution's goals by the technical educator.

Theoretical Framework

Some theoretical postulations which are relevant to the present study have been reviewed as follows:

Maslow's Hierarchy of Needs Theory - 1943

This theory was postulated by Abraham Maslow in 1943. In this theory, Maslow argues that human beings are motivated by their desire to achieve their needs. He maintains that unsatisfied human needs create tension within the individual and serve as a force to direct behavior towards goals that reduce tension. He, therefore, identified human needs as being arranged in hierarchical order of strength so that as each need becomes substantially satisfied, the next one becomes dominant. This means that, the appearance of higher needs usually depend upon the satisfaction of lower needs. The lower order needs include – physiological needs, safety and security needs, love and belongingness needs and ego and self esteem needs (deficiency or deprivation needs). The higher order needs are those needs that bring about comfort and sense of achievement (self actualization or self fulfillment needs). The five basic human needs in Maslow's hierarchy include:

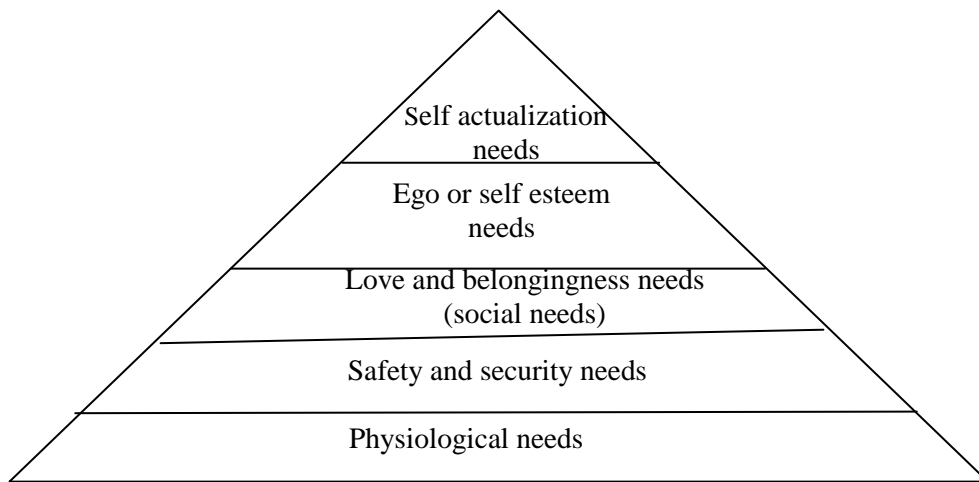


Fig 1: Maslow's Hierarchy of Needs Theory

Physiological needs are the basic needs for the sustenance of human life. They include air, food, water, shelter, warmth, clothing, sex and sleep. Maslow contends that when physiological needs are unsatisfied, no other needs will serve as a basis for motivation. Once satisfied, newer and still higher needs will emerge. This is why Maslow stated that “man is a wanting animal”. In the work place such as the schools, the salaries people earn help them to fulfil this category of needs.

Safety and security needs deal with protection and survival from chaotic situations, social disorder, social disturbance and physical dangers in the human environment. Safety and security needs become prominent as soon as the physiological needs are satisfied. These needs include that for financial security, protection against danger and accidents, threat, deprivation, and protection from physical or psychological harm, desire for stability, absence from pain and illness, and security of job. These needs are often met by such programmes as fringe benefits, retirement or pension schemes, insurance benefits, medical or health services, job security and safe-working conditions, etc.

Love and belongingness needs are also referred to as ‘social needs’. Love and belongingness needs emerge when physiological and safety and security needs are relatively well satisfied. These needs involve need to feel needed – the need for affection, belongingness, association, love, friendship, interaction and acceptance in relationship with other people. However, non-satisfaction of these needs may affect the mental health of the

employee and may be evidenced in high absenteeism rate, poor performance, low job satisfaction and emotional breakdown.

Ego or self esteem needs are classified into two groups: internal and external esteem factors. Internal esteem factors are needs for achievement, self-respect, competence and knowledge, while external esteem factors are needs for attention, status, recognition, power, and appreciation. However, these needs do not appear in any significant way until physiological, safety, and social needs are all reasonably satisfied. He is concerned about the achievement, prestige, status and promotional opportunities that others will provide as recognition of competence and capabilities. The fulfilment of the esteem need leads to feelings of worth, adequacy and self-confidence. The inability of the individual to fulfil these needs may lead to a feeling of discouragement. Job title and responsibilities, praise, merit, pay increase, peer supervisory, recognition and competent management are all important factors in satisfying the ego needs in an educational setting.

Self-actualization needs are the high need level in the Maslow's hierarchy of needs framework. It is also referred to, as 'self-fulfilment' need. Maslow (1954) defined self-actualization as "the desire to become more and more what one idiosyncratically is, to become everything one is capable of becoming". It concerns the need to maximize the use of one's skills and abilities to realize one's potentialities for continued self-development, for being creative in the broadest sense of the term. People with dominant self-actualization seek challenging assignments that allow for the use of one's creative or innovative talents, and provide opportunities for personal growth and advancement. Maslow was of the view that satisfying the self-actualization need is possible only after the fulfilment of all other needs.

Thus the assumption in Maslow's hierarchy of needs for workers or employees in an organisation is that once the needs are met or satisfied, they start to agitate for higher needs. In the case of technical educators in tertiary institutions, the theory would predict that only after the lower needs have been satisfied will the technical educator seek satisfaction from

work itself. Therefore Maslow's hierarchy of needs became imperative to this study in view of the fact that the ability to identify and provide the needs of technical educators, enhance their morale, promote job satisfaction, commitment, job performance and positive attitude among them in the discharge of their various responsibilities to students is crucial to the achievement of the institutional goal.

Maslow's theory of needs emphasizes human satisfaction based on needs which are sometimes centred on gratification, but not all human needs give immediate gratification. Some are instrumental to the attainment of other essential needs that could be more satisfying than temporary gratification. For instance an enabling environment for work may not practically gratify or provide the immediate needs of workers but could be instrumental to the attainment of basic needs and thus gratifying on the short or long run. This, however is based on expectations. Economists believe that human wants are insatiable yet man keeps working in expectation of getting satisfied someday. An individual gets dissatisfied with a particular activity or function when the expectations thereof are not forthcoming. This perhaps is what Maslow's theory of needs failed to put in focus which the expectancy theory of Vroom tries to address.

Expectancy Theory (Victor H. Vroom – 1964)

One theory which is essential for the understanding of job satisfaction is expectancy theory of motivation. Expectancy theory was propounded by Victor H. Vroom in 1964. The theory proposes that an individual will decide to behave or act in a certain way because they are motivated to select a specific behaviour over other behaviours due to what they expect the result of that selected behaviour will be. The expectancy theory explains the behavioural process of why individuals choose one behavioural option over another. It emphasises the need for the organization to relate rewards directly to performance and to ensure that the rewards provided are those rewards deserved and wanted by the recipients. The theory further explains that the individuals can be motivated towards goals if they believe that: there is a

positive correlation between efforts and performance, the outcome of a favourable performance will lead to an outcome which will result in a desirable reward that will satisfy an important need, and/or the outcome satisfies their need enough to make the effort worthwhile.

Vroom introduced three key variables within the expectancy theory which are expectancy (E), instrumentality (outcome) (I), valence (V). Expectancy: Effort \rightarrow performance (E \rightarrow P) is the belief that one's efforts (E) result in the attainment of desired performance (P) goals. In other words, expectancy is a person's subjective belief that a particular course of action will be followed by a high positive outcome or goal.

Instrumentality: Performance \rightarrow outcome (P \rightarrow O) is the belief that a person will receive a reward if the performance expectation is met. This reward may present itself in form of a pay increase, promotion, recognition or sense of accomplishment. It therefore means that if one performs well that a valued outcome will be received. The degree to which a first level outcome will lead to the second level outcome that is if one does a good job, there is something in it for the worker. This is affected by such things as:

- i. Clear understanding of the relationship between performance and outcomes. For example, the rules of the reward game.
- ii. Trust in the people who will take decisions on who gets outcome.
- iii. Transparency of the process that decides who gets the outcome.

Valence (V) (R) outcome \rightarrow reward): This is the degree of attractiveness or desirability that an individual attaches to a reward. Since individuals assign different preferences or value to such outcomes as pay, good working conditions, achievement and promotion, valence is defined when they indicate what they want from the job. Hence, valence refers to effective orientation towards particular outcomes and outcomes can be positive or negative in valence. If an outcome has a positive valence, this means that an

individual would like to achieve it, while an outcome with negative valence is one that a person would not like to attain.

Therefore the three key variables or elements are important before choosing one element over another because they are clearly defined: effort-performance expectancy (E>P expectancy) and performance-outcome expectancy (P>O expectancy).

E > P expectancy: Our assessment probability that our effort will lead to the required performance level.

P > O expectancy: Our assessment of the probability that our successful performance will lead to certain outcomes. Expectancy theory predicts that employees (technical educators) in an organization (tertiary institution) will be motivated when they believe that:

- i. Putting in more effort will yield better job performance
- ii. Better job performance will lead to organizational rewards, such as increase in salary or benefits.
- iii. These predicted organizational rewards are valued by the employees in question.

In order to enhance the performance-outcome tie, managers should use systems that tie rewards closely to performance. Managers also need to ensure that the rewards provided are deserved and wanted by the recipients. In order to improve the effort-performance tie, managers should engage in training to improve their capabilities and improve their belief that added effort will in fact lead to better performance. This theory became imperative for this study in that workers expect to earn income commensurate with their efforts.

This theory is built upon the idea that motivation comes from persons believing they will get what they want in the form of performance or reward.

Valence of outcome x Expectancy act will result in outcome (instrumentality) = Motivation Force.

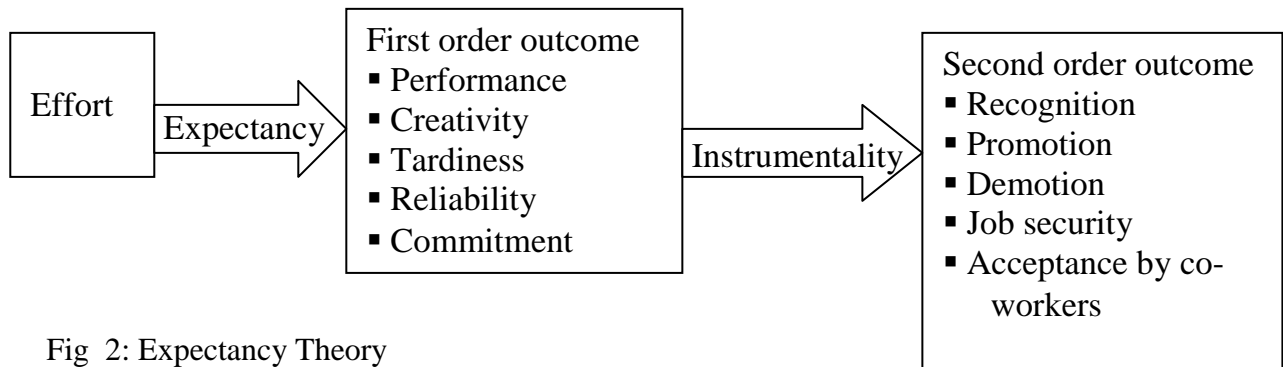


Fig 2: Expectancy Theory

Source: Owenbiugie (2015:42)

The first order outcome is the behaviour that results directly from the effort an employee (technical educator) expends on the job. The second order outcome is anything good or bad that occurs as a result of the first order outcome.

Additionally, in a capitalist society, every effort put into action is geared towards profit making or specific rewards. This applies to both the employer and employee. Every organization operates based on policies; people are employed in line with policy and are expected to work in accordance with the provision of the policy. This creates obvious expectations from both parties. The Expectancy theory centres on performance and reward and vice-versa but fails to picture into the fact that sometimes, employees put in so much effort with high expectations of rewards based on policy but are not rewarded immediately. Sometimes the expected rewards are kept in promises which are never fulfilled. On the other hand, employers sometimes invest so much in the employees expecting high productivity within a targeted time frame. It does not pay off all the time. When such happens, a new chapter less anticipated will be opened. This will automatically create gaps in the organization which expectations cannot address. The gaps could result in frustration and aggression; indices that do not promote productivity. This perhaps, is the major weakness of the Expectancy Theory which necessitated the use of Frustration Aggression theory in order to address this weakness.

The Frustration Aggression (F-A) Theory

In 1939, Dollard, Doob, Miller, Mowrer and Sears postulated the frustration aggression theory which states that “the occurrence of aggressive behaviour always presupposes the existence of frustration and contra wise, that the existence of frustration always leads to some form of aggression. In other words, the theory represents the assumption that aggression is the outcome of frustration and that in a situation where the legitimate desires of an individual are denied either directly or by the indirect consequence of the way the society is structured, the feeling of disappointment may lead such a person to express his anger through violence that is directed at those he holds responsible or people who are directly or indirectly related to them.

Frustration in this context means the failure of a wish. In other words, it is about the failure of an expected satisfaction or the failure to reach an intended target achievement. At times, however the term frustration is used to refer, not only to the process of blocking. Consequently being frustrated means that both one’s access to reinforcers is being thwarted by another party (or possibly by particular circumstances) and that one’s reaction to this thwarting situation is one of annoyance.

Furthermore, Dollard et al (1939) specified that the motivational strength toward aggression is a function of:

- a. The reinforcement value of the frustrated goal response.
- b. The degree of frustration of this goal’s response.
- c. The number of frustrated response sequence.

The first two of these proportions are straight forward. Aggression potentiating annoyance is seen to increase with this incentive that could be obtained or the aversion that could be terminated by the blocked goal reaction. Also, frustration can be incomplete, and thus a goal reaction can be partially completed. The third proposition is less direct, however.

Therefore, it is meaningful only if it is assumed that frustration induced annoyance is cumulative. It is apparently held that 'aggressive drive' resulting from frustration is somehow maintained within the organism and adds up to a level at which an otherwise tolerable frustration evokes aggression. Dollard et al were, in fact, very explicit about the assumed cumulative effect of aggression forces. They posited that the strength of a hostile or aggressive reaction depends in part on the "amount of residual instigation from previous or simultaneous frustrations". "Minor frustrations" they suggested, add together to produce an aggressive response of greater strength than would normally be expected from the frustrating situation that appears to be the immediate antecedent of the aggression. Frustration aggression theory appears to be the most common explanation for violent behaviour stemming from inability to fulfil needs (dissatisfaction). Such violent behaviours include strike actions, vandalization of oil pipelines, kidnapping among others. This theory became imperative to this study because the various strike actions embarked upon by educators in tertiary institutions in Nigeria in the past years and the current threatening of another strike action are pointers or signs of unfulfilled needs.

Theoretical Studies

Various theoretical studies relevant to the present study have been reviewed as follows:

Job Satisfaction and Job Performance

Job satisfaction has become one of the most favourite areas of research particularly in today's world where corporate institutions are concerned over its impact on the overall performance of the organization. Job satisfaction of employees within the scope of the organization is one of the determining factors that improve the performance of employees. Someone tends to work energetically if satisfaction can be gained from his work (Shahab & Nisa, 2014). Organizations both in the private and public sector across the globe rely on their

workforce for optimum productivity which will in turn result in organization efficiency. Successful organizations know that employee satisfaction and performance is crucial. Such organizations depend on high performance of their employees to meet their objectives.

Job satisfaction has been mostly used as an indicator for performance in terms of reducing absenteeism, turnover and increasing productivity in the work place (Judge, Thoresen, Bono & Patton, 2001). Totterdell, Wood and Wall (2006) maintained that scholars have also connected job satisfaction to improving the health and well being of workers. Job satisfaction of academics plays a significant role for some reasons. Firstly, an understanding of the factors involved in job satisfaction is crucial to improving the happiness of workers and secondly, understanding whether academics are satisfied or dissatisfied with their work can lead to improvements and innovations in their teaching (Duong, 2013).

In this case, the need for ensuring educators' job satisfaction becomes a matter of necessity to every institution. Arikewuyo (2012) stated that institutions of higher education are commonly seen as official institutions well-known by the public with the mandate to enrich awareness, rich philosophies and epitomes. Brahmasari and Suprayetno (2008) maintained that job satisfaction of employees is a key driver of work performance in supporting the achievement of corporate objectives. Hence, employer's ability to comprehend employee's satisfaction as it relates to schedules and daily responsibilities will impact greatly on employee productivity and performance.

