

The Influence Of Reward System And Training Programmes On Job Satisfaction Of Non-Academic Staff Of Oyo State-Owned Polytechnics

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Abstract: *The paper examines the the influence of reward system and training programmes on job satisfaction of non-academic staff of Oyo State-owned Polytechnics. The study adopts a survey research design method in which questionnaires are used as research instruments. The population of this study consists of One thousand six hundred (1600) middle level staff from the non-academic staff in Oyo states-owned Polytechnics which are faculty officers, office secretaries, Administrative staff and security officers. A simple random sampling technique was used and the data analysis was done using SPSS version 24.0. Findings of the study showed that reward system have moderately strong positive and statistically significant relationship with job satisfaction of non-academic staff in Oyo State-owned Polytechnics ($R = 0.669$, $p < 0.05$). The adjusted coefficient of determination ($Adj. R^2$) of 0.441 shows that reward system (financial and non-financial rewards) explained 44.1% of the variation in job satisfaction of non-academic staff under investigation. The results of regression coefficients revealed that at 95% confidence level, a unit change in financial rewards will lead to a 0.408 increase in job satisfaction of non-academic staff in Oyo State-owned Polytechnics given that all other factors are held constant Also, training programmes have average positive and statistically significant relationship with job satisfaction of non-academic staff in Oyo State-owned Polytechnics ($R = 0.502$, $p < 0.05$). The adjusted coefficient of determination ($Adj. R^2$) of 0.239 shows that training programmes (seminar, mentoring, and team training) explained 23.9% of the variation in job satisfaction of non-academic staff under investigation. It was recommended that Management should explore every opportunity to achieve higher level of job satisfaction for their non-academic staff.*

Keywords: Job Satisfaction, Motivation, Polytechnics, Training, Reward System

Introduction

Job satisfaction can be defined as the pleasurable emotional state that occurs as a result of recognizing one's employment as attaining or aiding the attainment of one's job values. One of the early definitions of job satisfaction was "any combination of psychological, physiological, and environmental factors that leads to a person expressing satisfaction with their job (Balzer, Kihm & Smith, 2007). It refers to how someone feels about his or her employment. Job satisfaction is a significant aspect in achieving recognition, salary, promotion, and other goals that lead to a sense of fulfillment. It does not simply refer to how much a person appreciates his or her job. Job satisfaction is an important factor that results in recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment. It does not refer to only how an employee enjoys work.

Employees at an American educational institute evaluated how much they appreciated individual activities within their employment; their scores were somewhat tied to job satisfaction and (though marginally) related to overall job satisfaction. Other factors (which include the amount of attention necessary for the job, the level of supervision, and the significance of the task) have no effect on job satisfaction. Nevertheless, the modest correlation suggests that factors other than enjoyment influence how pleased individuals are at work². Recent interest in this problem in developing nations derives mostly from worries about the quality of working conditions, as seen by talks on the idea of decent work at the International Labour Organization (ILO) and other places.

Furthermore, job satisfaction may be associated with an increase in subjective well-being analyses. Because of the importance of work in someone's life, both for the take-home pay and the inherent value, job satisfaction is a vital part of one's well-being. It was discovered that there is a link between job satisfaction and subjective well-being. The majority of empirical findings indicate that job satisfaction has an impact on well-being. Interest in job satisfaction is growing in developed countries, and research into the topic is expanding in developing ones. In undeveloped nations, particularly in Africa, studies on this aspect are still rare, if not nonexistent. The fact that employment is the primary source of income in numerous nations and that working circumstances are frequently harsh makes the lack of research astounding. As a result, work plays an especially significant part in an individual's life. High levels of job satisfaction can also indicate mental or emotional health. A well-organized group of individuals working toward a common goal can take an effective position in which employees' levels of job satisfaction or dissatisfaction can be measured. Job satisfaction assessments can reveal different levels of satisfaction among organizational departments, which can help discover areas that require

improvement (Silverthorne, 2014). In this study, job satisfaction is measured in terms of hygiene, pay, and recognition. These metrics were taken from the Herzberg Two-Factor Theory, which categorizes rewards as motivators and wages and other hygienic considerations as variables that can contribute to workers' good job satisfaction. It is possible to be content with one's work while taking into account several factors that vary from person to person. Some employees may feel content with their work if they receive recognition from the school administration, which would serve as a message that the effort and outcomes they provide are respected. We observe employees who believe that praising someone is preferable to purchasing them an expensive present.

