

## MARKETING DETERMINANTS AND TEACHERS' JOB PERFORMANCE IN UNIVERSITY OF CALABAR - NIGERIA

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**ABSTRACT:** *The study examined marketing determinants and teachers' job performance in University of Calabar – Nigeria. The objective of the study was to survey marketing determinants that can influence teachers' job performance in University of Calabar. The study adopted survey research design. The population of the study was 124 academic staff of Faculty of Management Sciences and the sample size was 95 obtained by Taro Yamane method. The findings of the study revealed that there is a significant relationship between processes and teachers' job performance, and there is a significant relationship between physical evidence and teachers' job performance in the University of Calabar – Nigeria. The study recommended that federal government and relevant agencies as well as University management ensure prompt and timely payment of all financial benefits of teachers to boost teachers' morale and improve welfare thereby ensuring job satisfaction to promote performance. Teachers should be provided with physical enabling environment to motivate teachers to put in the best for the system.*

**KEYWORDS:** Marketing determinants, performance.

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### BACKGROUND OF THE STUDY

In the present 21<sup>st</sup> century, education is prominently considered as panacea for national development. Education is recognized as a cogent determinant that determines pace of prosperity, sustenance of improved welfare and security of citizenry (Bray, 2000). Ugal (2009) posits that national development is anchored and dependent on educational services as confirmed in the Federal Government of Nigeria (2008), philosophy that education is a vital instrument for national development and fosters the worth as well as the development of individuals, the development of human resources made to function towards the attainment of diversity of corporate goals. Sound education and continuous training are inescapable rocky foundation for the development of both individuals and the society. This so because education grasps the key to the acquisition of veracious accurate up-to-date knowledge and skills in any profession in the society. This has made it imperative for the need of quality and functional educational opportunities to all Nigerian citizens for the advancement of a progressive and consolidated Nigeria.

It is customary that universities and other tertiary institutions of learning are specifically designed and programmed to train individuals for national and individual development. The teachers as stakeholders in this important system are required and charged with the duty to plan, teach, organize and coordinate the activities of other stakeholders (students) via same universally acceptable benchmark and management principles towards the accomplishment of tertiary education goals. These goals include: to develop and inculcate proper values for the survival of individuals and the society (ii) make these individuals fit for higher societal challenges among

others (University of Calabar Conditions Of Services, 2014). All these strategies are aimed at empowering individuals to acquire both physical and intellectual skills which will enable and encourage self-reliant of citizens and be useful to humanity.

In this circumstance, teachers' performance become important for the accomplishment of these objectives. Teachers' performance in this study is defined as the extent to which teachers as members of institution (organizations) contribute to the attainment of institution's goals. This provides for expectation to be defined and accepted terms of responsibilities and accountabilities (expected to perform), skills (expected to possess) and behavior (expected to be) (Kotler & Armstrong, 2013). Performance could be financial or non-financial indicators which offer information on the level of achievement of objectives and outcomes (Lebens & Euske, 2006).

The question now is how can universities and other tertiary institutions accomplish these goals in other to contribute meaningfully to national development? On this note marketing emerges as the catholicon to enable institutions of higher learning achieve these tasks. Marketing essence is gleaned from the premise that both individuals and organizations in varying capacities at one time or the other are concerned with marketing. Marketing is the discipline whose forte is the satisfaction of the customer, therefore whether it is individuals, corporate bodies and even the government all somehow have something to do with marketing (Ogwo, 2014).

Thus marketing determinants are seen as forces that can influence institutions to function maximally and satisfy stakeholders (teachers) in the execution of their duties. Marketing determinants such as processes, physical evidence, place, price among others focus on meeting the wants and needs of teachers for maximum satisfaction. It becomes imperative for universities administrators including Faculty of Management Sciences, University of Calabar to marketing determinants can be used to satisfy teachers and improve performance to achieve accelerated upward ranking, produce world class graduates who can compete anywhere in the world.

Thus, these considerations therefore had ignite excited curiosity of the researchers to carry out a survey on marketing determinants that can influence teachers' job performance in the University of Calabar, Nigeria.

### **Statement of the Problem**

Student enrollment rate in University of Calabar and other tertiary institutions in Nigeria has increased tremendously and has created enormous challenges for university teachers. This is because teachers are charged with the task to adequately care, teach, guide, aid, counsel and discipline students as well as use appropriate approved teaching methods and proper record keeping for evaluation and future assessment.

Inspite of these important responsibilities expected of teachers as midwives to the accomplishment of educational goals and national development, teachers still await their rewards in heaven. This is because teachers lament a lot on poor working conditions of service such as non-payment of salaries and arrears for many months, lack of promotion even when due and qualified, late payment and shortfall in salaries as well as allowance and honorarium, denial of study leave, lack of office accommodation, epileptic power supply and lack of other basic facilities as well as late payment

of gratuity and pension for retired staff. Under these service conditions, teachers are plunge into abyss of professional dissatisfaction and ruin.