Furthermore, there has been a great deal of research conducted on how organizations can become more competitive and profitable (Shmalian, 2016). Dessler (2011) stated that, for organization to achieve their strategic aims and keep their competitive advantage, their employees must perform at high levels. Job satisfaction is also described as how contented an individual is with his or her job (Aziri, 2011). Singh and Jain (2013) viewed job satisfaction as a collection of positive and/or negative feelings that an individual holds toward his or her job. They further stated that job satisfaction is the amount of pleasure or contentment

associated with a job. According to Inuwa (2016), job satisfaction can be perceived as feelings of accomplishment and how successful an employee is on his/her job which can have a direct relationship on employee performance as well as his or her well being. Examining job performance as a concept can be done in a number of ways. Job performance is defined as a set of behaviors which a person shows in relation to his or, in other words, amount of efficiency gained due to the person's job type (Dizgah, Chiegini & Bisokhan, 2012). Jauhari, Dewata and Ismuhadjar (2016) also viewed job performance as the result of work accomplished by someone both in quality and quantity in carrying out their duties in accordance with the responsibilities assigned to him through the available resources within a specified time period.

The relationship between job satisfaction and job performance has been of great interest to researchers for a very long time. Researchers in the past have examined a number of elements that can affect job performance. Al-Ahmad, (2009) showed that a crucial element is employees satisfaction with their job. A study conducted by Brahmasari and Suprayetno (2005) on the influence of work motivation, leadership and organizational culture toward employees' satisfaction and its impact on corporate performance (a case study in PT. Pei Hai International Wivatama Indonesia), evokes that job satisfaction has a positive and significant influence on job performance. This means that high job satisfaction of the employee will be able to improve the performance. Similarly, Pushpakumari, (2008) in a study on the impact of job satisfaction on job performance found that there exists positive correlation between job satisfaction and performance of employees. In the same vein, Gu and Siu (2009) in their study on drivers of job satisfaction as related to work performance in Macao Casino Hotels noted that there is also a strong connection between being satisfied with their job and their performance. Additionally, Hussin (2011) in a study on the relationship between job satisfaction and job performance among employees in Tradewinds Group of Companies in Klang Valley reported that job satisfaction surely contributes to increase in the job

performance. On the same note, Baruah and Barthakur (2012) did a study on employees' attitude, performance and satisfaction in non-governmental organization (NGO) in Assam and found that there is positive correlation between job satisfaction and performance.

Similarly, Shahab and Nisa (2014) in studying the influence of leadership and work attitudes towards job satisfaction and performance of employees at Konawe Hospital in South East Sulawesi-Indonesia found that job satisfaction has a significant and positive influence on employee performance. Moreover, in the work of Vermeeren, Kuipers and Steijn (2014) in a study aimed at the observation of the affiliation concerning public organizational performance and workers management with specific emphasis on job satisfaction as a credible indicating variable between organizational performance and human resource management found that job satisfaction is positively related to employee performance. In the same vein, Raza, Rafique, Ali, Mohsin and Shah (2015) also conducted a study with the goal of probing the connection between job satisfaction and sales representative's performance with adaptive selling deeds of organizations, the study revealed that there is a strong association of sales person performance and job satisfaction.

In addition, a study carried out by Bakotic (2016) on the relationship between job satisfaction and organizational performance in Croatian Companies showed that there is a strong connection between job satisfaction and organizational performance. A study by Inuwa (2016) on job satisfaction and employee performance found that there is a positive and significant relationship between job satisfaction and job performance. Supporting the above, Shaju and Subhashini (2017) carried a study on the impact of job satisfaction on job performance of employees working in Automobile industry in Punjab, India and found that there exists a weak correlation between job satisfaction and performance of employees. The implication of the above findings is that a satisfied employee is believed to have a higher performance level than his unsatisfied counterpart.

Conversely, Zeffane and Al-Zarooni (2008) in their study on the influence of empowerment, commitment, job satisfaction and trust on perceived manager's performance, revealed that job satisfaction does not have direct impact on performance. In the same vein, Aziri (2011) in his study revealed that there is no strong nexus between job satisfaction and employee performance. He further asserted that an employee with a high level of job satisfaction may not necessarily have a higher level of performance.

For the technical educators in tertiary institutions in Nigeria where this study is being carried out, the issue of job satisfaction has a great role to play in relation to their job performance. Job satisfaction is such a psychological attribute whose contribution to the concept of employee performance cannot be over emphasized. A satisfied employee is a happy worker and as such would have an emotional bond with the organization, take pride in their membership and these would pave the way to keep up industrial integrity, high morale and performance.

Job satisfaction is a psycho-emotional attribute that manifests in organizational personnel relationship and productivity. It is sometimes individual- based as some people may express satisfaction while others may not in the same organizational setting. It becomes very critical when it is a collective disposition. Job satisfaction is a product of several factors which influence performance of those involved. Employers and employees are both involved in the expression of job satisfaction. Employer may express job satisfaction of the employee when the expected outcome from the investment is met but show dissatisfaction when the reverse becomes the case. This disposition of the employer can only be meaningful when the motivational indices such as enabling environment, availability and adequacy of facilities, harmonious relationship and enhanced welfare package for the personnel are provided.

On the other hand, job satisfaction can be seen on the part of the employees who are the key actors and influencing force of organizational productivity. Employees express satisfaction in their job through their performance. When satisfied, they carry out their roles

with relative joy and passion and desire minimal supervision and monitoring to excel in productivity. However, when facilities are not adequately provided, promises made by employer not kept and expectations not met, dissatisfaction sets in leading to contrary results. In other words, job performance is dependent on many factors such as environment, management, relationship, leadership style, policy of the organization and interest, among others, which sometimes interplay to determine employees performance. This is not isolated or detached from technical educators in tertiary institutions.

Commitment and Job Performance

Commitment to job has been regarded as one of the important constructs that aid performance. Practitioners and researchers stress the importance of a loyal committed workforce and that individuals who are committed represent a more stable, consistent body of employees who will exert effort when work conditions are not ideal (Clark, 2005). Researchers in management field have long believed that organizational goals are unattainable without the enduring commitment of members of the organization (Tella, Ayeni & Popoola, 2007). Yiing and Ahmad (2009) stated that organizational commitment has been linked both theoretically and empirically to performance. Dirani (2009) suggested that organizational commitment is a significant factor that affects employees' output, and a vital indicator for performance. Additionally, organizations increasingly rely on their human capital (knowledge workforce) to give them a sustainable competitive edge by being able to respond, adapt or change to keep pace with rapid technological advancement, educational advancement, workforce diversity and organizational restructuring. The success of an organization (tertiary institutions inclusive) does not only depend on motivation, high pay or training but also on how committed employees are to the organization.

Furthermore, higher educational systems all over the world depend heavily on teachers for the execution of their programmes, and Nigeria as a country is not an exception. Particularly, committed teachers can attain a very high level of effective performance in the

discharge of their duties but when teachers are less committed to their job they tend to look for other opportunities. The implication of this is that performance will be poor as low commitment cannot create a good, reliable, high and effective performance. Hence in tertiary institutions, the commitment of teachers and technical educators in particular is crucial to the achievement of the institution's goals.

The concept of commitment has attracted considerable attention as an attempt to understand the intensity and stability of employee dedication to work. Chen and Hseeh (2006) viewed commitment as a bond between an employee and the employer. They further stated that the more favourable an individual's attitude towards the institution the greater the individual's acceptance of the goals of the organization, as well as their willingness to exert more effort on behalf of the organization. Similarly Affum-Osei, Acquah and Acheampong (2015) defined commitment as a bond or linkage of the individual to the organization which makes an individual to identify with a particular organization. Therefore, technical educators commitment is the bond or linkage or the strength of responsibility and feeling towards the mission of the institution where one is working.

Several researchers (Hafiz, 2017; Sheng, 2014; Folorunso, Adewale & Abodunde, 2014) have recognized three dimensions of organizational commitment: affective, normative and continuance. These three dimensions of commitment correspond to emotional feeling of obligation and/or economic reasons of a person. On the other hand, the job performance as defined by Hussin (2011) is the set of behaviours that are relevant to the goals of the organization or organizational units in which a person works. Bayasgalan (2015) described job performance as achieving goals of the organization in which a person works. Additionally technical educator's job performance is viewed as how a technical educator executes the teaching and learning activities in his institution. Therefore, the job performance of technical educators is of great importance because good quality tertiary education is an important avenue toward producing the technical manpower needed for technological development

through the impartation of skills, knowledge and attitudes. For any nation to advance technologically, its higher education system must develop skills, knowledge and attitude this can only be possible if its technical educators are adequately motivated.

The issue of the effect of commitment on job performance is of great importance. Research findings on this have different views, some positive, some negative while others are mixed. Chen, Silverthorne and Hung (2006) carried out a study on the relationship between organizational commitment, communication and job performance. Their research findings indicated that there is a positive relationship between organizational commitment and job performance. Similarly a study conducted by Chughtai and Zafar (2006), among university teachers in Pakistan found that organizational commitment dimensions (affective, normative and continuance) have positive and significant relationship with employee performance. In addition, Khan, Ziauddin, Jam and Ramay (2010) examined the relationship between organizational commitment and employees' job performance in public and private oil and gas sector of Pakistan. The result showed a positive relationship between organizational commitment and employee's job performance.

Furthermore, Qaisar, Rehman and Suffyan (2012) in studying the effect of organizational commitment dimension on employees' performance among Pakistan police officers found organizational commitment dimensions (affective, normative and continuance) jointly and independently predicted Pakistan police officers' performance. In the same vein, Negin, Omid and Ahmad (2013) did a study aimed at examining the impact of organizational commitment on employees' performance among the Meli Bank staff. The result revealed that organizational commitment dimensions; affective, normative and continuance have positive and significant relationship with employee's job performance. Also providing direct support to the above, Berberoglu and Secim (2015) carried out a study on organizational commitment and perceived organizational performance among health care professional from a private

hospital in Northern Cyprus. The study revealed a positive significant relationship between organizational commitment and perceived organizational performance.

Contrary to the above findings, Meyer, Stanley, Herscovitch and Topolnytsky (2002) in studying affective, continuance and normative commitment to organization, a meta-analysis of antecedents, correlates and consequences found that organizational commitment was not related to performance. In addition, Jing and Zhang (2014) conducted a study on impact of work stress and organizational commitment on University faculty's task performance and effectiveness in Mainland China. The result revealed that organizational commitment has no significant relationship with performance.

However Clark (2006) has a mixed view on the relationship between job commitment and job performance. In his study on the commitment and network performance in United Kingdom based health care units he found that affective and normative commitments have positive effect on performance while continuance commitment has a negative relationship with performance. The finding that continuance commitment has a negative relationship with network performance suggests that the relationship between commitment and performance within the network is certainly not straight forward.

Therefore, from the above, there are inconsistencies in the results or findings of researchers on the effect of commitment on job performance. Furthermore, commitment to job by employees is a product of various indices which interplay to create a friendly working environment or atmosphere. The indices could range from fat pay-packet, good relationship between employer and employee, staff development strategies, rewards, freedom to bring initiative and creativity and many others. These become more prominent in tertiary institutions that focus on the development of people for the advancement of social life and the society at large.

However, in Nigeria, the above indices seem not to be practically realistic. People, especially technical educators, complain of inadequate provision of tools, equipment, training

materials for practical activities. Salaries are not regularly paid, promotions not given as and when due, when done, in most cases, it is notionally done: that is- promotion without financial attachment. This describes a detestable relationship between employer and employee which goes on to affect commitment as well as performance. When all the parameters for measuring commitment are negatively affected, what will be the outcome? In most cases, technical educators combine private job with institutional job, showing more commitment to their private job, for the sole reason of surviving in a harsh economic oriented environment. In such a situation, commitment becomes a mere concept in book but practically not functional; affecting negatively their performance. According to Tinu and Adenike (2015), Nigerian tertiary institutions, including technical educators, embark on industrial actions regularly due to dissatisfaction and thus poor commitment and performance. This may potent grave dangers in the social-economic system if proper attention is not given to it.

Attitude to Work and Job Performance

Attitude to work and job performance are crucial factors that influence the achievement of the goals and objectives of any organization. Susanty, Miradipta and Jie (2013) defined attitude to work as a mindset or tendency to act or behave in a certain way at the workplace as a result of an individuals' experience as well as personality. Attitude to work plays a vital role and function in influencing the work behaviours of employees in organizations. Therefore, the need to understand, measure and enhance employees attitude to work is significant for an organization's performance. The performance level of an employee has constantly been a tasking challenge in management of organizations including tertiary institutions (Inuwa, Mashi & Salisu, 2017). Adopting effective ways to motivate educators to achieve and deliver higher job performance as well as increase teaching and learning is the main objective of tertiary institutions (Hettiararchchi & Jayarathna, 2014). They further

stated that job performance of the educators in tertiary and vocational/technical education sector is really important and that it is instrumental to the growth of the sector.

In addition, educators in tertiary institutions are the major business resources that facilitate teaching and learning, hence the institutions effectiveness and efficiency depends on how effective and efficient they are. A high level of effectiveness and efficiency on the part of these educators will translate to a high level performance of the institutions they represent. In order to boost technical educators performance in tertiary institutions, understanding the level of educators attitude towards their assigned tasks and responsibilities will help managers of such institutions in carrying out their collective responsibilities more effectively. Harrison, Newman and Roth (2006) also stated that these employee attitudes are related to different aspects of human life most importantly the job one is involved in. They maintained that these attitudes are rooted in the mind and come out from the behaviour of the employee. Audra (2007) asserted that such employee's attitude has a potential to impact the individual work performance. She further stated that attitude to work affects educators reactions to others, including colleagues, supervisors and students; attitude affects perception on one's job and one's value to the institution. If a technical educator's work task involves collaboration with others, his attitude can affect the overall performance of the institution.

Furthermore, Browne (2018) opined that many studies have shown a strong relationship between employees' attitude to work and job performance, and that good attitude to work enhances performance while bad attitude or work habits create enough interpersonal dissonance which negatively affects workplace productivity. Abdulsalam and Mawoli (2012) asserted that the deteriorating level of employee performance as a result of their attitude to work in Nigerian tertiary institutions is fast becoming a serious threat to its survival which needs to be addressed urgently. This deteriorating level of educators performance might be as a result of government failure in developing countries like Nigeria to improve on the work conditions of these educators at the tertiary level (Tessema, Tesfayohannes-Beraki, Tewolde

& Andemariam, 2015). Randhawa (2005) in studying the relationship between attitude to work and job performance found that attitude to work is significantly related to job performance. In addition, Chih, Yang and Lu (2008) did a study on leadership and leadership effectiveness in maintenance of military airplanes and found that, a positive attitude to work results in higher performance. This implies that attitude to work is significantly correlated with job performance.

Similarly, a study conducted by Mowday, Porter and Steers (2013) on the employee-organization linkages, found that most employees of today have a high degree of job dissatisfaction which creates attitudes that are undesirable on the job and in turn degenerates their performance in their workplace. Sulaiman, Almsafir and Ahmad (2013) also carried out a study with the aim of investigating the nexus between competency and attitude on attaining organizations vision and found that there is a positive relationship between attitude to work and employee job performance. In the same vein, Khan, Dongping and Ghauri (2014) in a related study on the impact of attitude on employees performances: a study of textile industry in Punjab, Pakistan found that attitude to work positively affects job performance of employees.

Conversely, the findings of Susanty, Miradipta and Jie (2013) is contrary to the above findings. In their study of the analysis of the effect of attitude towards work, organizational commitment and job satisfaction on employee's job performance, they found that there is no significant relationship between attitude to work and job performance. Supporting the above finding, Ahmad, Ahmad and Shah (2010) conducted a study on the relationship between job satisfaction, job performance, attitude towards work and organizational commitment among employees of advertising agencies and found that there is no significant relationship between attitude towards work and job performance. The probable reason for these findings is that the employees have little interest in their work. They want to increase their productivity not because they like the job but because they want to get more money.

Therefore, tertiary institutions where technical education programmes are carried out is not an isolated institution from other organizations in the society. Teachers here (technical educators) also share the same experiences as people in other walks of life. Technical educators need motivation, incentives and an enabling environment in order to function effectively and efficiently. They show emotional and psychological feelings such as satisfaction, commitment and attitudes which can either be positive or negative depending on the environment, provision for the job and the attitude of the employer to them. Such experiences should even be more felt by technical educators due to the peculiar job of developing learners in special skills and attitudes for the advancement of technology in the society.

Job Satisfaction, Commitment, Attitude to Work and Job Performance

Employees are among the most important determinants and leading factors that affect the success of an organization (including tertiary institutions) in a competitive environment. Besides that, if managed properly employee satisfaction, commitment and attitude towards work can lead to immense benefits such as increased effectiveness, performance, productivity and decreased turnover and absenteeism at both the individual and organizational levels (Fiorita, Bozeman, Young and Meurs, 2007). Job satisfaction, commitment and attitude to work acting in combination are crucial to service delivery (performance) in both private and public sector. In this study, the job satisfaction, commitment and attitude to work of the technical educators is very important as it will enhance or hinder the accomplishment of the tertiary institutions goals.