Consequently, staff recognition is essentially telling employees that their hard work is appreciated; in this case, however, the recognition must be sincere and timely. Some employees also prefer to be rewarded for their hard work, financial rewards, and prompt salary payment; a high degree of satisfaction centered around motivation and hygiene factors will lead to a higher level of job satisfaction among staff at Oyo State-owned Polytechnics. One way to encourage employees to put in ideas and essential behaviors that are beneficial to businesses is to reward them and set up recognition schemes for them. Reward, which can be viewed as compensation or remuneration, may be the most important agreement term in any paid employment.

When it comes to motivating workers to apply innovative ideas to accomplish organizational objectives, reward strategies are crucial. Similarly, a paper claims that the real benefits of a highly structured corporate reward system are found in its complex relationships with business strategy (Malhotra, Buahwar & Prowse, 2017). The impact of employee rewards on their performance is commonly misunderstood. A work setup's reward system is a series of actions taken by management to confirm that employees are performing their jobs as intended. This procedure helps human resource managers assess employee performance in relation to the organization's primary goals.

Furthermore, it has been noted that the achievement of competitiveness is supported by the coordination of reward systems. Positive opinions about the reward system held by employees influence their attitude toward the company. It was said that emphasizing reward management and organizational performance is the best approach to ensuring businesses remain viable in the face of difficult economic circumstances. Employees are perceived as being motivated to perform better by their reward systems. Furthermore, it is evident that reward systems encourage workers to provide superior work. The present study used both financial and non-financial features of the reward system as the unit of measurement.

Statement of the Problem

Job satisfaction is key to every employee. non-academic staff are involved in students' results computing, mobilization of graduating students, new students admission processing and issuance, office record keeping, sending mails, school electrical repairs and lots more, when their level of satisfaction is high, mobilization as at when due, timely of release students results, no delay in admission for new students and lots more are reflected in the Polytechnics. Nevertheless, preliminary inquiries, literature reviews, and careful observation have shown that non-academic employees at polytechnics owned by Oyo State are dissatisfied with their jobs. They are demanding raises, timely salary payments, efficient training, and much more. Because of this, students have resorted to voicing their complaints through demonstrations against the administration of the school and unprofessional behavior at work. If caution is not exercised, these Polytechnics may regress in terms of their founding goals, as previously stated, which could have an impact on the people of Nigeria. Non-academic employees at polytechnics operated by Oyo State are underpaid, which makes them hesitant to carry out their duties as required. In this region of the world, job satisfaction is said to be influenced by training, development, and reward systems. It was believed that inadequate administration was the reason the Polytechnics' training unit was not operating well, which in turn lessened the impact of the work being done by non-academic staff. Numerous research have been conducted on the relationship between development and training and job satisfaction, as well as reward systems and job satisfaction. However, the impact of these factors on the job satisfaction of non-academic personnel at Oyo state-owned polytechnics has not been particularly studied (Parker & Wright, 2016). Hence, this study intends to investigate the influence of reward system and training programmes on job satisfaction of non-academic staff of Oyo State-owned Polytechnics.

Aim and Objectives of the Study

The aim of the study is to investigate the influence of reward system and training programmes on job satisfaction of non-academic staff of Oyo State-owned Polytechnics. The specific objectives are to:

1. determine the level of job satisfaction of non-academic Staff in Oyo State-owned Polytechnics.
2. assess the level of reward system of non-academic staff in Oyo State-owned Polytechnics.
3. identify different training programmes available to non- academic staff in Oyo State-owned Polytechnics.

Hypotheses

The following hypotheses are formulated to be tested at 0.05 level of significance.

H₀₁: There will be no significant influence of reward system on job satisfaction of non- academic staff in Oyo State-owned Polytechnics.

H₀₂: There will be no significant influence of training programmes on job satisfaction of non- academic staff in Oyo State-owned Polytechnics.

