

**ASSESSMENT OF THE EFFECT OF JOB SATISFACTION ON THE
PERFORMANCE OF ACADEMIC STAFF IN SELECTED STATE
UNIVERSITIES OF NORTHWESTERN NIGERIA**

BY

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AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

JANUARY, 2021

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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**FACULTY OF ADMINISTRATION,
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ZARIA, NIGERIA**

JANUARY, 2021

DECLARATION

I declare that this Thesis entitled: ASSESSMENT OF THE EFFECT OF JOB SATISFACTION ON THE PERFORMANCE OF ACADEMIC STAFF IN SELECTED STATE UNIVERSITIES OF NORTHWESTERN NIGERIA has been performed by me in the Department of Public Administration. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

Umar Uthman Mohammed

Name of Student

Signature

Date

CERTIFICATION

This Thesis ASSESSMENT OF THE EFFECT OF JOB SATISFACTION ON THE PERFORMANCE OF ACADEMIC STAFF IN SELECTED STATE UNIVERSITIES OF NORTHWESTERN NIGERIA by Ummar Uthman MOHAMMED meets the regulations governing the award of the degree of Doctor of Philosophy in Public Administration of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

The work is dedicated to the family of late Alhaji Uthman Mohammed. May Allah (S.W.A) grant him *Al-Jannatul Firdausi. Ameen.*

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ABSTRACT

Academic Staff in Nigerian Universities plays a very significant role in determining the effectiveness, quality and sustainability of educational development in Nigeria. This study is an assessment of the effect of job satisfaction on the performance of academic staff in selected State Universities of Northwestern Nigeria with special reference to Kaduna State University (KASU); Umaru Musa Yar'adu University (UMYU); Sule Lamido University (SLU); and Kano University of Science and Technology (KUST). The major objective of the study was to assess the effects of Job Satisfaction on the Performance Academic staff in the selected state universities of Northwestern Nigeria. Specifically, the study intended to; assess the effect of academic work-content; examine the effect of promotion; ascertain the effect of leadership style; determine the effect of training & Development; and examine the effect of Compensation, all on the performance of academic staff in selected State Universities. The study was cross-sectional survey research in nature in which the primary sources of data collection were used; the population of the study was 1,715 which was the total number of academic staff of the selected universities; while 384 was determined as the sample size of the study. The study employed simple random sampling and stratified sampling techniques. Multiple Regression Models for Analysis using SPSS version 22.0 was used to test the hypotheses. The study revealed that the nature of academic work-content has no significant effect on the performance of academic staff in the selected Universities; promotion has no significant effect on performance of academic staff in the selected Universities; leadership style has no significant effect on the performance of academic staff in the selected Universities; training and development has significant effect on the performance of academic staff in the selected universities; and compensation has significant effect on the performance of academic staff in the selected State Universities. The study therefore recommended that management of the selected State University should improve the nature of academic work-content to the extent that can have significant effect on the performance of their academics, so that the sense of pride, challenging and interesting academic work-content could be maintained; that management of the selected State Universities should strengthen the adherence of staff condition of service and or promotion guidelines in such away that promotion would be having significant effect on the performance of academic staff and should also source more adequate funds from various sources to cater the financial strings or incentives attached to the promotion exercise; that the management for the selected State Universities should put in place an effective leadership style that is more supportive with demonstration of more leadership skills, so that the leadership style in the said Universities could be having significant effect on the academic performance; that the management of the selected Universities should be more responsive in training and development towards achieving more performance of academic staff in their respective universities; and that the management of selected Universities should improve the compensation of their academic staff through periodic reviews of salaries and pay, benefits, and some entitlements, this will definitely increase the effect of compensation on the performance of academic staff in the selected universities.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Personnel Management known as Human Resource Management is a strategic and rational approach to manage the intellectuals of any organization, University system inclusive, who collectively and individually contribute to the achievement of the objectives and goals. Human Resources is associated with activities like employing able and willing people, developing their capacities and capabilities, utilising skills, and knowledge, maintaining, integrating, compensating the services in tune with the job, performance and other organizational requirements (Norma, 2017). Employees are encouraged to remain with Universities for the maximum period of time (i.e employee retention), Universities are completely at loss when their employees leave their job once they are fully trained, and university employees are also regarded as the most valuable resources in the University system, especially operational staff known as academics, whose survival and development of the University system depend on them. Although one of the main reasons behind academic movement from universities or employee turnover is due to the lack of job satisfaction (Robbins, 1996).