Job satisfaction describes how happy an individual is with his or her job. Ahmad, Ahmad and Shah (2010) noted that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. The happier the individual, the higher is the level of job satisfaction. Job satisfaction and dissatisfaction not only depends on the nature of the job, it also depends on the expectations of what the job supplies to an employee

(Al-Hussami, 2008). Udeh (2015) stated that job satisfaction is an attitude toward work-related conditions, facets or aspects of the job. Feinstein (2000) maintained that it is an important element for organizational/institutional perspective, as it leads to higher organizational/institutional commitment of employees and high commitment leads to overall organizational/institutional success and development. Commitment on the other hand is a feeling of dedication to one's employing organization, willingness to work hard for that organization (Susanty & Miradipta, 2013). Sharma (2015) stated that commitment is a factor that promotes the attachment of an individual to an organization. Employees are regarded as committed to an organization when they devote considerable effort in achieving organizational goals. Sharma and Bajpai (2010) asserted that effort exerted by employees with high levels of commitment would lead to higher levels of performance and effectiveness of both individual and organization.

In addition, Onzima (2011) viewed attitude to work as an umbrella expression toward one's job covering such concepts as preference, feelings, emotions, beliefs, expectations, judgements, appraisals, values, principles, opinions and intentions. A positive attitude toward work can lead to job satisfaction, commitment and high performance. Linz (2003) maintained that job satisfaction is influenced by attitude toward work and organizational commitment. She further stated that it is assumed that positive attitude towards work and greater organizational commitment increases job satisfaction which in return enhances performance of the individual.

According to Oyeniyi, Adeyemi and Olaoye (2017), job performance is productivity that expresses the quantity, quality and contribution of a job. Tertiary institutions need highly performing individuals in order to meet their goals and deliver services that they specialize in. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Kanfer and Acherman (2005) stated that showing high performance when accomplishing tasks results in satisfaction, feelings of self-efficacy and

mastery. In addition, Vanscotter, Motowidlo and Cross (2000) maintained that career opportunities for individuals who perform well are much better than those of moderate or low performing individuals. Similarly Abbas and Yaqoob (2009) asserted that educators job performance is the key edifice of tertiary institutions.

Furthermore, the relationship among job satisfaction, commitment, attitude to work and job performance is not a casual one and so must be taken seriously by any organization/institution that wants to maintain competitive advantage over time. Over the years, several studies have been carried out on the relationship between job satisfaction, commitment, attitude to work and job performance and the results of these studies vary. Demirer, Gures and Akgul (2010) carried out a study that examined the influence of individual and organizational factors on sales persons' work attitude in travel agencies on organizational commitment and job satisfaction and found that job satisfaction predicted performance on the job, while commitment showed no prediction on performance on the job. In the same vein, Susanty and Miradipta (2013) in their study on the effects of attitude toward work, organization commitment, job satisfaction on employee's job performance the result showed that attitude toward work have a positive but not significant effect on employee's job performance, while commitment and job satisfaction have positive and significant effect on job performance.

Additionally, Imran, Arif, Cheema and Azeem (2014) in studying the relationship among job satisfaction, job performance, attitude towards work and organizational commitment, the result revealed that there is a strong positive relationship between job satisfaction and performance while commitment has a strong positive relationship with performance and attitude towards work. The study also found a significant impact of commitment on job satisfaction. Therefore, aspects that place the grounds for high performance must be scrutinized critically by the institutions for them to succeed.

Performance Indicators

Employer and employee have expectations; in this study also, the government (employer) and the technical educators (employee) have expectations. The expectations are usually expected to be met. When the desired outcomes are not met, it results in dissatisfaction, discontentment, low commitment, poor attitude to work, poor performance and thus low productivity. In most cases, it leads to conflict of interest and industrial actions. In every organization including tertiary institutions where technical educators work, there are principles, ethics, norms and conditions of service integrated into what is referred to as organizational policy. The expectations of both the government and the technical educators are tied to the policy with definite definitions of what should be expected. These definitions should be the indices or indicators of satisfaction, commitment, attitude to work and performance. When the indicators seem not to be functional, counter expectations and counter productivity (performance) becomes inevitable. The indicators of performance on the job, especially for technical educators could make or mar the expectation of the government and, by extension, the achievement of the goals of setting up tertiary institutions. These performance indicators on the job for technical educators include:

Organization and Administrative Policies

Tertiary institutions which interchangeably is referred to as organization, should have policies that are clear and apt as this can be a source of joy for employees. This will lead to high level of job performance but if the policies are unclear and unnecessary, the reverse would be the result. Parvin and Kabir (2011) stated that employers can increase performance in this area by making sure that her policies are fair and apply equally to all. He further maintained that printed copies of such policies as well as the procedure manual should be made easily accessible to all members of the organization. If such an organization does not have written policies, one should be created, soliciting staff input along the way. If you already have written policies, consider updating it (again, with staff input). This staff input

will create a feeling of belongingness and it will enhance job performance. Also there is the need to compare your policies with international practices and standards with a view to fishing out policies that are unreasonably strict and penalties that are too harsh. Such comparison will bring about a balance that will create a good working relationship between the government and the technical educators which will in turn enhance performance.

Work Environment

The work environment has a tremendous effect on the performance of employees. Employers should ensure that the work environment of their employees are conducive enough to enable these employees carry out their duties as this will enhance performance. Owenbiugie (2015) opined that employers should do everything they can to keep their equipment and facilities up to date. He maintained that even a nice chair can make a world of difference to an individual's psyche, and as much as is possible, employers should avoid overcrowded and cramped work environment. Each employee should be provided with his or her own personal space, whether it be desk, a locker, or even just a drawer. The work environment of technical educators in tertiary institutions are not just for ephemeral satisfaction, but should be endearing for making the technical educators effective and efficient.

Regardless of its talents or potentials, a caged eagle can at best only conform to the dimensions of its cage. But when it is released, no one needs shout encouragement to it to soar. By the same token, when unleashed from the shackles of bureaucracy, when freed from the confines of an operational prison, eagles study their surroundings, spread their wings and fly. (Clark, 2005 p. 43).

The implication of this for technical educators is that, regardless of their talents or potentials, when the work environment is poor, they are like caged eagles which can at best conform to the dimension of their cage and so they cannot be effective and efficient in carrying out their duties hence low productivity. However, when the work environment is

good and conducive, it will result in satisfaction, commitment and positive attitude on the part of technical educators. When this happens, technical educators will carry out their duties effectively and efficiently, soaring high in performance of their duties in the various tertiary institutions where they work because they are like the eagles that study their surroundings (environment), spread their wings and fly.

Furthermore, technical educators are to some extent caged by policies on the development of infrastructures that enhance performance in professional activities. For instance, the technical facilities that should promote skill development, which is the major concern of technical educators, are usually not adequate and appropriate for contemporary skill development. Technical educators are therefore compelled to operate within the confine of limited available facilities even when the technical needs of the learners go beyond it.

In addition, some institutional leaders adopt some leadership strategies that inhibit the freedom of educators in exploring ways of gaining work satisfaction. The social environment sometimes spell threat to technical educators due to some restrictions tied to inadequate funding and other related issues. Such developments allow technical educators to work with dissatisfaction due to environmental limitations.

There is no gain-saying the fact that work environment of the technical educators will have a psychological effect on them which will in turn affect performance and productivity. If the working environment under which technical educators operate is not conducive, their productive full potentials will not be utilized and this could be demoralizing and frustrating, which could also lead to poor performance. The specific attributes such as staff office, good table, chair, lighting, proper ventilation, tools, equipment, workshops, training materials for teaching, constitute symbols of status denoting a hierarchy of importance and will in no small measure lead to job satisfaction, commitment to job, positive attitude to job, and of course improved job performance.

Leadership Pattern

The leadership pattern exhibited by an employer towards an employee in an organization is an attitude that can increase or decrease employees' job performance. A leadership pattern where the employer is not friendly with the employee leaves a gap, and if such gap is not closed it can affect performance of the employee negatively. Allen, Grigsby and Peters (2015) stated that developing a beneficial relationship with your employees is a display of inherent leadership, because it is a focus on building up the people around you to grow and eventually become leaders themselves. He further maintained that this new idea of leadership that focuses more on collaboration and encouragement rather than just giving orders, is a key to developing and maintaining strong relationship with your employees. This will lead to increase in their job satisfaction, commitment and performance.

In the same vein, Azim, Haque and Chowdhury (2013) found that employee performance is increased when the employer is friendly, understanding, listens to employees' opinions, shows interest in them and offers praise and recognition for good performance. Employee centeredness is seen as a sign of good leadership pattern which is commonly manifested in ways such as checking to see how well the employee is doing, providing advice and assistance to him/her, and communicating with the employee at personal as well as official level. In addition, Clark (2005) found that participative climate created by the employer has a more substantial effect on workers' performance than does non-participation.

Supervision is another leadership pattern that exhibits the attitude of employers towards employees, which can affect the performance of employees. A number of studies have linked supervision with job performance of employees. Demato and Curcio (2004) in their study found that supervision is linked with job performance. By implication, supervision positively predicted school counsellors' career performance. Owenvbiugie (2015) carried out a study and found a positive relationship between supervision and performance. Chief executives/managers/supervisors in using expectancy theory (which is one of the theories for

this study) in their supervisory role argue that if a worker performs a particular task, he will earn a particular reward. The expectancy model holds that job satisfaction and commitment follows effective job performance rather than the other way round.

Most employees sincerely want to do a good job, however when employers set unclear, unachievable goals and standards for their employees in order to seek maximum productivity, the job performance of such employees' may be affected negatively. Robbins and Judge (2009) conducted a study and found that it is important that employers set clear, achievable goals and standards for each position, and make sure that employees know what those goals and standards are. In order to ensure achievement of goals and standards in any organization, employers should establish a set means of employees' evaluation and feedback and such evaluation and feedback should be made known to the employees regularly and timely to enable them know how they are doing so that no one feels singled out. All these will increase and enhance employees' job performance. Hence for technical educators in tertiary institutions, a friendly relationship between them and their employers (government), good supervision, setting up of clear, achievable and standard goals as well as establishing a set means of evaluation and feedback will enhance their job performance levels.

Pay and Promotion

Wages and salaries are recognized as a factor in employees' job performance level. Azim, Haque and Chowdhury (2013) opined that wages and salaries are recognized to be significant but cognitively complex and also multi-dimensional in job satisfaction, commitment and performance. Wages and salaries paid as and when due has a positive effect on overall performance of employees. Conversely, when employees are underpaid or not paid as and when due it can have a negative effect. Additionally, Suleiman (2013) asserted that money remains the most significant motivational strategy to achieve greater productivity. Money not only helps people fulfill their basic needs but also is instrumental in providing upper-level needs satisfaction. Employees often see wages and salaries as a reflection of how

management views their contribution to the organization (Azim, Haque & Chowdhury, 2013).

Several findings indicate that remuneration impacts on job performance. Okpara (2004) in his study found that pay is significantly related to job performance of bank managers in Nigeria. Similarly, Xesha, Iwu, Slabbert and Nduna (2014) found that financial incentives will get people to do more of what they are doing. In other words, financial incentives increase productivity.

Also lack of career growth and advancement is another reason why workers perform poorly on their jobs. Promotion has been recognized as a factor in employees' job performance (Blau & De Varo, 2007). Promotions are also an important aspect of a worker's career and life, having a varying effect on job performance. Furthermore, Kosteas (2009) stated that promotion constitutes an important aspect of workers' labour mobility most often carrying substantial wage increases. Employees who feel stuck in their job positions are less motivated to maintain high level of productivity than those who do not. Workers feel valued when employers include them in their long-term plans and show their appreciation through promotions. In addition, promotions provide opportunities for personal growth, more responsibilities and increased social status. Employees who perceive that promotion decisions are made in a fair and just manner are likely to exhibit higher level of performance (Azim, Haque & Chowdhury, 2013). In the same vein, Owenvbiguie (2015) did a study and found that business educators who received promotion are more satisfied with promotion opportunities and have greater promotion expectations for the future. This, he said, has brought about greater commitment and higher performance. Similarly for technical educators in tertiary institutions salaries and promotions are positively correlated to their job performance.

Training and Development

Training and development is another employers' attitude towards employees that has a positive or negative effect on their job performance. Training and development is the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge and motivate them to perform the functions of their positions to the best of their ability and within standards. Broadly speaking, training is the act of increasing knowledge and skill of an employee in doing a particular job. Development as an aspect of personnel is not only concerned with the organization of skills for immediate utilization but for the future need of staff as well as the organization (Davis, 2004).

An employee in an organization requires training and development in order to improve on his present and future performances. Stiffens, Shemla, Wegge and Diestel (2014) found that training and development enhance employees' morale, attitude, satisfaction, commitment as well as help organizations to attain the required optimum level performance. Similarly for technical educators in tertiary institutions who are involved in teaching, research, publication and impartation of employable skills, training and development are crucial in carrying out these duties. Therefore, for technical educators to attain the required optimum level of performance, training and development are inevitable.

Recognition

Recognition of employees by employers is an attitude that affects the job performance of employees in an organization. Clark (2005) stated that individuals at all levels of the organization want to be recognized by their employers for their achievements on the job. Their success does not have to be monumental before they deserve recognition, but employers should be sincere. Wiedmer (2006) asserted that if employers notice that employees are doing something well, they should take time to acknowledge their good work immediately. Publicly thank them for handling a situation well. Write them a kind note of

praise (letter of commendation) or give them a bonus. If appropriate a formal recognition programme tagged “best technical educator of the month” or “best technical educator of the year” may even be established. He maintained that all these attitudes by employers will in no small measure enhance job performance of technical educators. For technical educators, recognition is a veritable tool, a booster of high level job performance in tertiary institutions.

Empirical Studies

This section reviewed related empirical studies on job satisfaction and job performance, commitment and job performance, attitude to work and job performance as well as job satisfaction, commitment, attitude to work and job performance.

Job Satisfaction and Job Performance

Over the years, several studies have examined the relationship between job satisfaction and performance, but the results of many of these studies are incoherent. Some studies have found job satisfaction to have a positive significant relationship with job performance; on the other hand some studies have found no significant relationship with job performance. Pushpakumari (2008) carried out a study on the impact of job satisfaction on job performance in Sri-Lanka. The purpose of the study was to examine the impact of job satisfaction on job performance among private sector employees in the manufacturing and services industries in Sri-lanka. Four research questions guided the study and four null hypotheses were formulated. The design of the study was a survey. The study was carried out in Sri-lanka and the population comprised all employees in the manufacturing and services industries in the private sector in Sri-lanka. A sample size of 237 was selected and questionnaire was used to elicit responses. It was validated and a reliability coefficient of 0.89 was obtained. Data was analyzed using t-test and Pearson Product Moment Correlation. The results showed that there exists a positive correlation between job satisfaction and performance of employees. It was recommended among others, that management of

organization should create conducive work environment that will enhance job satisfaction of employees in order to ensure better productivity. The work of Pushpakaumari (2008) has significant relationship with this present study in that both works focused on job satisfaction and job performance. Their purposes and methodology are also related and could also corroborate in their findings which revealed that there is a relationship between job satisfaction and job performance. However, the studies differ to some extent because the former study was on private sector employees in Sri-Lanka in Asia, while the present study is on public institutions employees in Nigeria, West Africa.

In addition, Hussin (2011) did a study titled the relationship between job satisfaction and job performance among employees of Trade Winds Group of Companies. The aim of the study was to identify the relationship between job satisfaction and job performance among employees of Trade Winds Group of Companies in Klang Valley. Three research questions guided the study and three null hypotheses were formulated. Correlational survey was used and the study was carried out in Klang Valley, Malaysia. The population comprised 115 employees of Trade Wind Group of Companies in Klang Valley. Due to the manageable number of the population, the entire population was used as sample and questionnaire was used to elicit information from the respondents. The instrument was validated and a reliability coefficient of 0.91 was obtained. Pearson Product Moment Correlation was used to analyze the data. The findings of the study revealed that job satisfaction has a positive relationship on job performance. Based on the findings, it was recommended among others, that the management of trade winds group of companies should promote the job satisfaction of employees so as to enhance their performance. The study of Hussin (2011) is very critical to the present study because it examined the relationship between job satisfaction and job performance which is one of the main focus of this present study. The study adopted a correlational approach, made use of Pearson Product Moment Correlation for data analysis and the results of both showed a positive relationship between job satisfaction and job

performance. The relationship notwithstanding, both studies differ to some extent; while the reviewed study was conducted in Malaysia, the present work was carried out in Nigeria. The reviewed study focused on job satisfaction and performance only, the present is expanded to include commitment and attitude to work. In addition, the reviewed study was on companies (private) the present is on public tertiary institutions, hence the difference.