Literature Review

Job Satisfaction

It has been established that human beings work to live a satisfactory life either in the public or private sector, jobs are not taken for this sole reason, it can also be seen as the means used to achieve one's personal goals. When a job is up to or more than an individual's expectation, the individual often have positive emotions. These positive emotions are referred to as job satisfaction (Carell & Kuzmits, 2020). Job satisfaction is considered enough reason for an employee to continue with job. It was observed in a study that job satisfaction affect people's attitude towards their jobs and various aspects of their jobs. The resultant influence of job satisfaction as observed by a researcher include better performance and reduction in withdrawal and counter-productive behaviours. The presence or absence of a lot of features, sourced internally from within the employing organization influences worker's behaviour concerning their jobs and their jobs commitment to their organization. Employee's satisfaction has become one of the main corporate objectives in recent years. An employee will not put in his/her best in job if he/she is not satisfied with the job. The progress and survival of an organization still depends on how committed the organization is. Motivated employees are important to the success of an organisation and therefore understanding people in their jobs and what motivates them could be a driving force in strengthening organizational commitment.

Concept of Reward System

A good reward system is consistent with organizational goals, visions, missions and job performance, the most obvious reward that individual gets from the jobs is in the form of pay. Reward management is a motivational practice that business uses to reward employees and success. Reward is a thing given to anyone because of his contribution to the organization. Rewards and incentives contribute to strategy implementation by shaping individual behaviour in the organization (Christopherson & King, 2016). Reward also refers to all forms of financial returns and tangible services and benefits employees receive as part of an employment relationship. Reward management is about organisations motivating and compensating an employee for his or her service. It doesn't just concern pay/benefits but a wide range of other non-financial benefits such as recognition, learning and development amongst others. It aims at achieving the business goals by encouraging, commitment, high performance, motivating and retaining employees; it equally aims at aligning the employees' needs to the reward practices of the business (Ghoshal & Bartlett, 2015). Reward management is explained to be more involved with the strategies, policies and processes taken into consideration when an organisation is recognizing or rewarding people who contribute positively towards achieving the organisational goals. In other words, reward management is concerns the value given to the employees who contribute with their skills, experience and efforts to the success of the organisation. Reward management is not only financial rewards such as pay and benefits, but it also includes non-financial rewards such as recognition, increased job opportunities etc (Armstrong, 2020).

Total rewards concept was introduced in the early 1990s and the first model was introduced in the year 2006 and later revised in 2006. The model is made up of five elements of reward which include compensation, benefits, work life balance, performance and recognition, and development and career opportunities. The concept of total reward and it illustrates how it combines the two major categories of reward. The Transactional rewards being the tangible financial rewards in the employment relationship. The Relational rewards are intangible non-financial rewards that are concerned with the work environment (Armstrong, 2020).

There are basically two types of reward programs aimed at both individual and team performance: Financial Reward: It is certainly not the only form of reward, and it is not necessarily always the best one, but its use is so common that it deserves special mention. People value money and therefore making money an important form of reward. Monetary reward systems can be classified into three main categories, performance-based salary increases, short-term incentive plans, and long-term incentive plans. The latter two rewards are common on managerial levels and are often linked to performance during a specific time period (Armstrong, 2020). The first one is often considered to be the greatest motivational factor of them all. Each and every organization gives salary increase to employees at all organizational levels. This is normally a small portion of an employee's salary, but has a significant value due to its long-term perspective. Short term incentives in some forms are however commonly used in organizations. A cash bonus is usually based on performance measured on a time period of one year or less. Why a company primarily uses a variable pay is to differentiate it among the employees, so that the most successful employees will be rewarded. By recognizing the employee's contributions to the company it makes it easier for the organization to encourage excellent performance. The employees appreciate the possibility of receiving a reward for their performance. Using a variable pay can also be an advantage for the company in terms of risk-sharing.