Job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been arranged according to two dimensions, namely, extrinsic and intrinsic factors. The extrinsic factors include aspects such as pay, promotion opportunities, co-workers, supervision and the work itself. Intrinsic factors include personality,

education, intelligence and abilities, age and marital status (Mullins, 1999; Buitendach & De Witte, 2005). It is noted that extrinsic and intrinsic factors often work together to influence job satisfaction (Spector, 1997). Job satisfaction includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, and provision of good working conditions and creation of suitable career ladder for academics (Nicholson & Miljus, 1992). Downey, Hellriegel, Phelps and Slocum (1974) viewed job satisfaction as a product of leadership practices, communication practices and enduring systematic characteristics of the working relationships among persons and divisions of any particular organization. Obisi, (2003) listed factors that contribute to job satisfaction as: adequate salary, good working conditions, parental management, job security, opportunity for growth, positive and supportive environment, friendly nature of co-workers and colleagues responsibility and cordial relationship between the superior and the subordinate. The nature of job satisfaction differs from one University to the other.

The Nigerian universities could be classified according to their years of establishment thus: first, second, third and fourth generation universities. The first generation universities are the universities established in the country before the 1970's by both regional and federal government. The second-generation universities are those universities established in the 1970's. The third generation universities are those universities established either by the federal or state governments in the 1980's and 1990's, while the fourth generation universities are those universities established in the late 1990's and 2000's mainly by private individuals or organizations (Gberevbie, 2006). Universities whether private or public are training grounds for students doing the comprehensive courses in order to translate theory

into practice. They conduct training in all kinds of programmes or disciplines. Both government and private sectors fund public and private universities respectively (Adenike, 2011).

Against this background, Nigerian University lecturers are currently facing many challenges in form of inadequate infrastructure, lack of enabling research environment, disparity in salary and allowances; and inconsistent policy implementation between Federal and State governments, which usually affects the job satisfaction's level of academic staff in universities (Kniveton, 1991). In fact, some of these academics again are of the opinion that communication and decision-making problems exist in their institutions because the superiors take certain decisions without involving them which in turn create additional negative work environment. An earlier study by Kestetner (1994) showed that almost half of new educators leave the field during the first five years of their employment. This is expected to be of great concern to all employees because unhappy and dissatisfied employees may translate into poor performance and high staff turnover. However, the main social functions of academics are to train human resources by way of thinking, and to discover knowledge by way of research. Academics are also expected to contribute tremendously to promoting community services, they should device great means in undertaking academic works such as teaching, research and providing both administrative and community services (i.e academic performance). Academic Performance in any University is strongly dependent on lecturers commitment and motivation. The degree that academics are contented or satisfied with the commitment to their scholarly careers is increasingly becoming key ingredients in social, cultural and economic well-being everywhere. And a vibrant academic profession, attracting the best of the next generation, may also indeed be what gives the nation competitive advantages or edge in a global knowledge based economy (Adenike, 2017).