In the same vein, Dizgah, Chieginini and Bisokhian (2012) conducted a study titled the relationship between job satisfaction and employee job performance in Guilan public sector. The objective of the study was to examine the relationship between job satisfaction and job performance in Guilan public sector in Iran. Two research questions guided the study and two null hypotheses were formulate. The research design used for the study was a correlational survey .The study was carried out in Iran with a population of 6863. The sample for this study was 323 and questionnaire was administered to the respondents. It was validated and a reliability coefficient of 0.86 was obtained. Pearson Product Moment Correlation and regression analysis were used to analyze the data. The findings of the study revealed that there is a weak relationship between job satisfaction and job performance. It was recommended among others, that managers of organizations should provide good work situation for employees so as to increase performance. This study is compatiabile with the present study as both sought the relationship between job satisfaction and job performance. Both studies are on public civil servants, their purposes, methodology and findings are similar. However, the area of study differs as the former was conducted in Iran while the present study was done in Nigeria.

In addition, Sangadji and Sophia (2013) carried out a research on the effect of organizational culture on Lecturer's job satisfaction and job performance in Muhammadiyah University, East Java. The study aimed at finding out the effect of organizational culture on job satisfaction and its impact on lecturers' performance. Four research questions guided the study and four null hypotheses were formulated. The design of the study was a survey. The

study was carried out in East Java and the population comprised all lecturers of Muhammadiyah University throughout East Java (1881) who have worked for above 3 years, with a sample of 200. Questionnaire was used for data collection for the study. It was validated and a reliability coefficient of 0.92 was obtained. Data was analyzed using regression analysis. The results showed that job satisfaction has a significant and positive effect on lecturers' performance. It therefore recommended, among others, that the job satisfaction of lecturers should be given proper attention in order to achieve the goals and objectives of the university. This study is relevant to this present study because it aimed at establishing the effect of organizational culture on job satisfaction and its impact on lecturers' performance. The focus on job satisfaction of lecturers, for which technical educators are part and job performance make the two studies similar. Their methodology and findings are also related even though the scope and area of the study differ.

Furthermore, Shahab and Nisa (2014) conducted a study on the influence of leadership and work attitudes towards job satisfaction and job performance of employees at Konawe Hospital in Southeast Sulawesi. The objective of the study was to examine the influence of leadership and work attitudes toward job satisfaction and job performance of employees at Konawe Hospital in Southeast Sulawesi. Five research questions guided the study and five null hypotheses were formulated. A survey design was used for the study and it was carried out in Southeast Sulawesi. A sample size of 79 respondents with status of civil servants at Konawe Hospital in Southeast Sulawesi was taken for the study and questionnaire was used to elicit response from the respondents. The instrument was validated and a reliability coefficient of 0.90 was obtained. Data was analyzed using t-test. The findings show that job satisfaction has a significant and positive influence toward employee performance and it was recommended among others that managers in the health sector should promote the job satisfaction of employees as this will enhance their performance. Particularly, this study focused on the influence of leadership and work attitude towards job satisfaction and

performance of employees. However, it is related to the present study because both looked at job satisfaction and performance which are products of attitude. Again, both studies focused on employees, and their findings are related. All the same, the studies differ in the institutions, as the reviewed studied hospital works while this current study is on educational institutions. They also differ in their areas of study and sample size.

Additionally, Platis, Reklitis and Zimeras (2015) did a study titled the relation between job satisfaction and job performance in healthcare services. The purpose of the study was to analyze the relationship between job satisfaction and job performance of employees in the healthcare services. Three research questions guided the study and three null hypothesis were formulated. A survey design was employed in the study. The study was carried out in Athens, Greece. The population comprised all employees in the healthcare services in Athens-Greece with a sample size of 246. Questionnaire was the main instrument used to gather the data for the study. The instrument was validated and a reliability coefficient of 0.88 was obtained. Pearson Product Moment Correlation was used to analyze the data. The findings revealed that there is a strong relationship between job satisfaction and job performance of nurses in the healthcare services. It therefore recommended among others, that management should create a good climate in the workplace of nurses so as increase their performance. The study of Platis et al (2015) which sought to establish the relationship between job satisfaction and job performance in healthcare services is related to this present study in some ways. The reviewed and the present study centre on job satisfaction and job performance of employees. Both studies made use of the same methodology and their findings are similar. However the studies differ in scope, job orientation and area of study (location). While the former was conducted in Athens – Greece on healthcare workers the present was carried out in Nigeria on technical educators.

In another development, Inuwa (2016) carried out a study titled job satisfaction and employee performance: an empirical approach. The study aimed at examining the

relationship between job satisfaction and job performance of non-academic staff of Bauchi State University, Gadau. The study was guided by three research questions and three null hypotheses were formulated. A descriptive correlational survey was adopted in the study. The study was carried out in Gadau and questionnaire was used to elicit response from the respondents. The population of the study comprised 270 and in view of the manageable size of the population, the entire population was used as the sample and questionnaire was used to collect data from the respondents. The instrument was validated and a reliability coefficient of 0.90 was obtained. The statistical methods used were Pearson Product Moment Correlation and multiple regression analysis. The findings of the study revealed that job satisfaction has a positive and significant relationship with employee performance. Based on the findings, it was recommended among others, that policy makers for universities should formulate policies that will enhance job satisfaction regarding promotion, pay, training and other factors that relate to performance of employees in the organization. The study of Inuwa (2016) is critically significant to this present study. The study was concerned with the relationship between job satisfaction and job performance of non-academic staff of Bauchi State University just as this present study is on same variables and in tertiary institutions too, though on academic staff. The methodology and results of both studies showed greater relationship. The scope of study and the choice of non-academic staff indicated a slim difference which had no significant impact on the relationship as both studies focused on education.

Additionally, Jauhari, Deweta and Ismuhadjar (2016) conducted a study on the impact of transformational leadership and work motivation in improving employee performance through job satisfaction. The objective of the study was to investigate the effect of transformational leadership and work motivation on the performance of employees through job satisfaction at Bureaus in Regional Secretariat of South Sumatra Province, Indonesia. Four research questions guided the study and seven null hypotheses were formulated. To

achieve this, a descriptive survey research design was used. The study was carried out in Indonesia and the population comprised all employees with civil servant status at Bureaus in Regional Secretariat of South Sumatra Province. Proportionate stratified random sampling was used to draw out sampled respondents of 275 and questionnaire was used for the collection of data. It was validated and a reliability coefficient of 0.89 was obtained. Data was analyzed using structural equation modeling. The findings of the study revealed that job satisfaction showed a positive and significant effect on job performance and that job satisfaction was the most dominant variable that influences job performance. The study recommended among others, that government agencies in Bureaus should motivate their employees through promotion and career advancement in order to increase their (employee) job satisfaction and performance. In the light of employees' performance and job satisfaction, this study has relationship with the present study even though motivation was a key variable in the reviewed study. Both focused on job satisfaction and their findings are related. However, there are areas of contrast as the reviewed study was conducted in a non-academic environment in Indonesia while the present study is conducted in an academic environment in Edo and Delta States, Nigeria. The scope and methodology also differ for both studies.

On the same note, Bakotic (2016) did a study titled the relationship between job satisfaction and organizational performance. The study was aimed at investigating the relationship between job satisfaction and organizational performance in both directions, and to determine which relationship is stronger among employees in Croatian Companies. One research question guided the study and one null hypothesis was formulated. A correlational survey was designed for the study. The study was carried out in Croatia and the population comprised all Companies in Croatia. A sample size of 40 large and medium sized Croatian companies was used with 5806 employees and questionnaire was employed for the collection of data. The instrument was validated and a reliability coefficient of 0.85 was obtained. Pearson Moment Product Correlation was used to analyze the data. The findings show that

there is a strong connection between job satisfaction and job performance and that the connection is stronger between job satisfaction and job performance than between job performance and job satisfaction. Based on the findings, it was recommended among others, that the management of Croatian companies should adopt strategies that will increase the level of job satisfaction of employees so as to increase their job performance level. This study has significant relationship and relevance to the present study. The study was carried out to determine the relation between job satisfaction and job performance of organizational employees and to determine which relationship is stronger. In the same vein, the present study also aimed at establishing the same relationship and the results of both studies are similar. In spite of the relevance of the reviewed study to the present study, both studies differ in some ways in that the former was carried out in Croatia and in production companies while the present was carried out in Edo and Delta State of Nigeria in human development institutions (education). They also differ in population and sample size.

Supporting the findings of Bakotic (2016), Shaju and Subhashini (2017) carried out a study on the impact of job satisfaction on job performance of employees working in Automobile industry, Punjab, India. The study was aimed at investigating the impact of job satisfaction level of the employees working in automobile industry on their performance. The study was guided by two research questions and two null hypotheses were formulated. The design of the study was a survey and it was carried out in Punjab, India. The population comprised all supervisors and workers working in Automobile industry in Jalandhar, Punjab. A sample size of 250 was selected and questionnaire was used to elicit responses. It was validated and a reliability coefficient of 0.89 was obtained. The statistical methods used to analyze the data were frequency, percentage and linear regression analysis. The results showed the existence of a weak positive correlation between job satisfaction and performance and it is significant. It was recommended among others, that for a better performance in the automobile industry management should develop a higher level of job satisfaction among the

employees. From the facts on the study of Shaju and Subhashini (2017) one could establish that the study has similar features with the present study as both sought to investigate the relationship between job satisfaction and job performance and their findings are also related. Therefore it has some relevance to the present study even though both differ in scope, area of the study, population, sample size, method of data analysis and job orientation.

Contrary to the findings above, however, Zeffane and Al-Zarooni (2008) conducted a study titled the influence of empowerment, commitment, job satisfaction and trust on perceived managers' performance. The objective of the study was to investigate the impact of empowerment, commitment, job satisfaction and trust on managers' performance in a local government organization in Dubai. Five research questions guided the study and seven null hypotheses were formulated. Descriptive survey design was used and the study was carried out in Dubai. The population comprised 10,000 managers with a sample size of 217. The instrument was validated and a reliability coefficient of 0.87 was obtained. Pearson Product Moment Correlation and stepwise regression analysis were used to analyze the data. The results showed that there is no strong direct impact of job satisfaction on job performance. It was recommended among others, that even though job satisfaction does not have direct impact on job performance, that increase in the level of job satisfaction and performance should be encouraged by managers of organizations. This study is relevant to the present study because its concern is on job satisfaction, job commitment and job performance. Its concern on empowerment as an indicator and motivating factor to satisfaction, commitment and job performance also aligns with the complaint of technical educators in this present study; hence the relevance. The relevance notwithstanding, both studies differ in some ways which include scope, area of the study, population, findings and job orientation as the reviewed study had managers of production companies as the population as against technical educators of tertiary institutions in the present study. Thus the findings could be at variance.

In addition, Ram (2013) did a study on the relationship between job satisfaction and job performance in the public sector: a case study from India. The purpose of the research was to determine the extent to which overall job satisfaction, job satisfaction facets and job performance are associated in employees of transport sector in India. Four research questions guided the study and seven null hypotheses were formulated. The design for the study was a descriptive survey and it was carried out in India. The population comprised all drivers and conductors in the transport sector in India. A sample size of 138 was taken for the study and questionnaire was used to elicit responses from the respondents. The instrument was validated and a reliability coefficient of 0.83 was obtained. Data was analyzed using ANOVA and chi-square (χ^2). The findings of this study revealed that there is no association between overall job satisfaction and overall job performance. Based on the findings of this study it was recommended among others, that management as well as employees of this organization should promote industrial peace and provide better quality service. The study of Ram (2013) has some relevance and relationship with the present as the variables – job satisfaction and job performance, are also the concern of the present study. The use of employees as the study population and sample also draws the relationship closer. The major differences are in the scope, area of the study, method of data analysis as well as the fact that the reviewed dealt with transport sector which exhibit entirely different orientation and outcome from educational institutions which is the concern of the present study. Since both studies focused on human-employees, who need motivation to excel in their endeavours, the findings of the reviewed study could be relevant to the present study.

Commitment and Job Performance

Employees' commitment to their organization continues to be one of the most popularly researched subjects as it has significant effects on job performance, turnover and subsequently, on organizational performance (Chen & Francesco, 2003). Chen and Aryee (2007) asserted that commitment of employees is an important instrument for improving the

performance of the organization. Additionally Carmeli and Freund (2004) stated that the relationship between commitment and performance has been critically assessed in a variety of organizational settings and researches. The results of these researchers in their studies are mixed. Khan, Ziauddin, Jam and Ramay (2010) carried out a study titled the impact of organizational commitment on employee job performance. The objective of the study was to investigate the impact of organizational commitment on employee job performance in public and private sector oil and gas in Pakistan. Four research questions guided the study and four null hypotheses were formulated. A descriptive survey was designed for the study. The study was carried out in Pakistan and the population comprised all employees in public and private sector of oil and gas in Pakistan. A sample size of 230 employees and questionnaire was used in the data collection for the study. The instrument was validated and a reliability coefficient of 0.91 was obtained. Pearson Product Moment Correlation and linear regression analysis were used to analyze the data. The findings showed that there exists a positive relationship between commitment and job performance. It was recommended among others, that managers should pay special attention to antecedents of organizational commitment and all the factors which foster employee commitment for increased employee performance. This study has a strong relationship with the present study even though it was carried out in Pakistan an Asian country. Both studies investigated the link between commitment and job performance of employees, their methodology and findings are also related. Both studies however, differ because the reviewed was a comparative study of public and private organizations, while the present is on public tertiary institutions. Secondly, the reviewed was on oil sector with different job orientation and objectives while the present is on education and human development. The differences notwithstanding, both studies have human as employees and expect productivity through the commitment and performance of the employees, hence this relationship.

Furthermore, Shoeby, Saleem, Razzaq and Khan (2012) conducted a study titled link of satisfaction, commitment and performance on faculty members' performance at higher education institutions in Pakistan. The study was aimed at determining the effect of satisfaction of faculty members' commitment and performance in private universities of Karachi, Pakistan. The study was guided by two research questions and two null hypotheses were formulated. To achieve this, a descriptive survey research design was adopted. The study was carried out in Pakistan and the population of the study comprised all faculty members in Private Sector University in Pakistan. A sample size of 139 was selected and questionnaire was used for the collection of data. It was validated and a reliability coefficient of 0.88 was obtained. Data was analyzed using Pearson Product Moment Correlation. The results revealed a significant and positive relationship between commitment and job performance of lecturers (faculty members). The study recommended among others, that universities should take initiatives regarding faculty members' commitment level in order to maintain high level of job performance outcomes. The study of Shoeby et al (2012) has strong relationship with the present study. Both studies aimed to establish a relationship among job satisfaction, commitment and performance of tertiary institutions' employees. The only differences hinged on the scope, area of the study (location) and sample size. The findings of the reviewed study would therefore be of great relevance to the present study since their findings are similar.

Additionally, Syauta, Troena, Setiawan and Solimun (2012) did a study on the influence of organizational culture, organizational commitment, job satisfaction and employee performance (A study at municipal water work of Jayapura, Papua, Indonesia). The purpose of the study was to analyze and reveal the influence of organizational culture, organizational commitment and job satisfaction on employee performance directly or indirectly at Municipal water works of Jayapura, Papua –Indonesia. One research question guided the study and one null hypothesis was formulated. The design for the study was a

descriptive survey. The study was carried out in Papua-Indonesia and the population comprised all employees at Municipal water works of Jayapura, Papua-Indonesia with a sample of 127. Questionnaire was used for data collection for the study. It was validated and reliability coefficient of 0.81 was obtained. The statistical method used to analyze the data was t-test. The findings showed that organizational commitment influenced significantly employees' performance directly or indirectly. It was recommended among others, that management should promote commitment cultures that enhance higher employee performance. This study is also related to the present study in that; it focused on establishing the relationship among organizational culture, organizational commitment, job satisfaction and employee job performance. The variables of concern are virtually the same with those of the present study. The adoption of a descriptive survey and the findings of both studies is another point of relationship. Nevertheless, the studies differ in scope, area of the study and sample size. The job orientation too also differs as the reviewed was carried out on water works employees while the present is on educators in tertiary institutions.

In the same vein, Fu and Deshpande (2014) carried out a research on the impact of caring climate, job satisfaction and organizational commitment on job performance of employees in a China insurance company. The objective of the study was to examine the impact of caring climate, job satisfaction and commitment on job performance of employees in a large insurance company in mainland, China. Five research questions guided the study and nine null hypotheses were formulated. Survey was adopted for the study. The study was carried out in China and the population comprised 476 employees. In view of the manageable number of the population, the entire population was used as the sample. Questionnaire was used to elicit responses from the respondent and the instrument was validated and a reliability coefficient of 0.84 was obtained. Data was analyzed using frequency, percentage and t-test statistics. The findings of the study revealed that commitment has a significant and direct effect on job performance. Based on the findings, it was recommended among others, that

management systems in organizations in China particularly in insurance companies should ensure that employees have a sense of shared values with their employers and that employers should show concern for their commitment so as to enhance overall performance on the job. A critical observation of the study of Fu and Deshpande (2014) showed a stringent relationship to the present study. The reviewed study examined the impact of caring climate, job satisfaction and commitment on job performance of employees. These variables are also the concern of the present study except caring climate which is implied in the present study. Both studies have employees in focus and their findings are similar but differ in scope, population, sample and method of data analysis; while the reviewed made use of insurance company employees the present study made use of tertiary education employees (Technical Educators). The reviewed was conducted in China but the present study is in Nigeria. These however, do not significantly affect the relationship.