Performance management systems help aligns individual performance with the organization's strategy. Performance needs to be appraised, assessed and improved regularly to ensure that performance goals are met. Furthermore, effective in aligning performance with strategy, a performance management programme should incorporate the following: Performance management programme should play three major strategic roles. They are first and foremost developmental in nature, allowing organizations to identify deficiencies in employee performance, and to correct these through training. Likewise, performance assessment also plays an evaluative function, making organizations to reward good performance, and 'punish' poor performance when necessary. Finally, performance management programme allow organizations to establish the benefits of other practices in the organization, such as selection. Attention needs to be given to the type of

evaluation method used as part of the performance management system. Such method can be either outcomes- or process based. An outcomes-based evaluation focuses mainly on the deliverables, and is based on objective, verifiable results, while a process-based appraisal relies on assessing how the work is done, and is based on judgments about an individual's ability. The former includes measures such as management by objectives, while the latter concerns rating scales and the likes. Generally, combining both methods produces the desired outcome. An organization must be careful in order to assess performance accurately and fairly. Therefore, those that rate employees must be careful not to fall to the various judgment-based errors, which incorporate the halo effect, strictness, leniency, central tendency and bias. Finally, the management must understand who carries out the appraisal for a strategic significance.

Equity Theory of Reward System

Equity theories recognize that individuals are concerned not only with the absolute amounts of rewards they receive for the efforts, but also with the relationship of this amount to what others receive. Based on one's inputs such as effort, experience, education and competence, one can compare outcomes such as salary levels, increase recognition and other factors. When people perceive an in-balance in their outcome-input ratio relative to others, tension is created. This tension provides the basis for motivation, as people strive for what they perceive as equity and fairness. This study therefore adopted Equity theory. The theory was adopted on the basis of its emphasis on rewards and performance which are the key variable under this study. The Equity theory postulates that employees seek to achieve a balance between inputs or efforts and outcomes or rewards received or unanticipated. This entails that in a tertiary institution system where employee benefit compensation, recognition or incentives are equitably distributed and consistently provided the work force tend to put more efforts in terms of carrying out their assigned roles, duties and responsibilities. Equity theory, also asserts that employees input take the form of work volume and quality performance, knowledge, compensation, praise and advancement in opportunities.

In every organizational setting the employee compare his or her input/outcome ratio with the perceived ratio of others in a social context and if the employee believes there is a sense of inequality the theory posits that the employee adjusts his or her effort to bring things into harmony. This means that the employees normally adjust their behavior to attain equilibrium through withdrawal, reduced input, cognitively adjust his or her perception or by addressing the situation with the employer.

Empirical Studies

A study by Christen, Iyer & Soberman (2016) investigated cases of Reuters and supermarket giant Sainsbury's to show how important it is to create a culture where employees become directly involved in suggestions for change. By creating a culture where employee input is valued and utilized, the changes faced by the organization are better understood and receive the support of the employees. This also has the side effect of creating employee motivation to support and accomplish the organizations goals and change efforts. A similar strategy was utilized to create a high-performance workforce where it was suggested that keeping employees engaged by working with storytelling. Employers can systematically ask employees to tell their story for good or not-so good situations. In this way, an employee/employer relationship can be forged which can help foster mutual support and idea sharing. Similarly, it was suggested that the organizations culture needs to be developed around the concept of storytelling.

A study by Azeem (2018) also found that the more training given, the better the economic performance which in turn result in high job satisfaction. Training was permanently and clearly associated with an increase in profitability and productivity. Raising the proportion of workers trained in an industry by 5% points was associated with a 4% increase in value added per worker and a 1.6% increase in wages. They note that this level of increase has also been found by other researchers. It was found that increasing investment in training reduces the chance of firm closure. For small firms it was the training of craft and manual workers that made the difference, for larger firms it was training of professional, clerical and secretarial employees.

Research Methodology

This study adopted descriptive survey research as it attempts to study a subset of population at a point in time and to determine the influence of reward system, training and development on job satisfaction of non-academic staff in states-owned polytechnics in Oyo State.

The population of this study consists of one thousand six hundred (1600) middle level staff from the non-academic staff in Oyo states-owned polytechnics which are faculty officers, office secretaries, Administrative staff and Security Officers. This implied that the population covered The Polytechnic, Ibadan, Adeseun Ogundoyin Polytechnic, Eruwa and Oke-Ogun Polytechnic, Saki.