Therefore, there is no gainsaying that a substantial number of academic staff entered into the recently established state universities situated in Northwest region with the cleared vision to build a relatively satisfactory long career within the system. But survey carried out by a researcher through observations and interactions with some faculty in the said universities showed that no actual job satisfaction has been recorded and, by extension could lead to absenteeism, tiredness, delay in marking and submission of scripts, neglecting primary responsibilities, turning the universities into business-like venture and above all incessant grumblings that have higher tendency of intention to leave and or move to other organizations that have good financial packages. Some researchers in the field of organization behavior attributed the above mentioned challenges to lack of adequate application of factors of job satisfaction in a university settings, viz. poor compensation or rewards, lack of achievement or promotion, improper leadership style and or supervision, ineffective training and development for the university's faculty, poor coworker relationship, work overload, ambiguity in division of work, etc (Steyn and Van Wyk, 1999; Nicholson and Miljus, 1992; and Gunter and Furnham 1996).The basic issue of concern primarily includes key determinants of academic job satisfaction, Viz: academic work-contents, promotion and advancement, training and development, leadership style and rewards or compensation, and academic performance, viz: teaching, research and community services. Again this, this study is designed to assess the effect of job satisfaction on performance of academic staff in selected State Universities in Northerwestern Nigeria.

1.2 Statement of the Problem

The 21st century is the time of development of a knowledged-based economy in which uiversity system play one of the key role. On the one hands, the challenges of civilization i.e globalization, the development of technology and the knowledged- based economy lead to an increase importance of Universities (Beck, 2015). The appearance of new universities change

the personnel functions of a university system due to the nature of skillfull management and staff competencies, and these new trend of management and staff make the future of university system much attractive in term of place of work and place to study.

The university system in Nigeria has recognised the role of retaining academic employees by enacting University laws, policies and procedures, staff conditions of service, University Autonomy Act, etc which meant to address number of academic issues including financial and non-financial, academic working condition, issue of training and development, issue of academic leadership, among others, as motivational strategies or academic job satisfiers to keep academics incessant movement from university system and to also enhance their academic performance in the university system. Its worthy of noting that university staff condition of services and other enacting university laws clearly defined the employment guidelines, retention procedures, cession conditions of academics in the Nigerian Universities with little variations of each individual university. This is definately an imperative in increasing academic job satisfaction, academic morale, academic committment towards greater academic performance.

For example, Kaduna State Uiversity staff conditions of service (2013) specified that for academic staff to perform his duty effectively and effeciently, he should be promotood on the basis of three years after confirmation with more additional rewards and compensation, salary and pay of academics to be paid on monthly basis, academic staff has a right of training and development known as study fellowship attached with financial benefits subject to the availability of funds either from university management or Tetfund intervention, vihicle and refurbishing loans for academics are put in place, and there is provision of health services through National Health Service Scheme. All these above highlighted factors with reference to Kaduna State University Staff Condition of Service are meant to enhance the academic job satisfaction and academic performance in the Kaduna State Univesity. While for Sule Lamido

University, to make the satisfaction level of academic and improve the academic working condition more conducive, its Staff Conditions and Regulations of Service (2016) specified that there is welfare packages and allowances which include responsibility allowances, Duty Tour Allowance, special package allowance, housing allowance, etc. These selected State Universities designed their staff condition of services in such a manner that will improve the satisfaction level of their staff ,especially academics known as operational staff of the university system, which invariably have their academic performance.

Academic Performance in the case study universities is a process of assessing, summarising and developing the work performance of any academic staff employed and retained procedurally in line with the Staff Conditions of Service of the selected State Universities. The Criteria for academic Performance in the selected State Universities, viz: Kaduna State University, Sule Lamido University, Umaru Musa University and Kano University of Science and Technology, includes educational qualification of academic staff with maximum of 20 points, supervision of projects/thesis/dessertation pegged 15 point as maximum, research and publications allocated 40 points as maximum, external examination distributed 5 points and community services. And every academic in these selected Universities receives a written performance appraisal form annually which provides a feedback on performance and justifies personal decision on promotion and advancement, rewards or compensation, leadership role, training and development among others. (KASU Staff Condition of Service, 2013; UMYU Staff Condition of Service, 2017; and SLU Staff Condition of Service, 2016). Records showed that the selected State Universities have been making so much efforts to make sure that all the significant determinants of academic job satisfaction towards attaining the maximum academic performance in the said universities. Statistics showed that 88 academic staff of Kaduna State University were advanced and promoted, in accordance with the stipulated guidelines in 2019; the total of 74 academics were sponsored to both local and