Faluyi (2001) posits that teachers have suffered injustice interms of welfare and working condition. These factors have resulted in depletion and loss of best intellectual and technical personnel, incessant strike actions and other agitations which are evidence of lack of job satisfaction that is key driver to poor job performance.

Hence, the study seeks to investigate marketing determinants that can invigorate teachers' job performance in University of Calabar and Nigeria institutions of learning.

### **Objectives of the Study**

The main objective of the study is to take a survey of marketing determinants that can influence teachers' job performance in University of Calabar. The specific objectives include, to:

- 1) Determine whether processes relate to teachers' job performance in University of Calabar
- 2) Examine whether physical evidence relates to teachers' job performance in university of Calabar.

### **Research Questions**

The following research questions are posed to guide the study

- 1) To what extent do processes relate with teachers' job performance in University of Calabar
- 2) To what extent does physical evidence relates with teachers' job performance in University of Calabar.

### **Research Hypotheses**

The following hypotheses were formulated to guide the study were stated in the null form

- 1) There is no significant relationship between processes and teachers' job performance in University of Calabar.
- 2) Physical evidence has not been adequately used to influence teachers' job performance in University of Calabar.

### **Significance of the study**

The findings of this study will be of great benefit to universities management and other authorities, other tertiary institution as this will provide information on how to motivate and boost the morale of subordinates and job satisfaction which can result in higher performance and productivity.

These findings will equally be of immense importance to teachers as these information will assist them to know that researchers and other people are interested in the improved and will be better abreast with what will spur them to work effectively and satisfactorily for higher productivity and betterment of the entire society. This will be immense to National Universities Commission and Ministries of Education both at state and federal level as a guide to formulation of policies to the improvement of educational sector in the country.

### **Key terms**

- Processes
- Physical evidence

## LITERATURE REVIEW

The study is anchored on Dawson fulfillment theory (1977) and Fredrick Hertzberg motivation-hygiene theory (1957) to form theoretical framework. Marketing determinants are factors or forces that have the quality to create satisfaction of the customer. The marketing determinants considered in this study are among the expanded marketing mix of service marketing provided by Broome and Bilner (1980s), prominent among discussed in the study are the “Processes and physical evidence.”

### **Processes and teachers’ job performance in rendering educational services**

Process are seen as the procedure, mechanism and flow of activities by which services are acquired (Onah & Okoli, 2014). Process decision radically affects how service is delivered to customers. Customers-centred organizations such as educational institutions continuously review the procedures for rendering services to customers (students) and undertake business process improvements as the school environment experience continuous changes through customer demands and labour market expectations.

Kotler and Keller (2013) define processes as the reflection of all creativity, discipline and structure brought to marketing management (Kotler & Keller, 2013). The authors stress that administrators must avoid adhoc planning and decision making to ensure the state of the art marketing ideas and concepts to play appropriate role in all that is pursued. Kotler and Keller (2013) state that only by establishing the right sets of processes to guide activities and programmes can institutions engage in mutually beneficial long term relationship. Also, relevant set of processes guide the institution in imaginative generation of insights and breakthrough services.

Processes in service marketing entails coordination of activities and concerns that teachers (customers) be fully satisfied must underpin the institution’s system and procedures. When these processes are not adequately managed can result in dissatisfaction and distortion of relationship between the lecturers and management (Olayinka & Aminu, 2006). Chukwu (2016) posits that once an institution identifies the processes that support the stakeholders in this case teachers, then the business of improving educational services will survive by putting in place, adequate strategies to motivate and win teachers loyalty to the institution and service offerings will be unflinching.

Easy methods of pension processes and early payment of gratuity as well as pension to retired staff will motivate current teachers to put in the best because they know that life after retirement is secured. Sponsorship for conferences, workshops among others and study leave for teachers will enable these teachers to acquire more knowledge and skills for better services. Promotion based on merit and hardwork adds new life in teacher’s activities and increase the teacher’s interest to more knowledge, skills, creativity and put in the best in the job. Recognition of teachers through appointments to higher office and increase in balance of power in institutions hierarchy serves as stimulants to put in their best as this improve their social status. Car loans, other financial facilities, housing schemes, allocation of accommodation in residual quarters, absence of shortfalls and prompt payment of salaries are drivers for teachers’ satisfaction. The consequences of these activities will be more hard work to improve the system, because there is dignity in labour and a workers is worthy of his wages

Roa and Ra (2007) assert that when a teacher is promoted, this serve as a means of motivating the teacher to higher participatory responsibility and productivity. Promotion is usually based on merit and seniority. Merit denotes teachers' skills, knowledge, training, experience and competence while seniority is connected to the relative length of service. Promotion based on merit and seniority brings satisfaction to teachers and colleagues generally which normally will lead to higher productivity towards attainment of institutional goals.