The sample size of this study is three hundred and ten (310) which is made up of the middle level staff of the non – academic staff in Oyo states-owned polytechnics which include The Polytechnic, Ibadan, Adeseun Ogundoyin Polytechnic, Eruwa and Oke-Ogun Polytechnics, Saki. This sample size was gotten from Krejcie (1970) This study employed simple random sampling.

The instrument used is a structured questionnaire which was used to gather data from the respondents because it analyzed the structured questions and responses easily to achieve the study’s objective. This study adopted the Likert scale design which allowed the researcher in listing options where respondents choose from.

The items for the instrument was gathered through related literature review and adaptation from questionnaires that have been used by other researchers. Both face and content validity will be done with the input of the supervisor and other experts in the field of information management. Corrections were made and incorporated in constructing the final questionnaire and were given out to the respondents for the study. The researcher subjected the questionnaire to a reliability test to check internal consistency of all items measuring each variable in the study. The reliability of the instrument was done through a pilot study using between 20 copies of the questionnaire was administered to the non – academic staff of Osun State Polytechnics, Iree which is not part of the study. From the result obtained the items in the scales displayed sufficient reliability value satisfying the rule of thumb for internal consistency with a Cronbach alpha value above 0.7.

A primary data was collected to address the objectives of the study through a structured questionnaire in line with existing literatures. The researcher analyzes the data collected using the descriptive and inferential statistics. Descriptive statistics (mean, frequency distribution, standard deviation and percentage) was used to analyzed research question one to three. Inferential analysis was used to analyze null hypotheses one to two while multiple regression analysis was used to analyzed the third hypothesis. All hypotheses in the study were tested at level of 0.05 significance. The data collected for the study was analyzed using Statistical Product for Services Solution (SPSS), Version 24.

Data Analysis

The data analysis of the study was carried out using descriptive statistics for the demographic characteristics of the respondents while hypotheses were tested using multiple regression analysis.

Table 1: Demographic Characteristics of Respondents

Variables	Category	Frequency	Percentage
Gender	Male	127	44.7%
	Female	157	55.3%
Age	20-25years	103	36.3%
	26-30years	132	46.5%
	31-35years	24	8.5%
	36-40years	7	2.5%
	41-45years	9	3.2%
	46years and above	9	3.2%
Educational level	NCE	62	21.8%
	Bachelor’s degree	189	66.5%
	Master’s degree	24	8.5%
	Ph.D	9	3.2%
Years of experience	5-10years	133	46.8%
	11-15years	80	28.2%
	16-20years	56	19.7%
	21-25years	11	3.9%

	26-30years	4	1.4%
Job Level	Junior	77	27.1%
	Middle	143	50.4%
	Senior	64	22.5%

Source: Field Survey Results (2021)

Table 1 shows that the profile of gender indicated that 127 respondents representing 44.7% were male while 157 respondents representing 55.3% were females, indicating that most of the respondents were female. Demographic and personal profile of respondents as shown in table 4.2 by age revealed that 103 respondents representing 36.3% were between 20-25 years, 132 respondents representing 46.5% were between 26-30years, 24 respondents representing 8.5% were between 31-35years, 7 respondents representing 2.5% were between 36-40years, 9 respondents representing 3.2% were between 41-45 years, and 9 respondents representing 3.2% were between 46 years and above indicating that there were more respondents within the age 26 and 30 years.

Furthermore, 62 respondents representing 21.8% indicated to have had NCE, 189 respondents representing 66.5% had Bachelor’s degree, 24 respondents representing 8.5% had Master’s degree, and 9 respondents representing 3.2% had Ph.D. Moreover, 133 respondents representing 46.8% had 5-10years of job experience, 80 respondent representing 28.2% had 11-15years of job experience, 56 respondents representing 19.7% had 16-20years of job experience, 11 respondents representing 3.9% had 21-25years of job experience and 4 respondents representing 1.4% had 26-30years of job experience. In Job level, 77 respondents representing 27.1% were Junior workers, 143 respondents representing 50.4% were middle workers, 64 respondents representing 22.5% were senior workers.

Hypothesis One: There will be no significant influence of reward system on job satisfaction of non- academic staff in Oyo State-owned Polytechnics.