foreign universities for training and development (fellowship), and ~~₦~~481,755,419 was spent for that purpose; then 54 conference for academics were sponsored which amounted to ~~₦~~51,529,643, and Tetfund approved ~~₦~~105,209,213 to stranded scholars as living expenses (KASU, Annual Reports, 2019). While for Umaru Musa Yar'adua University as at 2018/2019 academic year, had a total of one and thirty five (135) academic staff awarded fellowship to study at local and foreign universities under various sponsorship; 79 academic staff were duly promoted with financial entitlements (Umaru Musa Yar'adua Annual Report, 2019). And for Sule Lamido University, 60 academic staff were sponsored for training and development in 2018 with financial inclusion of ~~₦~~198,335,842 for foreign fellowship and ~~₦~~ 224, 709, 281 for local fellowship; and Sule Lamido University also underwent promotion and advancement exercise in same year which mostly for academic staff as reported in its annual report (Sule Lamido University, Annual Reports, 2018).

Despite the fact that, the selected State Universities operating in the Northwestern Region of Nigeria, made relatively significant efforts to improve the determinants of academic job satisfaction in their various universities, like academic work-contents, promotion and advancement, training and development, leadership style and compensation, with little variation in accordance with the university guidelines, viz a viz staff condition of service and regulations, but still the academic performance in the selected state universities is not commensurate; as report showed that, the graduate output for kaduna state university of the year 2019 was 25% (n= 1114) as against the number of students entrants which was 4290 of the year 2015/2016; and in term of publications, the reports showed only 12 academic papers were published (Kaduna State University Annual Reports, 2019). While for Umaru Musa University, the statistics showed that the undergraduate entrants of the year 2015/2016 was 2505, and the graduate output of 2019 was 504, that is 20.1% out of 100% students that are supposed to graduate in the year under review, the report also showed that only 14 academic

papers were published. Then For Sule lamido, statistics showed that the undergraduate enrollement in 2017 was 2908 but the graduate output was 70, that is 2.4%. And for Kano University of Science and Technology, the graduate enrollement of 2017 stood at 3214, and the graduate output was 597, that is 18.6%. Now, what has been the effect of job satisfaction on the academic staff performance of the selected state universities in Northwestern Nigeria?

1.3 Research Questions

In addressing the issues raised above, answers to the following research questions were sought:

- i. How has the nature of academicwork-contents affected performance of academic staff in the selected State Universities in Northwestern Nigeria?
- ii. To what extent has promotion affected the performance of academic staff in the selected State Universities in Northwestern Nigeria?
- iii. To what extent has democratic leadership style affected the performance of academic staff in the selected State Universities in Northwestern Nigeria?
- iv. How has compensation affected the performance of academic staff in some selected State Universities in Northwestern Nigeria?
- v. To what extent has training and development affected the performance of academic staff in the selected State Universities in Northwestern Nigeria?

1.4 Objectives of the Study

The major objective of this study is to assess the effect of job satisfaction on performance of academic staff of selected Universities in Northwestern Nigeria. The specific objectives of the study are to;

- i. Determine the effect of the nature of academic work-content on the performance of academic staff in the selected State Universities in Northwestern Nigeria.
- ii. Examine the extent to which promotion has affected the performance of academic staff in the selected State Universities in Northwestern Nigeria.
- iii. Ascertain the extent to which leadership style has affected the performance of academic staff in the selected State Universities in Northwestern Nigeria.
- iv. Examine the effect of compensation on the performance of academic staff in the selected State Universities in Northwestern Nigeria.
- v. Determine the extent to which training and development has affected the performance of academic staff in the selected State Universities in Northwestern Nigeria.

1.5 Research Hypotheses

For the purpose of this research, the following hypotheses were to be tested to achieve the target objectives mentioned above: These were presented in the Null and Alternate. The choice of this pattern of hypotheses was to avoid bias.

Hypothesis I

H_0 : The nature of academic work-content has no significant effect on the performance of academic staff in the selected State Universities in North-western Nigeria.