Summarily, processes will encourage a teacher to be in the right frame of mind to concentrate on the job, make good contributions to the system when sure that life within and outside service will be adequately rewarded. This will improve teachers' satisfaction and morale in the job hence improves performance. Finally, good implementation of processes can motivate junior and potential teachers' interest in the profession to avoid brain drain from the profession.

### **Physical Evidence and Teachers' Job Performance**

Lovelock and Wirtz (2011) Middleton (2008) argue that physical evidence is the design of the built environment owned and controlled by an organization or institution or the effort of an institution to design a natural or built an area to meet employees' or stakeholders' objective. Physical evidence communicates messages about quality, positioning and branding reveals the competitive edge of the organization over rivals and to assist to set and meet employees (teachers') expectation satisfactorily.

Olayinka and Aminu (2006) assert that physical evidence is a matter of good decision and judgement to create an ambience that completely express the core value of the organisation in a manner that satisfies employee's expectation. Costly and Tood (2008) view physical evidence as the lighting temperature, spacious office accommodation and classroom with modern facilities and equipment as well as maintenance of special facilities such as workshops demonstration centres, laboratories stocked with apparatus, reagents and specimens including modern libraries.

This physical evidence focus attention at the beauty, cleanliness, provision of modern facilities, office accessories, furniture and modern communication equipment to facilitate teaching and learning as well as research to enable the teachers' to have access to knowledge management. This will satisfy the teachers and be motivated to perform well resulting in high productivity and eventually national development. Chukwu (2016) and Locas (2005) reports that physical evidence variables contribute to improve the social status of teachers in the society and strengthen the desired emotional behavior. This will in one way to another influence teachers' belief about the institution (cognitive element), the emotion aroused in teachers (affective element) and the action of the teacher (behavioural element).

Lovelock and Wirtz (2011) argue that the appearance of an institution's structures such as office space, landscaping exterior and interior decoration as well as furnishing among other visible cues provide tangible evidence and readiness for quality service delivery of educational services by such institution. Awoyele (1997) in Basil (2018) argues that the provision of material is of immense positive significant correlation with teachers' job performance while Oyesola (2000) in Basil (2018) posits that poor physical evidence such as poor lighting in offices and classrooms, among others are bound to reduce the satisfaction of teachers resulting in poor performance.

## METHODOLOGY

The study adopted survey research design with the main objective for drawing inference from the sample of the population of the study. The study area was University of Calabar. The population of the study was comprised all the academic staff of the Faculty of Management Sciences. The faculty is made up of four departments with one hundred and twenty four (124) academic staff in 2016/2017 academic session. The sample size was 95 obtained by Taro Yamane method. The sampling technique was stratified sampling method while the instrument was a structured questionnaire. Four point Likert scale was designed to measure the variables ranging from strongly agree, agree, disagree to strongly disagree. Face and content validation was carried out while the reliability of the instrument was test retest method with 20 lectures in Social Sciences Faculty. The data obtained from the test retest were correlation using Cronbach Alpha method that yielded reliability coefficient of 0.78 and 0.91 which reveals that the instrument is reliable. The questionnaires were administered to obtained data that were analysed Pearson product moment correlation coefficient.

## RESULTS

Ho: There is no significant relationship between institution processes and teachers' job performance in University of Calabar.

Ho1: There is a significant relationship between processes and teachers' job performance in University of Calabar.

Pearson's product moment correlation coefficient analysis was applied in testing for the hypothesis. The results of the analysis is presented in Table 1.

### Table 1:

Pearson's product moment correlation coefficient analysis of the relationship between processes (marketing determinant) and teachers' job performance (N = 95)

Variables	X	SD	$\Sigma x$	$\Sigma x^2$	$\Sigma xy$	r
			$\Sigma y$	$\Sigma y^2$		
Processes	14.68	3.45	1395	21601	35723	0.514
Job performance	18.22	1.83	1731	31855		

Significant at 0.05 level: df = 93: critical r-value = 0.164

Results of analysis in Table 1 indicate that the calculated r-value of 0.514 is greater than the critical r-value of 0.164 at 0.05 level of significance with 93 degree of freedom. This implies that there is a significant relationship between institutional processes and the teacher's job performance in University of Calabar. This means that the better and faster the mechanism of service delivery the higher the mechanism of service delivery, the higher the level of teachers' performance in

University of Calabar and vice versa. By this results, the alternative hypothesis is upheld and the null hypothesis is reflected.

Ho: There is no significant relationship between physical evidence and teacher's job performance in University of Calabar.

Ho1: There is a significant relationship between physical evidence and teachers' job performance in University of Calabar.