Table 2: Summary of regression analysis for the influence of reward system on job performance of non- academic staff in Oyo State – owned Polytechnics.

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.669 ^a	.448	.441	.32368

a. Predictors: (Constant), Non-FinancialReward, FinancialReward

b. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.365	2	7.682	73.327	.000 ^b
	Residual	18.963	281	.105		
	Total	34.328	283			

a. Dependent Variable: JobSatisfaction

b. Predictors: (Constant), Non-FinancialReward, FinancialReward

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.825	.189		4.364	.000
	Financial Reward	.408	.051	.456	8.011	.000
	Non-FinancialReward	.320	.046	.394	6.924	.000

a. Dependent Variable: JobSatisfaction

Table 2 presents the results of the regression analysis for the influence of reward system on the job satisfaction of non-academic staff in Oyo State-owned Polytechnics. Table 2 presents a model summary which establishes how the model equation fits into the data. The Adj R² was used to establish the predictive power of the study’s model. From the results, reward system have moderately strong positive and statistically significant relationship with job satisfaction of non- academic staff in Oyo State-owned Polytechnics (R = 0.669, p<0.05).

The adjusted coefficient of determination (Adj. R^2) of 0.441 shows that reward system (financial and non-financial rewards) explained 44.1% of the variation in job satisfaction of non-academic staff under investigation while the remaining 55.9% variation in job satisfaction is explained by other exogenous variable different from reward systems examined. This result suggests that reward system influence 44.1% of job satisfaction of non-academic staff in Oyo State-owned Polytechnics. The results of ANOVA (overall model significance) of regression test which revealed that the reward system has a significant influence on job satisfaction of non-academic staff in Oyo State-owned Polytechnics. This can be explained by the F-value (73.327) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that reward system used by Oyo State-Owned Polytechnics significantly influenced the job satisfaction of the non-academic staff in the institutions.

Furthermore, the results of regression coefficients revealed that at 95% confidence level, a unit change in financial rewards will lead to a 0.408 increase in job satisfaction of non-academic staff in Oyo State-owned Polytechnics given that all other factors are held constant. Also, at 95% confidence level, a unit change in non-financial rewards will lead to a 0.320 increase in job satisfaction of non-academic staff in Oyo State-owned Polytechnics given that all other factors are held constant. This result suggest that financial rewards has higher relative effect on job satisfaction compared to non-financial rewards for non-academic staff in Oyo State-owned Polytechnics. On the strength of this result (Adj. $R^2= 0.441$, $F(2,281)= 73.327$, $p= 0.000$), this study rejects the null hypothesis one (H_01) which states that there will be no significant influence of reward system on job satisfaction of non-academic staff in Oyo State – owned Polytechnics.

Hypothesis Two: There will be no significant influence of training programmes on job satisfaction of non-academic staff in Oyo State-owned Polytechnics.

Table 3: Summary of regression analysis for the influence of training programmes on job performance of non-academic staff in Oyo State – owned Polytechnics.

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 ^a	.252	.239	.37779

a. Predictors: (Constant), Team Training, Mentoring, Seminar

b. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.638	3	2.879	20.173	.000 ^b
	Residual	25.691	280	.143		
	Total	34.328	283			

a. Dependent Variable: JobSatisfaction

b. Predictors: (Constant), Team Training, Mentoring, Seminar

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.134	.265		4.276	.000
	Seminar	.452	.074	.419	6.117	.000
	Mentoring	.095	.058	.111	1.643	.102
	Team Training	.087	.056	.106	1.564	.120

a. Dependent Variable: Job Satisfaction

Table 3 presents the results of the regression analysis for the influence of training programmes on the job satisfaction of non-academic staff in Oyo State – owned Polytechnics. Table 3 presents a model summary which establishes how the model equation fits into the data. The Adj R^2 was used to establish the predictive power of the study's model. From the results, training programmes have average positive and statistically significant relationship with job satisfaction of non-academic staff in Oyo State-owned Polytechnics ($R = 0.502$, $p<0.05$).