Similarly, Oredein (2014) conducted a study titled lecturer job commitment and job performance: leadership implications for Nigerian higher education development. The study examined the relationship between lecturer job commitment and job performance and the leadership implications for Nigerian higher education development. Three research questions guided the study and four null hypotheses were formulated. A descriptive research survey design was employed in the study and it was carried out in Nigeria. The population comprised all lecturers in public and private Southwest Nigerian Universities with a sample size of 360. Questionnaire was the main instrument used to gather the data for the study. The instrument was validated and a reliability coefficient of 0.63 was obtained. The data was analyzed using Pearson Product Moment Correlation. The findings of this study revealed that commitment is a positive predictor of job performance. This study recommended among others, that lecturer' job commitment should be increased and performance enhanced through the exhibition of good leadership styles by all stakeholders in the higher education sector of Nigeria. This study aligns with the present study in the following ways – it was conducted in

higher institutions just as the present study, it also involved lecturers, and focused on commitment and job performance. The method of study and findings of both are similar. The only areas of differences are the concern for educational development and the area covered as the reviewed focused on southwest universities while the present focused on south-south, with expansion of scope to cover Polytechnics and Colleges of Education. The findings of the reviewed study posit great relevance as both studies involve higher institutions and lecturers in particular.

Supporting the findings of Fu and Deshpande (2014) and Oredein (2014), Folorunso, Adewale and Abodunde (2014) did a study titled exploring the effect of organizational commitment dimensions on employees performance: an empirical evidence from academic staff of Oyo state owned tertiary institutions, Nigeria. The study was aimed at examining the impact of organizational commitment on employees performance among academic staff of Oyo State owned tertiary institutions. The study was guided by four research questions and four null hypotheses were formulated. The design of the study was descriptive correlational survey and it was carried out in Oyo state, Nigeria. The population was made up of all academic staff in Oyo State owned tertiary institutions in Nigeria. From the population a total of 197 subjects constituted the study sample and questionnaire was used in data collection. It was validated and a reliability coefficient of 0.79 was obtained. Pearson Product Moment Correlation and multiple regression analysis were used to analyze the data. The findings of this study showed that commitment to work jointly and independently influence employees' performance among academic staff of Oyo State owned tertiary institutions. Based on the findings, this study recommended among others, that management of tertiary institutions and policy makers should take measures to enhance academic staff performance through increased commitment level. The study of Folorunso et al (2014) complemented Fu and Deshpande (2011) and Oredein (2013), therefore it has significant relationship with the current study. Both studies were carried out in tertiary institutions with focus on commitment

and performance of lecturers within Nigeria. The same method of study was adopted and both used Pearson Product Moment Correlation and Multiple Regression analysis for their data analysis. The major differences were the choice of the area of the study, limitation to state tertiary institutions and the sample size.

Additionally, Bayasgalan (2015) carried out a study on job satisfaction as determinant of effective performance on academic staff of selected public and private Universities in Mongolia. The purpose of this study was to examine the influence of employees' job satisfaction and commitment on effective performance of academic staff in selected public and private universities in Mongolia. Three research questions guided the study and three null hypotheses were formulated. Survey research design was used and it was carried out in Mongolia. The population was made up of all academic staff of public and private universities in Mongolia with a sample size of 303. Questionnaire was used in the collection of data and the instrument was validated and a reliability coefficient of 0.89 was obtained. The statistical methods used to analyze the data were frequency, percentage and t-test statistics. The results revealed that commitment significantly influenced job performance. It was recommended among others, that in Mongolia, all stakeholders in the university system should pay more attention to human resource management and development so as to increase the level of commitment of academic staff as well as their job performance. This study has relevance to the present study as it examined commitment as determinant of effective performance of academic staff of universities (public and private) which is the focus of this present study though private universities excluded. The findings of the study provides a guide to this present study as the gaps revealed would aid this study to provide solutions to it. The study differs from the present study in scope, area of the study and the statistical tool used.

On the same note, Musabah, Al-Zefeiti and Mohamad (2017) conducted a study on the influence of organizational commitment on Omani public employees' work performance. The objective of this study was to investigate the influence of organizational commitment on

Omani employees' work performance. Four research questions guided the study and six null hypotheses were formulated. The research design used for the study was a survey and it was carried out in Malaysia. The population was made up of all employees of Omani public civil services organizations. The stratified sampling was used to obtain a sample of 335 and questionnaire was administered to the respondents. It was validated and a reliability coefficient of 0.85 was obtained. Data was analyzed using analysis of moments structures (AMOS). The findings of the study revealed that commitment has a significance effect on work performance. The study recommended among others, that for increase in the level of job performance, employees should be motivated to work hard so as to exhibit high level of commitment to their organizations. Although the study of Musabah et al (2017) was on Omani public employees, the study is related and relevant to this present study as it investigated the influence of organizational commitment on employees' performance which is the major concern of the present study. The findings of the study which revealed that commitment to work has a positive and significant effect on job performance seems to point to something that is missing among technical educators and the academic community for which this study seeks to establish and fill. Hence the relationship between the two studies. Nevertheless, they differ in their job orientation, area of the study and method of data analysis.

In the same vein, Hafiz (2017) did a study titled the relationship between organizational commitment and employee's performance evidence from banking sector of Lahore. The study investigated the relationship of the dimensions of organizational commitment and employees' performance in the banking sector of Lahore – Punjab, Pakistan. Four research questions guided the study and four null hypotheses were formulated. A descriptive correlational survey was employed in the study. The study was carried out in Punjab-Pakistan. The population comprised all employees in the banking sector of Lahore – Punjab, Pakistan with a sample size of 213. The instrument for the study was a questionnaire

which was validated and a reliability coefficient of 0.81 was obtained. Regression analysis was used to analyze the data collected. The results showed that affective and continuance commitment are positively related with employee's performance. Based on the findings, it was recommended among others, that Banks should utilize human resource practices to improve commitment level of employees so as to ensure high performance. The study of Hafiz (2017), though not on academic staff of tertiary institution is very significant to this present study in that it focused on the relationship between organizational commitment and employees' job performance. The fact that employees anywhere and everywhere are expected to work for goal achievement, show commitment to the work they are employed to do makes the two studies related. In addition both studies are similar in their methodology and findings. However, they differ in scope, area of the study, population and sample.

In addition, Widagbo, Widodo and Samosir (2018) carried out a study titled effect of compensation and motivation to employee performance through commitment. The purpose of the study was to investigate the effect of compensation and motivation on employee performance through commitment in PT Winn Appliance. One research question guided the study and one null hypothesis was formulated. To achieve this, a descriptive survey research design was adopted. The study was carried out in Indonesia and the population of the study comprised 180 employees of PT Winn Appliance. A sample size of 50 was selected and questionnaire was used for the collection of data. It was validated and a reliability coefficient of 0.72 was obtained. Data was analyzed using t-test and f-test statistics. The findings of the study revealed that commitment positively influenced employee performance. The study recommended, among others, that the management of PT. Winn Appliance should involve employees in decision-making as this will increase motivation, commitment and employee performance. This study is very critical to this present study because it aimed at investigating the effect of commitment on employees' performance which is one of the main focus of the present study. Performance and commitment are products of motivation and incentive

(compensation). Every employee needs motivation as a boost to their performance. Their findings are related and are useful to the present study. The relationship notwithstanding, the studies differ in that the reviewed was conducted on employees of producing company in Indonesia while the present study is on academic staff in tertiary institutions in Nigeria. Both differ in scope and methodology.

Similarly, Lilin (2018) conducted a study on factors affecting the job performance of employees at the work place in the higher education sector of China. The study was aimed at examining the relationship of leadership styles, organizational commitment, self-efficacy and job performance. Three research questions guided the study and three null hypotheses were formulated. The design of the study was a survey. The study was carried out in China and the population comprised all academicians in the top ten private institutions in China. A sample size of 500 was taken for the study and questionnaire was used to elicit responses. It was validated and a reliability coefficient of 0.81 was obtained. T-test statistics and linear regression analysis, were used to analyze the data. The results showed that commitment has a positive and significant direct effect on employee job performance. It was recommended among others, that administrators in higher education sector should create good work environment that will increase commitment of staff as well as enhance performance. The study of Lilin (2018) is compatible with the present study as it sought the relationship among leadership styles, organizational commitment, self-efficacy and job performance of academic staff in higher education sector in china. The focus on the commitment of academic staff in higher education (tertiary institutions) for which technical educators are part and job performance makes the two studies similar. The job orientation and findings of both studies showed greater relationship. Nevertheless, the studies differ in the area of the study in that the reviewed was carried out in China while the present study is in Nigeria. The population, sample and method of data analysis also differ.

In another development, Sheng (2014) did a study titled the empirical inquiry between organizational commitment and employee performance with X Company as an example. The purpose of the study was to utilize empirical research methods to explore the relationship between organizational commitment and job performance of X –Company in China. The study was guided by four research questions and four null hypotheses were formulated. Descriptive survey design was used and it was carried out in China. The population comprised all employees in X – company in China. A sample size of 206 was selected and questionnaire was used in the collection of data. The instrument was validated and a reliability coefficient of 0.79 was obtained. Data was analyzed using ANOVA and regression analysis. The findings were mixed, the results revealed that normative, ideal and economic commitment are positively correlated and that the opportunity commitment is negatively correlated. The emotional commitment is not obvious, except that few employees' emotional commitment is related to the employee performance. X – Company's employees commitment level is not high. Based on the findings, this study recommended among others, that X-Company should develop human resource strategies that will strengthen enterprise culture of employees, establish compensation incentive system and humanize performance management system. The study of Sheng (2014) has some relevance and relationship with the present study as the variables commitment and job performance are also the concern of the present study. The use of employees as the study population and sample also draws the relationship closer. The major differences are in the scope, area of the study, method of data analysis, job orientation and findings.

In addition, Oyeniyi, Adeyemi and Olaoye (2017) carried out a research on organizational commitment and employee's job performance: evidence from Nigerian hospitality industry. The objective of the study was to investigate the influence of organizational commitment (affective, continuance and normative) on job performance among the employees in Nigerian hospitality industry. The study was guided by three

research questions and three null hypotheses were formulated. The descriptive correlational survey was adopted. The study was carried out in Nigeria and the population for the study comprised all employees in the Nigerian hospitality industry with a sample size of 75. Questionnaire and personal interviews were used to elicit responses from respondents. The questionnaire was validated and a reliability coefficient of 0.91 was obtained. The data was analyzed with Pearson Product Moment Correlation and linear regression analysis. The results showed that affective and continuance commitments have weak influence on job performance while normative commitment has no influence on job performance. The reason for the negative influence may be as a result of the lukewarm attitude of management of the hospitality industry to their staff welfare. The study recommended among others, that management in the Nigerian hospitality industry should live up to its responsibility by motivating its employees through motivating factors that have significant effect on employee job performance. Particularly, this study focused on the influence of organizational commitment on job performance of employees. However, it is related to the present study because both looked at commitment and job performance which are products of attitude. Both studies also focused on employees, their area of study and methodology are related. All the same, the studies differ in that the reviewed was on hospitality industry workers while the present study was on academic staff in tertiary institutions. They also differ in scope and findings. Since both focused on human employees who need motivation to excel in job, the findings of the reviewed study could be relevant to this present study.

Attitude to Work and Job Performance

Attitude to work and job performance of employees are major determinants of the survival of any organization (tertiary institutions inclusive). Randhawa (2005) carried out a study titled the relationship between work attitudes and work performance of employees of agriculture extension centres in Haryana. The purpose of the study was to examine the relationship between work attitude and job performance among employees of agriculture

extension centers. Two research questions guided the study and two null hypotheses were formulated. The design of the study was a survey and it was carried out in Haryana. The population comprised 150 employees of agriculture extension centers in Haryana. In view of the manageable number of the population, the entire population was used as sample and questionnaire was used to elicit responses. It was validated and a reliability coefficient of 0.92 was obtained. Pearson Product Moment Correlation and linear regression analysis were used to analyze the data. The results showed that attitude to work and job performance are significantly related. It was recommended among others, that organizations should encourage employees' work attitude as this will improve work performance greatly. The work of Randhawa (2005) on work attitude and work performance of employees of agriculture extension centres is undoubtedly related to the present study. Both studies have workers attitude and job performance as variables of concern. The two variables are key to productivity which is key to every human oriented organization. The methodology and findings of both studies are similar. The reviewed study differs from the present in that it dealt with agricultural firm as against the present which deals with educational institutions. It also differs in scope and area of study as the reviewed was carried out in Haryana and the present in Nigeria.

Supporting the findings of Randhawa (2005), Linz and Semykina (2008) conducted a research titled attitude and performance among Russian workers. The purpose of the study was to determine whether Russian employees who exhibit an internal locus control, perform better than employees with external locus control. The study was guided by four research questions and four null hypotheses were formulated. The design of the study was a survey. The study was carried out in Russia and the population was made up of 1499 workers. From the population a total of 645 subjects constituted the study sample and questionnaire was used in data collection. It was validated and a reliability coefficient of 0.91 was obtained. Pearson Product Moment Correlation was used to analyze the data. The findings showed that attitude

to work is significantly correlated to employees' job performance. The study recommended among others, that organizations should pay close attention to both internal and external locus control as this will improve performance of Russian workers. This study is also related to the present study in that it focused on establishing the relationship between attitude and performance of employees. The variables of concern are virtually the same with those of the present study. The adoption of a survey and the findings of both studies is another area of relationship. Nevertheless, the studies differ in scope, area of the study, population and sample size. The job orientation too also differ as the reviewed was carried out on Russian workers while the present is on educators in tertiary institutions in Nigeria.

In addition, Liao, Lu, Huang and Chiang (2012) carried out a study titled work values, work attitude and job performance of green energy industry in Taiwan. The purpose of the study was to explore the relations among work values, work attitude and job performance. Three research questions guided the study and three null hypotheses were formulated. The design of the study was a survey and it was carried out in Taiwan. The population comprised all green energy industry employees in Taiwan. A sample size of 650 was selected and questionnaire was used to elicit responses from the respondents. The questionnaire was validated and a reliability coefficient of 0.95 was obtained. The statistical methods used to analyze the data were Pearson Product Moment Correlation and linear regression analysis. The findings of the study revealed that work attitude has a weak mediating effect on job performance. It was recommended among others, that greater emphasis should be placed on work and work attitude so as to improve employees' work performance in the company. This study has a strong relationship with the present study even though it was carried out in Taiwan. Both studies are related because the variables work attitude and job performance of employees are common to both, both studies investigated the relationship between attitude to work and job performance of employees, their methodology and findings are also related. Both studies however differ in scope and the reviewed was carried out in Taiwan while the

present is in Nigeria. Secondly the reviewed was on green energy industry with different job orientation and objectives while the present is on education and human development.

In the same vein, Khan, Dongping and Ghaur (2014) conducted a research titled impact of attitude on employee performance: a study of textile industry in Punjab, Pakistan. The objective of the study was to probe the association between attitude of employees in textile industry and their job performance. Two research questions guided the study and two null hypotheses were formulated. The research design used for the study was survey. The study was carried out in Punjab, Pakistan and the population was made up of employees from the textile industry in Punjab, Pakistan. The sample for this study was 106 and questionnaire was administered to the respondents. It was validated and a reliability coefficient of 0.81 was obtained. Data was analyzed using Pearson Product Moment Correlation and regression analysis. The findings of the study revealed that attitude to work positively affects job performance of employees. Based on the findings, this study recommended among others, that organizations should create co-operative and employee oriented culture in order to achieve higher level of performance through positive attitude to work. The study of Khan et al (2014) aligns with the present study. Both studies aimed at establishing an association between attitude to work and job performance. The method of data analysis is related. The only differences hinged on the scope, area of the study, population and sample size. The findings of the reviewed study are similar to that of the present study and therefore could be of great relevance to the present study.

Furthermore, Hettiarachchi and Jayarathna (2014) did a study titled the effect of employee work related attitudes on employee job performance: a study of tertiary and vocational education sector in Sri Lanka. The aim of the study was to identify the impact of employee attitude to work on job performance. The study was guided by four research questions and four null hypotheses were formulated. Survey design was adopted for the study and it was carried out in Sri Lanka. The population consist of all employees in the tertiary and

vocational sector in Sri Lanka. A sample size of 323 was taken for the study and questionnaire was used to elicit response from the respondents. The instrument was validated and a reliability coefficient of 0.91 was obtained. T-test statistics and linear regression analysis were used to analyze the data. The findings of the study showed that there is a significant impact of work attitude on job performance of employees of tertiary and vocational education of government sector in Sri Lanka. Based on the findings, it was recommended among others, that all stakeholders particularly the government sector should promote factors that can bring about employees' positive attitude to work as this will in no small measure increase performance in the work place. This study is relevant to this present study because it aimed at establishing the effect of related work attitude on employees' job performance in tertiary and vocation sector. The focus on attitude to work of employees in tertiary and vocation sector, for which technical educators are part and job performance make the two studies similar. The findings of both studies are also related even though the scope, area of the study and methodology differ.