Pearson's product moment correlation coefficient analysis was applied in testing for the hypothesis. The results of the analysis is presented in Table 2

**Table 2:**

Pearson's product moment correlation coefficient analysis of the relationship between institutions' physical evidence and teacher job performance (N = 95)

Variables	X	SD	$\Sigma x$	$\Sigma x^2$	$\Sigma xy$	r
			$\Sigma y$	$\Sigma y^2$		
Processes	14.85	3.57	11411	22155	22915	0.334
Job performance	18.22	1.83	1731	31855		

Significant at 0.05 level: df = 93: critical r-value = 0.164

Result of analysis in Table 2 indicate that the calculated r-value of 0.334 is greater than the critical r-value of 0.164 at 0.05 level of significance with 93 degree level of freedom. This implies that there is a significant relationship between institutions' physical evidence and teacher's performance in University of Calabar. This means that the more higher the level of physical evidence for teachers, the higher the level of teacher's job performance in the University of Calabar and vice versa. By these results the alternate hypothesis is accepted and the null hypothesis is therefore rejected.

## DISCUSSION OF FINDINGS

The first hypothesis investigated the relationship subsisting between University service processes and teachers' job performance in Faculty of Management Science in University of Calabar. The results of analysis with Pearson's product moment correlation coefficient test statistics reveal that the calculated r-value of 0.514 is greater than the critical r-value of 0.164 at 0.05 level of significance with 93 degrees of freedom. This means that there is a significant relationship between University processes and teachers' job performance in Faculty of Management Sciences, University of Calabar, Calabar. This means that the better the processes of service delivery for teachers the better their performances. This finding is consistent with Kolter and Keller (2013), Onah and Okoli (2014) who assert that establishing the right sets of processes to guide activities and programmes of an institution is one of the ways to engage in mutually beneficial long term relationship between the institution and employees. Chukwu (2016) in support of the result posits that once an institution identifies the basic processes that support the employees (teachers) the

business of the organization will be growing and surviving as (teachers) employees' motivation and loyalty in service delivery will be unflinching.

Lovelock and Wirtz (2011) equally state that good and modern designed processes lead to fast, team work, effective service delivery, eliminate delay and time wasting and satisfactorily and expected experience. It is often acknowledged that fast approval of study leave, promotion and recognition, undelayed gratuity and pension to retired teachers are all steps that will motivate teachers in service and these out of service to confess positive word-of-mouth about the institution. This will encourage hardwork, propel potential teachers to join the system and past staff to make positive words of mouth. Brain drain will be reduced if not eliminated. The second hypothesis investigates the relationship between teachers' physical evidence and job performance. The results of the analysis using Pearson's product moment correlation coefficient test statistic shows that the calculated r-value of 0.427 is greater than the critical r-value of 0.164 at 0.005 level of significant with 93 degree level of freedom. This indicates that there is significant relationship between physical evidence and teachers' job performance in Faculty of Management Sciences in the University of Calabar, Nigeria.

This means that modern and upgraded physical evidence, such as clean environment, furnished office, accommodation among others promote teachers job performance. This result is in line with Costly and Todd (2008) view that physical evidence such as the lighting temperature spacious office and classroom with modern faculties promotes teachers' job performance. Chukwu (2016) reports that physical evidence variables enhance the social status of teachers in the society and strengthened the desired emotional behavior. Awoyele in Basil (2018) argues that the provision of modern materials and faculties are of immense positive significant correlation with teachers job performance as Oyesola (2000) posits that poor physical evidence such as poor lighting in offices, classroom among others are demotivation to bring down teachers' satisfaction resulting in poor job performance.

## **CONCLUSION**

Based on the findings of the study the following conclusions were made that factors influencing teachers' job performance such as processes and physical evidence have a positive relationship with job performance in Faculty of Management Sciences, University of Calabar, Nigeria. In other words, the better the processes adopted in institution such fast approval of study leave, non-delay payment in salaries and allowances, absence of shortfalls in salaries, easy access to management among others influence teacher's job performance. Physical evidence such as furnished and spacious offices, ventilated and well equipped classrooms, libraries, laboratories among others can improve the level of teacher's job performance.

## **Recommendations**

Based on the findings of the study and their implications for the future of educational process and country as a whole, the following recommendations were made;

- 1) Federal government and university management should ensure prompt and regular payment of all finance benefits to teachers to boost their morale thereby ensuring job satisfaction to promote performance



- 2) University management should as a matter of standard policy give speedy approval to qualified teachers seeking study leave, conference and workshop attendance to boost teacher skills for improved service delivery and higher performance.
- 3) Teachers should be provided with conducive physical enabling working environment where adequate facilities such as furnished offices, equipped classroom, laboratories, libraries, lighting system, residual accommodation and many other are readily available.
- 4) Assurance of job security will reduce brain drain, and encourage teachers to do the best for the system as life after retirement is guaranteed.

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