The adjusted coefficient of determination ($Adj. R^2$) of 0.239 shows that training programmes (seminar, mentoring, and team training) explained 23.9% of the variation in job satisfaction of non-academic staff under investigation while the remaining 76.1% variation in job satisfaction is explained by other exogenous variable different from training programmes examined. This result suggests that training programmes influence 23.9% of job satisfaction of non-academic staff in Oyo State-owned Polytechnics. Also, the results of ANOVA (overall model significance) of regression test which revealed that the training programmes has a significant influence on job satisfaction of non-academic staff in Oyo State-owned Polytechnics. This can be explained by the F-value (20.173) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that training programmes used by Oyo State-Owned Polytechnics significantly influenced the job satisfaction of the non-academic staff in the institutions.

Furthermore, the results of regression coefficients in table 3, revealed that at 95% confidence level, a unit change in seminar will lead to a 0.452 increase in job satisfaction of non-academic staff in Oyo State-owned Polytechnics given that all other factors are held constant. However, mentoring and team training has insignificant relative influence. At 95% confidence level, a unit change in mentoring and team training has statistically insignificant influence (0.095, $p=0.102$; 0.087, $p=0.120$) on job satisfaction of non-academic staff in Oyo State-owned Polytechnics. This result suggests that only seminar has a significant relative influence on job satisfaction for non-academic staff in Oyo State-owned Polytechnics. On the strength of this result ($Adj. R^2= 0.239$, $F(3,280)= 20.173$, $p= 0.000$), this study rejects the null hypothesis two (H_02) which states that there will be no significant influence of training programmes on job satisfaction of non-academic staff in Oyo State-owned Polytechnics.

Discussion of Findings

The result of the first hypothesis show that the financial and non-financial rewards systems have a favorable and significant impact on non-academic staff members' job satisfaction at Oyo State-owned polytechnics. Previous empirical research supported the first hypothesis's findings. For instance, there has been a correlation between inadequate efficiency, low dedication, and bad morale among high and low income earners. Numerous factors have been identified as contributing to the low productivity of Nigerian workers, including the inability of employers to adequately compensate workers for their labor and the ostentatious behavior of the affluent class, which demoralizes the working class and lowers their productivity (Ramlall, 2014). The result of hypothesis two show that non-academic personnel at Oyo State-owned Polytechnics who participate in training programs (seminars, mentoring, and team training) report higher levels of job satisfaction. Previous empirical research provided support for the second hypothesis' findings. For instance, a study on 150 firms in Scotland, UK, to investigate the primary issues with current HR performance, revealed that 89% of the organizations polled ranked employee training and development as the most important aspect of performance management.

Subsequent investigation into the impact of training and development on worker performance revealed a significant positive relationship between job satisfaction in Russian team-based subsidiaries of Western companies and management development as well as employee training and development programs.

Conclusion

Regardless of size, a lot of organizations operate under the premise that success depends on job happiness. When it comes to defining work performance and an institution's success, contentment is essential. Improving employee happiness is crucial since it is essential to better academic activities because it boosts staff productivity over the long run and maintains academic success. However, reward systems also affect non-academic staff performance by fostering the development of employees' skills, knowledge, and talents to assist the institution accomplish its goals.

Promoting, rewarding, recognizing, and providing hygienic benefits—as well as non-financial rewards like bonuses, salaries, and remunerations—made employees happy in their jobs and would eventually lead to better job performance among Oyo State Owned Polytechnics, Nigeria's non-academic workforce. Furthermore, frequent training and exposure to appropriate training programs, such as seminars, team building, and staff mentoring, will serve to remind them of the ethics of their work and provide staff members with opportunities to learn how to use the necessary procedures when performing their duties.

Recommendations

Based on the findings in this study, the following recommendations were made:

1. Management should explore every opportunity to achieve higher level of job satisfaction for their non-academic staff
2. The study suggested that management should do more in term of reward given the current economic reality in the country
3. Management of State-Owned Polytechnics should look into more opportunity to attain higher training values for their members of staff.
4. Oyo State government and the management of these Polytechnics should focus more on financial rewards more than non-financial reward because financial rewards have higher effect on job satisfaction compared to non-financial rewards for non-academic staff in Oyo State-owned Polytechnics.

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