Contrary to the findings in the above studies, Ahmad, Ahmad and Shah (2010) carried out a study titled the relationship between job satisfaction, job performance, attitude towards work and organizational commitment. The purpose of the study was to determine the relationship between job satisfaction, job performance, attitude towards work and organizational commitment among employees of advertising agencies in Pakistan. Three research questions guided the study and three null hypothesis were formulated. The design of the study was a survey. The study was carried out in Islambad, Pakistan and the population comprised all employees of advertising agencies in Pakistan. A sample size of 310 was selected and used to elicit responses from the respondents. The questionnaire was validated and a reliability coefficient of 0.97 was obtained. Data was analyzed using Pearson Product Moment Correlation and ordered probit regression analysis. The findings of the study revealed that there is insignificant impact of attitude towards work on job performance. This

study recommended among others, that positive attitude towards work should be encouraged by advertising agencies in order to ensure higher level of performance. This study is relevant to this present study as the variables attitude towards work and job performance are also the concern of the present study. The use of employees as the study population and sample also makes the relationship closer. The major differences are in the scope, area of the study, method of data analysis as well as the fact that the reviewed dealt with advertising agencies which exhibit entirely different orientation and outcome from educational institutions which is the concern of the present study. The findings of the reviewed study could be relevant to the present study since both studies focused on human employees.

In addition, Susanty, Miradipta and Jie (2013) did a study on the analysis of the effect of attitude towards work, organizational commitment and job satisfaction on employees' job performance. The aim of the study was to explain and empirically test the effect of attitude toward work, job satisfaction and organizational commitment on job performance of employees of an electronic company. The study was guided by five research questions and five null hypotheses were formulated. Survey design was adopted for the study and it was carried out in Indonesia. The population comprised all employees in an electronic company. A sample size of 200 was taken for the study and questionnaire was used to elicit response from the respondents. The instrument was validated and a reliability coefficient of 0.89 was obtained. Regression analysis was used to analyze the data. The findings of this study showed that there was no significant relationship between attitude to work and employees' job performance. It was recommended among others, that positive attitude to work of employees should be promoted as this will ensure high level performance. The study of Susanty et al (2013) which was on attitude towards work and employees' job performance has stringent relationship with the present study in terms of attitude towards work and job performance which is the main focus of the present study. The adoption of a survey design and the method

of data analysis by both studies draws the association closer. However, they differ in scope organization, area of the study, job orientation, population and sample size.

Job Satisfaction, Commitment, Attitude to Work and Job Performance

Job satisfaction, commitment, attitude to work and job performance have been important topics in the work environment and extensively researched by researchers. Demirer, Gures and Akgul (2010) carried out a study titled organizational commitment and job satisfaction: the influence of individual and organizational factors on sales persons' work attitudes in travel agencies. The purpose of the study was to examine the influence of individual and organizational factors of sales persons' work attitude on organizational commitment and job satisfaction in travel agencies – a subsector of the tourism sector in Turkey. The study was guided by four research questions and four null hypotheses were formulated. The design of the study was a survey. The study was carried out in Turkey and the population comprised 14000 sales persons in the travel agencies. A sample size of 459 was selected and questionnaire was used to elicit responses. It was validated and a reliability coefficient of 0.86 was obtained. Multiple regression analysis was used to analyze the data. The findings of the study revealed that job satisfaction and work attitude predicted performance on the job and that organizational commitment showed no predicting power on performance of the job. Based on the findings, it was recommended among others, that organizations should identify and adopt strategies that will promote job satisfaction, commitment and positive attitude to work as this will enhance the overall performance of employees. This study has strong relationship with the present study. Both focused on job satisfaction, commitment, attitude to work and job performance. Both studies also made use of survey as its research design. Nevertheless, the studies differ in scope, job orientation and area of the study. While the reviewed was conducted in Turkey on workers in travel agencies the present study was carried out in Nigeria on technical educators in tertiary institutions. The differences notwithstanding, the findings are useful to the present study.

In addition, Susanty and Miradipta (2013) conducted a study on the effect of attitude toward work, organizational commitment and job satisfaction on employee's job performance. The study was aimed at examining the effect of attitude toward work, organizational commitment and job satisfaction on employees' job performance at PT Intech, Anugrah-Indonesia. Five research questions guided the study and five null hypotheses were formulated. A descriptive survey was employed in the study and it was carried out in Anugrah-Indonesia. Questionnaire was the main instrument used to gather the data for the study. The population comprised all the employees of PT Intech, Anugrah, Indonesia with a sample size of 200. The instrument was validated and a reliability coefficient of 0.91 was obtained. ANOVA and regression analysis were used to analyze the data. The results showed that attitude towards work has positive but not significant effect on employees' performance while commitment and job satisfaction have a positive and significant effect on job performance of employees at PT Intech. This study recommended among others, that since employee's job performance is one of the important factors for a business to compete in this global market, managers of organizations should focus on factors that have significant effect on employee job satisfaction, commitment and attitude to work if they want to enhance performance. The study of Susanty and Miradipta (2013) is critical to the present study in that it examined the effect of attitude to work, organizational commitment and job satisfaction on employees' job performance which is the main focus of the present study. The use of employees as the study population and sample makes both studies similar. The findings are also related. All the same they differ in scope, area of the study, job orientation and methodology. The findings of the reviewed could be relevant to this present study since both focused on employees.

Supporting Susanty and Miradipta (2013) Imran, Arif, Cheema and Azeem (2014) did a study titled the relationship among job satisfaction, job performance, attitude towards work and organizational commitment. The objective of the study was to investigate the nature of

relationship among job satisfaction, job performance, attitude towards work and organizational commitment of employees in public and private educational institutions in Pakistan. Four research questions guided the study and four null hypotheses were formulated. To achieve this, a descriptive survey research design was adopted. The study was carried out in Pakistan and the population of the study comprised all employees in public and private educational institutions in Pakistan. A sample size of 200 employees was selected and questionnaire was used for the collection of data. It was validated and a reliability coefficient of 0.87 was obtained. The data was analyzed using regression analysis. The findings of the study revealed that there is a strong positive relationship between job satisfaction with performance while commitment has a strong positive and significant relationship with performance and attitude towards work. Based on the findings, it was recommended among others, to the managing committee of educational institutions that they should adopt the appraisal reward policies that will enhance the level of job satisfaction, commitment, attitude to work as well as performance. This study aligns with the present study in that both have employees' job satisfaction, commitment, attitude to work and job performance as variables of concern. These variables are key to productivity in every human oriented organization. Both studies focused on educational institutions even though private educational institutions was not part of the present study. The adoption of descriptive survey design and the use of regression analysis for analyzing the data are all areas of greater relatedness. The findings of the reviewed study are also similar to that of the present study and it is useful. The relationship notwithstanding, they differ in their scope, area of the study, population and sample size.

The empirical review showed that a lot of studies have been conducted on job satisfaction, commitment, attitude to work and performance across organizations and different classes of employees. Efforts to address the critical challenges were identified, some of which have paid off significantly. However, not much seems to have addressed the job

performance of technical educators as the few studies carried out in higher institutions of learning centered on administrative roles rather than on educators. This perhaps accounts for the reason why Nigerian tertiary institutions experience unprecedented industrial actions that question both the administrative and management system. These strike actions may have effect on technical educators' job satisfaction, commitment, attitude to work and their overall performance. It is against such questions that this study is set to address the pertinent issues that bother on job satisfaction, commitment, attitude to work and performance of technical educators in tertiary institutions of Edo and Delta States in South-South geopolitical zone of Nigeria.

Summary of Literature Review

A considerable amount of research on job satisfaction, commitment, attitude to work and job performance has been widely discussed in the present study. In the literature review, Maslow's Hierarchy of Needs; Expectancy and Frustration-Aggression Theories provided the theoretical frame-work on which the job satisfaction, commitment, attitude to work as correlates of job performance were discussed. Maslow's Hierarchy of Needs and Expectancy Theories are motivational theories which agreed that, to retain and get the best out of workers, they must be motivated. Frustration- Aggression theory on the other hand, agreed that ,to get the best out of workers, their needs should be met and needs lead to expectations. When expectations are not met it could lead to aggression which is an indication of frustration.

The review also on job satisfaction and job performance showed that some researchers were of the view that there was a relationship; some were of the opinion that there was no relationship while some had fluctuating views. On the relationship between commitment and job performance; some studies showed that commitment was a significant predictor of job performance; some showed that commitment was not a significant predictor while some had mixed views.

Furthermore, the review on the relationship between attitude to work and job performance had some studies revealing that attitude to work had a robust correlation with job performance; some differed and held the view that there was no correlation. However, on the relationship among job satisfaction, commitment, attitude to work and job performance, some studies showed that job satisfaction, commitment and attitude to work does not affect job performance while others showed that job satisfaction, commitment and attitude to work affect job performance.

The literature reviewed showed that no singular indicator of job satisfaction, commitment and attitude to work can stand in isolation to enhance productivity. This became obvious as the position of each scholar or group of scholars was contradicted by some other scholars. It was also clear that what worked out in the result of some studies in some locations contradicted other results from other areas even when the studies were similar. The review revealed further that, across the globe and in virtually all walks of life, there exist gaps among organizational culture, environmental policies, job satisfaction, job commitment and job performance which result in dissatisfaction of employees and thus poor productivity. The review revealed that poor commitment of employers to providing enabling environment and basic facilities that enhance performance and productivity, poor attention to the needs of employees, poor implementation of policies and agreements reached between employers and employees, lack of political will on the part of employers (government), inconsistency in promotion, poor welfare packages and strained relationship between employees and employers have over the years plagued the various organizations even the education system (technical education inclusive). These gaps are what the present study seeks to fill. Additionally, this study appears not to have been done before in Edo and Delta States and it was also designed to beef-up empirical evidence in this humans' relational demography.

CHAPTER THREE

METHODS

This chapter describes the design and procedures that were used in the study. They are listed under the following sub-headings: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The design that was used in the study was the correlational survey design. Correlational survey enables a researcher to find out what variables are related (Nwankwo & Emunemu, 2015). Also, Akilaiya, Oputa-Imala and Ezoem (2008) defined correlational survey as statistical method used to establish the extent of relationship or association between two or more variables. It usually indicates the direction and magnitude of the relationship between the variables. The correlational survey design was appropriate for this study because it established the relationship among technical educators' job satisfaction, commitment, attitude to work and their job performance.

Area of the Study

The study was carried out in Edo and Delta States of Nigeria. Edo State, with its capital in Benin City, is made up of 18 local government areas and has a total land mass of 17,450 square kilometers. It has boundaries with Kogi State to the North-East, Ondo State to the West and Delta State to the South and East. The climate is typically tropical with major seasons of wet (rainy) and hot (dry) seasons. The people are predominantly peasant farmers who subsist on low yield agricultural food crops. They are also known for bronze casting and wood works. It is one of the country's oil producing states with oil wells in three local

government areas. It has 14 tertiary institutions owned by the Federal Government, State Government and Private individuals.

Delta State, on the other hand, has its capital in Asaba with 25 local government areas and covers an area of 18,050 square kilometers. Bordered on the West and North by Edo State, on the West by Ondo State, on the East by Rivers and Anambra States and on the South by Bayelsa State, the typical climate of Delta State is tropical with major seasons of rain and dry. The major occupations of the people are farming, fishing, arts and crafts. It has 15 tertiary institutions, owned by the Federal and State Governments and Private individuals. Delta State is the second highest oil producing state in Nigeria.

Altogether Delta and Edo States have a total of 29 tertiary institutions, 12 are offering technical education programmes. The choice of these states was as a result of the fact that they are oil producing states which need a large number of technical manpower to work in the oil companies.

Population of the Study

The population consisted of 283 technical educators drawn from the Federal and State owned universities, polytechnics and colleges of education in Edo and Delta States. This was made up of 40 university lecturers, 198 polytechnic lecturers and 45 lecturers at the colleges of education (Heads of departments of various institutions in 2018). The population was made up of male and female technical educators. (See Appendix C on pg 127)

Sample and Sampling Technique(s)

In view of the manageable number of technical educators that made up the population of the study, the researcher made use of the entire 283 technical educators as the sample for the study. There was no sampling.

Instrument for Data Collection

The instrument for data collection was a structured questionnaire titled “Technical Educators’ Job Satisfaction, Commitment, Attitude Inventory and Job Performance Questionnaire” (TEJSCAIJPO) (See Appendix B on Pg 122). The section on job satisfaction was an adapted version of Job Satisfaction Scale developed by Munir and Khatoon (2015), the section on commitment was an adapted version of Meyer and Allen Model of Organizational Commitment developed by Jaros (2007), the section on attitude to work was an adapted version of the Measurement of Employee Attitude developed by Dawis and Weitzel (1971) while the section on job performance is an adapted version of Service Employee Performance developed by Wallace and Chernatony (2009).

The questionnaire was sub-divided into five sections A-E. Section A was meant to collect data on the demographic issues about the respondents. Section B on job satisfaction contains 24-items, section C on commitment contains 20-items, section D on attitude to work contains 19-items and section E which addressed job performance contains 20-items. Each of the sections has a – five point likert scale with response options of SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree and SD – Strongly Disagree.

Validation of the Instrument

The face validity of the instrument was established by three experts; two from the Department of Technology and Vocational Education and one from Measurement and Evaluation Unit, Department of Educational Foundations of Nnamdi Azikiwe University, Awka. These three experts reduced the item statements in the questionnaire from 104 to 83 and that technical educators should respond to section E of the questionnaire on job performance and not heads of department. Thereafter these corrections were incorporated into the final draft of the instrument which was used for the study and was submitted to the researcher’s supervisor for approval. (See Appendix D on pg 128) for the validation report of the experts.

Reliability of the Instrument

The reliability coefficient of the instrument was established using Cronbach Alpha method. This method was found more appropriate in that it takes care of the internal consistency of the instrument; and is most commonly used when one wants to assess the internal consistency of an instrument that is polychotomously skewed and structure using 5 points Likert scale. The instrument was pilot tested on 50 technical educators drawn from Nnamdi Azikwe University, Awka, Federal Polytechnic, Oko and Federal College of Education (Technical) Umunze, all in Anambra State. From the analysis, the following coefficient values were obtained 0.83, 0.72, 0.79 and 0.82 for TEJS, TEC, TEAI and TEJP respectively, (see Appendix E on pg. 131). The value of the reliability obtained for the entire research instrument was 0.92.

Method of Data Collection

Copies of the questionnaire were administered on 283 technical educators that comprised the sample of the study in tertiary institutions in Edo and Delta States by the researcher and five research assistants. The research assistants were briefed on the rudiments of questionnaire administration for consistency and accuracy of data collection. A period of eight weeks was used for the distribution and collection of the questionnaire. All the copies of the questionnaire were retrieved and used for data analysis.

Method of Data Analysis

Pearson Product Moment Correlation (r) method was used to answer research questions one, two and three while research question four was answered using multiple regression analysis. To determine the level of relationship of job satisfaction, commitment, attitude to work and job performance of technical educators in tertiary institutions in Edo and Delta States a decision rule was taken for Pearson Product Moment Correlation 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.

In testing the formulated null hypotheses, Pearson Product Moment Correlation (r) was used for hypothesis one, two, three, five, six and seven while multiple regression analysis was used for hypothesis four.

The decision rule for multiple regression 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. All computation was done using the Statistical Package for Social Sciences (SPSS) version 17.

The responses were made on a 5-point Likert scale which was weighted from 1 to 5. The scoring scheme used was to give a score of 5 to each response marked Strongly Agree, a score of 4 to Agree, a score of 3 to Undecided, a score of 2 to Disagree and a score of 1 to Strongly Disagree. This was done for positive item statements. In case of negative item statements the scoring method was reversed. The scores marked for various response options were summed up to obtain a summated score or aggregated score of each of the respondents per item statement. (See Appendix B on pg 122 For the Questionnaire)

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the analysis of data collected and results. The analyses of the research questions and hypotheses are presented one after the other using tables. The discussion of results of the study is also presented.

Results

Analysis in Relation to Research Questions

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	.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 ($r = .14$, $N = 283$).

Research Question 2

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

Data in relation to research question 2 were analysed and presented in Table 2.

Table 2**Coefficient of Relationship Between Technical Educators' Commitment and Performance in Edo And Delta States**

Variables	N	Correlation Coefficient (r)	Decision
Commitment*Performance	283	.28	Weak Relationship

Result of Table 2 reveals the nature of relationship between technical educators' commitment and job performance in tertiary institutions in Edo and Delta States. The analysis reveals a weak positive relationship between technical educators' commitment and job performance in tertiary institutions in Edo and Delta States ($r = .28, N = 283$).

Research Question 3

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

Data to provide answer to research question 3 were analyzed and presented in Table 3.

Table 3**Coefficient of Relationship between Technical Educators' Attitude to Work and Job Performance in Edo and Delta States**

Variables	N	Correlation Coefficient (r)	Decision
Attitude to work*Performance	283	.28	Weak Relationship

Table 3 shows that technical educators' attitude to work and job performance in tertiary institutions in Edo and Delta States were correlated, and, the result indicates a weak positive relationship between technical educators' attitude to work and job performance in tertiary institutions in Edo and Delta States ($r = .28$).

Research Question 4

What relationship exists among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States?

Data in relation to research question 4 were analyzed and presented in Table 4.

Table 4**Coefficient of Relationship Among Technical Educators' Job Satisfaction, Commitment, Attitude to Work and Job Performance in Edo And Delta States**

Model	R	R ²	Adjusted R ²	Std. Error
1	.37	.13	.12	9.08

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3536.90	3	1178.97	14.303	.000
Residual	22997.04	279	82.43		
Total	26533.94	282			

Analysis on Table 4 shows a multiple regression run to predict technical educators' job performance on their job satisfaction, commitment, and attitude to work in tertiary institutions in Edo and Delta States. These variables statistically did predict technical educators' job performance, $F(3, 279) = 14.30$, ($.000 < .05$), with an R^2 of .12. Technical educators' job satisfaction, commitment, attitude to work in tertiary institutions in Edo and Delta States statistically did predict their job performance as $p < .05$. Therefore, there is a weak positive relationship among technical educators' job satisfaction, job commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States.

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 5.

Table 5**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	Significant
Job Performance				

Note. $p < 0.05$

Table 5 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 technical educators' commitment and job performance in tertiary institutions in Edo and Delta States.

The statistical test in relation to hypothesis 2 is presented in Table 6.

Table 6

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

Variables	Correlation Coefficient (r)	N	p-value	Decision
Commitment	.276	283	.000	Significant
Job Performance				

Note. $p < 0.05$

Analysis on Table 6 shows that the p-value of .000 is less than 0.05 ($.000 < 0.05$). This indicates that the null hypothesis was rejected; therefore, there is a significant relationship between technical educators' commitment and job performance in tertiary institutions in Edo and Delta States. Because the correlation is positive ($r = .276$), this means that technical educators' increase in job performance is dependent on their increase in organizational commitment.

Hypothesis 3

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

The statistical test of hypothesis 3 is presented in Table 7.

Table 7**Relationship Between Technical Educators' Attitude to Work and Job Performance in Edo And Delta States**

Variables	Correlation Coefficient (r)	N	p-value	Decision
Attitude to Work	.275	283	.000	Significant
Job Performance				

Note. $p < 0.05$

Data presented on Table 7 indicates that $p < 0.05$ ($p = .000 < 0.05$). Therefore, the null hypothesis was rejected. Thus, the relationship between technical educators' attitude to work and job performance in tertiary institutions in Edo and Delta States is significant. The implication is that a positive attitude to work on the part of technical educators will translate to higher level of job performance since the correlation is positive ($r = .275$).

Hypothesis 4

There is no significant relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States.

The statistical test in relation to hypothesis 4 is presented in Table 8.

Table 8**Relationship Among Technical Educators' Job Satisfaction, Commitment, Attitude to Work and Job Performance in Edo And Delta States**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3536.90	3	1178.97	14.30	.000
Residual	22997.04	279	82.43		
Total	26533.94	282			

Note. $p < 0.05$,

Table 8 shows that null hypothesis was rejected given that $F_{(3,279)} = 14.30$ and p-value is less than 0.05 ($p = .000 < 0.05$). This means that relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States is significant. This implies that an increase in the level of job

satisfaction, commitment and attitude to work will positively influence their job performance.

Hypothesis 5

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 9.

Table 9

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	Significant
State	.105	122	.125	Not Significant

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

Data presented on Table 9 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 job satisfaction and job performance of federal technical educators 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 job satisfaction and job performance of state technical educators 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.

Hypothesis 6

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

The statistical test in relation to hypothesis 6 is presented in Table 10.

Table 10**Relationship between Commitment and Job Performance of Federal and State Technical Educators in Edo and Delta States**

Institution	Corr. Coefficient (r)	N	p-value	Decision
Federal	.402	161	.000	Significant
State	.186	122	.020	Significant

Note. $p < 0.05$ (federal and state)

Analysis on Table 10 shows that p-values of .000 and .020 for Federal and State institutions respectively are less than 0.05 ($p < .000$ and $.020$). This indicates that the null hypothesis was rejected, thus, the relationship between commitment and job performance of federal and state technical educators in tertiary institutions in Edo and Delta States is significant. The implication of this is that an increase in the level of commitment of federal and state technical educators will lead to an increase in their job performance.

Hypothesis 7

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

The statistical test of hypothesis 7 is presented in Table 11.

Table 11**Relationship between Attitude to Work and Job Performance of Federal and State Technical Educators in Edo and Delta States**

Institution	Corr. Coefficient (γ)	N	p-value	Decision
Federal	.365	161	.000	Significant
State	.169	122	.032	Significant

Note. $p < 0.05$ (federal and state)

Table 11 reveals that $p < 0.05$ ($p = .000$ and $.032 < 0.05$), this implies that the null hypothesis was rejected, thus, there is a significant relationship between attitude to work and job performance of federal and state technical educators in tertiary institutions in Edo and Delta States. This means that technical educators' job performance is dependent on their attitude to work.

Discussion of Results

The discussions are organized under the following sub-headings:

1. Technical Educators' Job Satisfaction and Job Performance
2. Technical Educators' Commitment and Job Performance
3. Technical Educators' Attitude to Work and Job Performance
4. Technical Educators' Job Satisfaction, Commitment, Attitude to Work and Job Performance

Technical Educators' Job Satisfaction and Job Performance

The result of the data analysis in respect of research question one in Table 1 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. Also, Hussin (2011) which found that job satisfaction has a positive relationship on job performance among employees of Trade Winds Group of Companies. In the same vein Dizhag, Chiegini and Bisokhian (2012) found a weak relationship between job satisfaction and job performance in Guilian private sector. 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 in Table 5 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. Furthermore, Shahab and Nisa (2014) found that job satisfaction has a significant and positive influence towards employee performance. In another study done by Inuwa (2016), it was found that job satisfaction has a positive and significant relationship with employee performance. Additionally, the result of null hypothesis five in Table 9 revealed that there is a significant relationship between job satisfaction and job performance of federal technical educators 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 five 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 five in Table 9 revealed no significant relationship between job satisfaction and job performance of state technical educators 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 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 a 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.

Technical Educators' Commitment and Job Performance

The data analysis result of research question two in Table 2 showed the relationship that exists between technical educators' commitment and job performance in tertiary institutions in Edo and Delta States. The finding revealed a weak relationship between technical educators' commitment and job performance in tertiary institutions in Edo and Delta States. This result implies that there is a positive relationship between technical educators' commitment and job performance, but this relationship is weak. This means that commitment of technical educators has an effect on their job performance. This finding is in line with the finding of Khan, Ziauddin, Jam and Ramay (2010) that there exists a positive relationship between commitment and job performance of all employees in public and private sector of oil and gas. Similarly, the result of Widagbo, Widodo and Samosir (2018) showed that commitment positively influenced employee performance.

The result of null hypothesis two in Table 6 revealed that there is a significant relationship between technical educators' commitment and job performance in tertiary institutions in Edo and Delta States. Thus the null hypothesis was rejected. In addition, the result of the null hypothesis six in Table 10 revealed that the relationship between commitment and job performance of federal and state technical educators in tertiary institutions in Edo and Delta States is significant. Thus the null hypothesis was rejected. This

finding is in consonance with Shoebly, Saleem, Razzaq and Khan (2012) which found a significant and positive relationship between commitment and job performance of lecturers. In the same vein, Fu and Deshpande (2014) found that commitment has a significant and direct effect on job performance of employees in a large insurance company. Additionally, Bayasgalan (2015) found that commitment significantly influenced job performance of academic staff. On the same note, Musabah, Al-Zefeiti and Mohamad (2017) found that commitment has a significant effect on employees work performance.

These findings show that technical educators' commitment is an important determinant of their job performance. The implication of these findings is that the commitment of technical educators has an effect on their job performance. This means that an increase in the level of commitment will lead to increase in their performance. In addition, since technical educators' commitment is an important determinant and a predictor of their job performance, there is the need to enhance technical educators' commitment in order to boost their job performance. By implication, without commitment productivity will be very dismal and discouraging as it (productivity) is greatly dependent on performance. In other words, when commitment is high, performance will appreciate and productivity boosted but when job commitment is low, performance will be detestable and productivity becomes ridiculous irrespective of the tier of institution – State or Federal.

Technical Educators' Attitude to Work and Job Performance

The result of the data analysis in respect of research question three in Table 3 showed the relationship that exists between technical educators' attitude to work and job performance in tertiary institutions in Edo and Delta States. The finding revealed a weak relationship between technical educators' attitude to work and job performance in tertiary institutions in Edo and Delta State. This means that technical educators attitude to work has an effect on their job performance. This result supports the finding of Liao, Lu, Huang and Chiang (2012) that attitude to work of employees has a weak mediating effect on job performance. Similarly

Sulaiman, Almsafir, Ahmad (2013) found that there is a positive relationship between attitude to work and employee job performance. In the same vein, the findings of Khan, Dongping and Ghaur (2014) showed that attitude to work positively affects job performance of employees.

The result of null hypothesis three in Table 7 revealed that the relationship between technical educators' attitude to work and job performance in tertiary institutions in Edo and Delta States is significant. Thus the null hypothesis was rejected. The outcome of this hypothesis signifies that technical educators' attitude to work is significantly important to their job performance portraying that a positive attitude towards their job is capable of boosting their job performance. This finding conforms with the study of Linz and Semykina (2008) which found that work attitude is significantly correlated to employee job performance. In addition, Hettiarachchi and Jayarathna (2014) found that there is a significant impact of work attitude on job performance of employees of tertiary and vocational education of government sector in Sri Lanka.

Additionally, the result of null hypothesis seven in Table 11 revealed that there is a significant relationship between attitude to work and job performance of federal and state technical educators in tertiary institutions in Edo and Delta States, thus the null hypothesis was rejected. This result is in agreement with Chih, Yang and Lu (2008) which found that attitude to work is significantly correlated to employees' job performance. The outcome of the results shows that technical educators' attitude towards work is positively and significantly correlated with job performance. This implies that a positive attitude towards technical educators' job is capable of boosting their performance. Therefore government and all other stakeholders in tertiary institutions should prioritize important motivational factors that will bring about positive attitude toward work so as to achieve high performance level.

Technical Educators' Job Satisfaction, Commitment, Attitude to Work and Job Performance

The data analysis result of research question four in Table 4 showed the relationship that exist among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States. The finding revealed a weak relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States. This result means that there is a clear link or relationship among technical educators' job satisfaction, commitment, attitude to work and job performance, but with pretty weak or low intensity. This finding is in consonance with the finding of Demirer, Gures, Akgul (2010) which showed that job satisfaction and work attitude predicted performance on the job and that commitment showed no predicting power on performance on the job. In the same vein, Susanty and Miradipta (2013) found that attitude towards work has positive but not significant effect on employees performance while commitment and job satisfaction have positive and significant effect on job performance of PT Intech.

In addition, the result of null hypothesis four in Table 8 revealed that the relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States is significant. Thus, the null hypothesis was rejected. This finding conforms with the study of Imran, Arif, Cheema and Azeem (2014) which found that there is a strong positive relationship between job satisfaction and performance and that commitment has strong positive relationship with performance and attitude towards work. The authors also found a positive and significant relationship between commitment and job performance. This finding with regard to hypothesis four which is significant shows that technical educators job satisfaction, commitment, and attitude to work are performance enhancers. This means that as technical educators' attitude towards work become positive and significant, they will have more satisfaction towards their job, commitment will increase and their overall performance will be

enhanced. In other words once employees find satisfaction in their job, their attitude towards it will change for good, commitment strengthened and productivity enhanced with relative ease thereby leading to greater achievement of the goals and objectives of the various tertiary institutions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary of findings, conclusion, implications of findings, recommendations and suggestions for further studies.

Summary of the Findings

The following findings emerged from this study:

1. There is a very weak relationship between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States.
2. There is a weak relationship between technical educators' commitment and job performance in tertiary institutions in Edo and Delta States.
3. There is a weak relationship between technical educators' attitude to work and job performance in tertiary institutions in Edo and Delta States.
4. There is a weak relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States.
5. The relationship between technical educators' job satisfaction and job performance in tertiary institutions in Edo and Delta States is significant.
6. There is a significant relationship between technical educators' commitment and job performance in tertiary institutions in Edo and Delta States.
7. The relationship between technical educators' attitude to work and job performance in tertiary institutions in Edo and Delta States is significant.
8. The relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States is significant.

9. 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 of state technical educators in tertiary institutions in Edo and Delta States
10. The relationship between commitment and job performance of federal and state technical educators in tertiary institutions in Edo and Delta States is significant.
11. There is a significant relationship between attitude to work and job performance of federal and state technical educators in tertiary institutions in Edo and Delta State.

Conclusion

The essence of employment in any organization, whether federal or state government, public or private is to achieve set goals and objectives. When such is not achieved maximally, the commitment of the employee is doubted. When commitment is not commensurate to expectations the attitude of the employed towards the job will be looked into and questions about the job performance in relation to satisfaction will be raised. Hence, the need for technical educators to be satisfied, committed and have positive attitude to work so as to ensure good performance cannot be over emphasized. Business organizations especially tertiary institutions that are saddled with the responsibility of imparting skills, knowledge and attitude in students need to have workers that are satisfied, committed and have positive attitude to work so as to achieve the goals and objective for establishing such institutions. The findings of this study revealed that there is a relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States. In addition, a significant relationship exists among federal and state technical educators' commitment, attitude to work and job performance; and also a significant relationship exists between federal technical educators job satisfaction and job performance in tertiary institutions in Edo and Delta States. Furthermore, no meaningful

achievement of set objectives can be made in an organization when there are persistent and lingering agitations and outright show-down to work due to conspicuously expressed dissatisfaction by employees which manifests in their attitude and commitment to work and negatively reflects on the productivity level. In a developing country with high technical skills drive, the future will remain bleak if technical educators perpetually renege from their jobs due to industrial (strike) actions occasioned by perceived job dissatisfaction which culminates in poor attitude to work, weak commitment and low productivity. Considering the relationship among job satisfaction, commitment to work, attitude towards work and attainment of set goals, technical educators in tertiary institutions should be meaningfully engaged to ensure positive attitude and commitment to their job in order to enhance attainment of set goals. Therefore, effective job performance depends on job satisfaction, commitment and attitude to work of technical educators and that increase in their level of job satisfaction, commitment as well as positive attitude to work will lead to increase in their overall productivity in tertiary institutions in Edo and Delta States.

Implication of Findings

The study provided empirical evidence of relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States. The study found a positive relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States.

This implies that technical educators job satisfaction, commitment and attitude to work are important in the determination of their job performance, predictors of their job performance and that they are performance enhancers. Therefore, technical educators need to be highly motivated on their job in order to guarantee job satisfaction, commitment and positive attitude which will certainly improve their job performance. If technical educators' job satisfaction, commitment and attitude to work are not enhanced, they will not be able to

perform optimally on the job as a result of lack of job satisfaction, commitment and negative attitude to work.

Recommendations

Based on the findings, the following recommendations were made:

1. That policymakers (Federal Ministry of Education, Federal Ministry of Science and Technology and the National/State Assemblies) should formulate policies that will promote job satisfaction, commitment and attitude to work as this 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, commitment and attitude to work which will increase their overall performance.
3. That regulatory agencies in the education sector such as NUC, NBTE and NCCE should always be on the alert to address any identified challenges confronting the needs of technical educators in various tertiary institutions so as to forestall the problems that may arise from lack of job satisfaction, commitment as well as negative attitude to work.
4. Since the technical educators' job satisfaction, commitment and attitude to work will be enhanced which is a part of the recommendations of this present study, the technical educators should, on their part, endeavor to work hard and put in their best so as to ensure increase in their level of job performance.

Suggestions for Further Studies

1. Further studies could be conducted to determine the relationship among job satisfaction, commitment and attitude to work as correlates of job performance of technical educators in tertiary institutions in other states of the country.
2. The present study may be replicated by determining the relationship among technical educators' job satisfaction, commitment, attitude to work and job performance in private tertiary institutions in Nigeria.
3. Further studies could be conducted to determine the influence of job satisfaction, commitment and attitude on technical educators' job performance in Nigerian Secondary Schools.

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Appendix A

Letter of Introduction

Department of Technology and Vocational Education
Faculty of Education
Nnamdi Azikwe University
Awka-Anambra State
Date: 5th May, 2018.

Dear Sir/Madam,

REQUEST FOR COMPLETION OF A QUESTIONNAIRE

I am a Doctoral student of the above named university, carrying out a study on **Technical Educators' Job Satisfaction, Commitment and Attitude to Work as Correlates of Job Performance in Tertiary Institutions in Edo and Delta States.**

Please kindly complete the attached questionnaire as your response will be specifically used for the purpose of this research. The information provided will be treated with utmost confidentiality.

Thank you in anticipation for your co-operation.

Yours faithfully,

Obierika, Obiajulu Loretta
Researcher

Appendix B

Instrument of the Study (Questionnaire) Technical Educators Job Satisfaction, Commitment, Attitude Inventory and Job Performance Questionnaire (TEJSCAIJPQ)

Section A

Demographic Data

This questionnaire is designed to find out the relationship between technical educators' job satisfaction, commitment, attitude to work and job performance in tertiary institutions in Edo and Delta States.

Please tick (✓) the appropriate option that pertains to you.

- i. Ownership of Institution: Federal [] State []
- ii. State: Edo [] Delta []

Section B

Instructions: Indicate by ticking (√) in the appropriate columns the extent to which you agree or disagree with the following statements in sections B, C, D and E. The options for your responses are: Strongly Agree (SA), Agree (A), Undecided (U) Disagree (D) and Strongly Disagree (SD). Please do not omit any item.

S/N	Technical Educator's Job Satisfaction	SA	A	U	D	SD
1.	I am comfortable with my job as a technical educator.					
2.	The salary received influences my job performance.					
3.	The conditions of service provided by institution motivates my performance on the job.					
4.	I do my work effectively because of some incentives given me.					
5.	I feel at home with my work whether I am well paid or not.					
6.	I am not satisfied with my job as a technical educator because it is too demanding.					
7.	I found myself into the job as a technical educator because of lack of the job of my interest.					
8.	I perform below expectation because I have no satisfaction in the job.					
9.	I feel like quitting this job as a technical educator.					
10.	My thought of quitting this job affects my performance as a technical educator.					
11.	Because I have no passion for the job, I hardly cover the course outline for each semester.					
12.	Because I am not very happy with the job as a technical educator, I find it difficult to mark scripts after examination.					
13.	My performance on the job has nothing to do with my satisfaction with the job.					
14.	I am not satisfied with my job because promotions are delayed and irregular.					
15.	When I do a good job, I receive the recognition and commendation.					
16.	I do not feel that the work I do is appreciated.					
17.	My efforts to do a good job are seldom blocked by administrative					

	routine.					
18.	There are few incentives for technical educators.					
19.	I often feel that I do not know what is going on with the institution and that makes me unhappy.					
20.	I feel a sense of pride in doing my job.					
21.	Work assignments are not fully explained by my superiors.					
22.	There are adequate facilities to carry out my job.					
23.	There is too much bickering and fighting at work.					
24.	The goals of this institution are not clear to me, hence my performance is low.					

Section C

S/N	Technical Educator's Commitment	SA	A	U	D	SD
25.	I report at work on time everyday.					
26.	I seldom leave my duty post before closing time.					
27.	I make sure I finish the course outline of courses assigned to me within time frame.					
28.	I go to class regularly but hardly finish the course outline.					
29.	I find it difficult to conduct test for students taking courses assigned to me.					
30.	I regularly send someone to teach my courses.					
31.	I find it difficult to mark my scripts after examination.					
32.	I usually do not meet the deadline for submission of examination scores.					
33.	At the end of each examination, I usually record scripts promptly.					
34.	I teach theoretical topics but attach little or no interest on practical activities.					
35.	Regularity at work does not denote commitment.					
36.	Regularity at work enhances performance.					
37.	Those who perform well at work are those who are committed to their work.					
38.	I engage in researches to ensure that solution to problems are					

	provided.					
39.	I devote all my attention to my work to make this institution grow.					
40.	I identify with the difficulties of the institution.					
41.	I feel worried whenever I am inevitably unable to attend to my duties.					
42.	I gladly put in extra time to do my work, if occasion demands, even without additional remuneration.					
43.	I hate to see workers coming late to work and show less concern about it.					
44.	I am so much absorbed in my work in this institution that I hardly have time for anything else.					

Section D

S/N	Technical Educator's Attitude Inventory	SA	A	U	D	SD
45.	I cooperate with others to enable the institution achieve its goals.					
46.	I will help to maintain institutional facilities if the need arises.					
47.	I am displeased at others negative attitude to work.					
48.	I participate enthusiastically in the institutions activities.					
49.	I have asked the institution for training to do my job better.					
50.	Hardwork gains respect from co-workers.					
51.	I have a cordial relationship with my colleagues.					
52.	What happens to this department is really important to me.					
53.	I feel bad each time my Head of department gives me assignment.					
54.	I shy away from additional responsibilities other than my primary assignment.					
55.	I work on other staff (colleagues) to work against the Head of department.					
56.	I show strong passion for departmental meetings.					
57.	I am satisfied with the respect I receive from the people I work with.					
58.	The work I do is important to my department.					
59.	I go to work when I like doing so.					
60.	I always remain on the fence on serious issues.					

61.	I do not believe in teamwork.					
62.	I support team work only when it will be beneficial to me.					
63.	I have confidence and trust in my colleagues.					

Section E

S/N	Technical Educator's Job Performance	SA	A	U	D	SD
64.	I perform my job credibly well.					
65.	I carryout my duties with joy and satisfaction.					
66.	Although I come to work everyday, I do my job below expectation.					
67.	There is hardly motivation in the department hence I work just to save my job.					
68.	I have never been found wanting on my job.					
69.	My HOD commends my input to the development of the department.					
70.	I am a functional member of committees in my department.					
71.	I finish assignments entrusted to me within prescribed time frame.					
72.	I participate in all departmental meetings.					
73.	I represent my department in Faculty/School Board meeting.					
74.	I have been given commendation letter twice due to my involvement in departmental affairs.					
75.	Students in the department express joy each time they have contact with me.					
.	I assist my colleagues when they need my help in order to enhance performance.					
77.	I complete the course outline of my course within specified time-frame.					
78.	I mark my scripts and record my scores with relative ease.					
79.	Students make good progress as a result of my contribution.					
80.	The department makes progress due to my performance.					
81.	The HOD of my department delegates duties to me regularly.					
82.	My colleagues share responsibilities with me because of my availability.					
83.	I relate with my colleagues freely especially on academic issues.					

Appendix C

Name of Institutions and Population

S/NO	Name of Institution	Population	Type	State Located
1.	University of Benin, Benin-City	6	Federal	Edo
2.	Ambrose Alli University, Ekpoma	7	State	Edo
3.	Federal Polytechnic, Auchi	94	Federal	Edo
4.	Edo State Polytechnic, Usen	21	State	Edo
5.	Petroleum Training Institute (P.T.I), Warri	37	State	Delta
6.	Federal University of Petroleum (FUPR) Warri	20	Federal	Delta
7.	Delta State University, Abraka	7	State	Delta
8.	Delta State Polytechnic, Ogwashi-Uku	17	State	Delta
9.	Delta State Polytechnic, Ozoro	15	State	Delta
10.	Delta State Polytechnic, Otefe- Oghara	14	State	Delta
11.	College of Education, Warri	4	State	Delta
12.	Federal College of Education (Technical), Asaba	41	Federal	Delta
	TOTAL	283		

Source: Field survey by the Researcher (2018)

Appendix D

Instrument Validation Reports of the Experts

INSTRUMENT VALIDATION REPORT

Validation of instrument on the topic:

Technical Educators' Job Satisfaction, Commitment and Job Performance as Correlates of Demographic Variables in Tertiary Institution in Edo and Delta States

This is to certify that I, Prof. Ngizet Agim validated the above mentioned instrument and made corrections/recommendations in the following areas;

- ① Restructure the purpose of the study and research question as indicated in the corrections
- ② Restructure Section A (Demographic Data) in line with the corrections
- ③ You need to develop three different instruments (questionnaire) one on each of the independent variable (Job Satisfaction, Job Commitment and Job Performance). Each of them should not be specific on any of your dependent variables. You also need to add Attitude Inventory for the technical Educators making it Four (4) Questionnaires.

After the amendments, I considered the instruments ~~fit~~ unfit for the study which it is designed for.

Signature: [Signature]

Date: 23/6/17

INSTRUMENT VALIDATION REPORT

Validation of instrument on the topic:

Technical Educators' Job Satisfaction, Commitment and Performance as Correlates of Demographic Variables in Tertiary Institutions in Edo and Delta States, Nigeria.

This is to certify that I, Dr. G. O. OMOFONMIWAN validated the above mentioned instrument and made corrections/recommendations in the following areas;

As reflected in the specified areas

After the amendments, I considered the instruments fit for the study which it is designed for.

Signature: [Signature]

Date: 27th June 2017.

The instrument is adequate for the study.

Dr. G. O. OMOFONMIWAN
Assoc. Prof of Management & Tech Edu
Uniben. 27/6/17

INSTRUMENT VALIDATION REPORT

Validation of instrument on the topic:

Technical Educators' Job Satisfaction, Commitment and Job Performance As Correlates of Demographic Variables in Tertiary Institutions in Edo and Delta States

This is to certify that I, Professor Odu Oji Kennedy, validated the above mentioned instrument and made corrections/recommendations in the following areas;

① Restructuring of the ^{specific} purpose of study, research questions and effecting of corrections on the questionnaire items

After the amendments, I considered the instruments fit/~~unfit~~ for the study which it is designed for.

Signature: 

Date: 4/7/17

Professor Odu Oji Kennedy
HOD, Technical and Business Education,
Delta State University Abraka, Nigeria

Appendix E

SPSS Output of the Test of Reliability Using Cronbach Alpha Reliability Technical Educators' Job Satisfaction (TEJS)

[DataSet1] C:\Users\Petlor\Documents\ANALYSIS\Mrs ObierikaReliability.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases ^a	Valid	50	100.0
	Excluded	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.830	24

Reliability of Technical Educators' Commitment (TEC)

[DataSet1] C:\Users\Petlor\Documents\ANALYSIS\Mrs ObierikaReliability.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases ^a	Valid	50	100.0
	Excluded	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.715	20

Reliability of Technical Educators' Attitude Inventory (TEAI)

[DataSet1] C:\Users\Petlor\Documents\ANALYSIS\Mrs ObierikaReliability.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases ^a	Valid	50	100.0
	Excluded	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.790	19

Reliability Technical Educators' Job Performance (TEJP)

[DataSet1] C:\Users\Petlor\Documents\ANALYSIS\Mrs ObierikaReliability.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases ^a	Valid	50	100.0
	Excluded	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.819	20

Reliability of Entire Instrument

[DataSet1] C:\Users\Petlor\Documents\ANALYSIS\Mrs ObierikaReliability.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases ^a	Valid	50	100.0
	Excluded	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.918	83

Appendix F

SPSS Output of the Data Analysis for Research Questions and Hypotheses

RESEARCH QUESTION 1 AND HYPOTHESIS 1

SPLIT FILE OFF.

CORRELATIONS

/VARIABLES=Satisfaction Performance

/PRINT=ONETAIL NOSIG

/MISSING=PAIRWISE.

Correlations

[DataSet0]

Correlations

		Job Satisfaction	Job Performance
Job Satisfaction	Pearson Correlation	1	.138*
	Sig. (1-tailed)		.010
	N	283	283
Job Performance	Pearson Correlation	.138*	1
	Sig. (1-tailed)	.010	
	N	283	283

*. Correlation is significant at the 0.05 level (1-tailed).

RESEARCH QUESTION 2 AND HYPOTHESIS 2

CORRELATIONS

/VARIABLES=Commitment Performance

/PRINT=ONETAIL NOSIG

/MISSING=PAIRWISE.

Correlations

[DataSet0]

Correlations

		Job Commitment	Job Performance
Job Commitment	Pearson Correlation	1	.276**
	Sig. (1-tailed)		.000
	N	283	283
Job Performance	Pearson Correlation	.276**	1
	Sig. (1-tailed)	.000	
	N	283	283

** . Correlation is significant at the 0.01 level (1-tailed).

RESEARCH QUESTION 3 AND HYPOTHESIS 3

CORRELATIONS

/VARIABLES=Attitude Performance
 /PRINT=ONETAIL NOSIG
 /MISSING=PAIRWISE.

Correlations

[DataSet0]

Correlations

		Attitude to work	Job Performance
Attitude to work	Pearson Correlation	1	.275**
	Sig. (1-tailed)		.000
	N	283	283
Job Performance	Pearson Correlation	.275**	1
	Sig. (1-tailed)	.000	
	N	283	283

** . Correlation is significant at the 0.01 level (1-tailed).

RESEARCH QUESTION 4 AND HYPOTHESIS 4

REGRESSION

/MISSING LISTWISE
 /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10)
 /NOORIGIN
 /DEPENDENT Performance
 /METHOD=ENTER Satisfaction Commitment Attitude.

Regression

[DataSet0]

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Attitude to work, Job Satisfaction, Job Commitment ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Job Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.365 ^a	.133	.124	9.07891

a. Predictors: (Constant), Attitude to work, Job Satisfaction, Job Commitment

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3536.902	3	1178.967	14.303	.000 ^a
	Residual	22997.041	279	82.427		
	Total	26533.943	282			

a. Predictors: (Constant), Attitude to work, Job Satisfaction, Job Commitment

b. Dependent Variable: Job Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.702	6.741		5.297	.000
	Job Satisfaction	.069	.055	.072	1.270	.205
	Job Commitment	.260	.066	.224	3.928	.000
	Attitude to work	.226	.058	.224	3.913	.000

a. Dependent Variable: Job Performance

SORT CASES BY Ownership.
 SPLIT FILE SEPARATE BY Ownership.
 CORRELATIONS
 /VARIABLES=Satisfaction Performance
 /PRINT=ONETAIL NOSIG
 /MISSING=PAIRWISE.

Correlations

HYPOTHESIS 5
 [DataSet0]

Ownership of Institution = Federal

Correlations^a

		Job Satisfaction	Job Performance
Job Satisfaction	Pearson Correlation	1	.149*
	Sig. (1-tailed)		.030
	N	161	161
Job Performance	Pearson Correlation	.149*	1
	Sig. (1-tailed)	.030	
	N	161	161

*. Correlation is significant at the 0.05 level (1-tailed).

a. Ownership of Institution = Federal

HYPOTHESIS 5

Ownership of Institution = State**Correlations^a**

		Job Satisfaction	Job Performance
Job Satisfaction	Pearson Correlation	1	.105
	Sig. (1-tailed)		.125
	N	122	122
Job Performance	Pearson Correlation	.105	1
	Sig. (1-tailed)	.125	
	N	122	122

a. Ownership of Institution = State

CORRELATIONS

/VARIABLES=Commitment Performance
 /PRINT=ONETAIL NOSIG
 /MISSING=PAIRWISE.

HYPOTHESIS 6

Correlations

[DataSet0]

Ownership of Institution = Federal**Correlations^a**

		Job Commitment	Job Performance
Job Commitment	Pearson Correlation	1	.402**
	Sig. (1-tailed)		.000
	N	161	161
Job Performance	Pearson Correlation	.402**	1
	Sig. (1-tailed)	.000	
	N	161	161

**. Correlation is significant at the 0.01 level (1-tailed).

a. Ownership of Institution = Federal

HYPOTHESIS 6

Ownership of Institution = State**Correlations^a**

		Job Commitment	Job Performance
Job Commitment	Pearson Correlation	1	.186*
	Sig. (1-tailed)		.020
	N	122	122
Job Performance	Pearson Correlation	.186*	1
	Sig. (1-tailed)	.020	
	N	122	122

*. Correlation is significant at the 0.05 level (1-tailed).

a. Ownership of Institution = State

CORRELATIONS

/VARIABLES=Attitude Performance

/PRINT=ONETAIL NOSIG

/MISSING=PAIRWISE.

HYPOTHESIS 7

Correlations

[DataSet0]

Ownership of Institution = Federal**Correlations^a**

		Attitude to work	Job Performance
Attitude to work	Pearson Correlation	1	.365**
	Sig. (1-tailed)		.000
	N	161	161
Job Performance	Pearson Correlation	.365**	1
	Sig. (1-tailed)	.000	
	N	161	161

** . Correlation is significant at the 0.01 level (1-tailed).

a. Ownership of Institution = Federal

HYPOTHESIS 7

Ownership of Institution = State**Correlations^a**

		Attitude to work	Job Performance
Attitude to work	Pearson Correlation	1	.169*
	Sig. (1-tailed)		.032
	N	122	122
Job Performance	Pearson Correlation	.169*	1
	Sig. (1-tailed)	.032	
	N	122	122

*. Correlation is significant at the 0.05 level (1-tailed).

a. Ownership of Institution = State