Hypothesis II

H_0 : Promotion has no significant effect on the performance of academic staff in the selected State Universities in North-western Nigeria.

Hypothesis III

H_0 : Leadership style has no significant effect on the performance of academic staff in the selected State Universities in North-western Nigeria.

Hypothesis IV

H_0 : Compensation has no significant effect on the performance of academic staff in the selected State Universities in North-western Nigeria.

Hypothesis V

H_0 : Training and development has no significant effect on the performance of academic staff in the selected State Universities in North-western Nigeria.

1.6 Significance of the Study

Some of the literature on the subject matter is based on qualitative rather than quantitative research findings. This study will be of significance by bridging the gap in knowledge as it will be essentially based on empirical findings within the context of Nigerian universities. Moreover, most of the existing literatures on job satisfaction and job performance of Academic Staff/Faculties in Nigeria seem to be concentrating in some foreign countries and relatively few in Nigerian with Federal Universities and Private Universities as their case studies. On the other hand, this study is focused on the State Universities operating in the Northwestern region Nigeria.

Previous study on Job satisfaction by Adenije, Falola and Salau (2014) examined the relationship between work satisfaction and faculty performance in the Nigerian Private Universities. The paper utilized survey data collected from 558 faculties of selected private

Universities in Southwestern Nigeria. Their objective was to find out the factors that will determine the work satisfaction of faculties and their impact on academic excellence. The study found out that salary package, organizational policy, working condition, social context of the job, academic autonomy, relationship with colleagues, participation in decision making, promotional opportunity, have positive effects on faculty commitment to their academic activities and subsequently impact their performance. Mateko and Nimala (2017) analysed the factors affecting job satisfaction of academic employees with special reference to the Nigerian Open University. They employed 156 respondents to complete a 5-point likert scale questionnaire, with six items related to academic job satisfaction: working conditions, relationship with colleagues, access to academic resources and facilities, job security, recognition and advancement. The study found out that all the six factors were insignificant only salary determined the level of job satisfaction towards performance of academics in Nigerian Open University.

Adenike (2017) examined the difference that exists in the level of job satisfaction between academic staff in private and public tertiary institutions in Nigeria. The study Centered on detailed review of literature, the hypothesis formulated for research is whether academic staffs in public universities are more satisfied with their jobs compared to academic staff in private universities. While Jerome and Ayooluwa (2019).investigated the relationship between motivation and job satisfaction of staff in Universities' libraries in Nigeria. The study adopted survey research design; the population consisted of all the 361 library staff in the private university in South-West, Nigeria. Selongedem (1997) studied the effects of job satisfaction on publication output among librarians in Africa: a case study from Nigerian universities. The study results showed that only three dimensions, achievement, responsibility, and recognition, had significant effects on academic' publication output. Other factors including advancement, work-contents, office accommodation; job, security, salary,

university policies and administration, and supervision did not influence publication output. And Karim and Rodger (2005) employed only two dimensions of job satisfaction (supervision and intrinsic facets of teaching) seen to be affecting performance among the academic staff in Makerere Universities, Uganda.

However, none were found to analyze how five different determinants of job satisfaction viz: academic work-contents, promotion, compensation, training and development, and leadership style affecting performance (proxied by teaching, Research & publication, and community service) among the Faculty members of State Universities within the Northwestern region in one survey. This study intends to cover this gap.

1.7 Scope of the Study

The study was carried out in four (4) selected state universities within northwestern Nigeria: Kaduna State University (KASU); Umaru Musa Yar'adua University (UMYU) Katsina; Sule Lamido University (SLU) Kafin- Hausa; and Kano University of Science and Technology (KUST) Wudil. The selected State Universities are chosen to find out whether there are some variations in the determinants of Job satisfaction in these universities. The period of study covered between 2015 and 2019. This was because the period experiences new political administrative transition, in which old visitors (former Governors) of the said universities left their positions and new visitors (Present Governors) emerged with new progressive policies on university education and academic staffing order known as University Staff Condition of service and regulations, which is likely to affect the determinants of academic job satisfaction towards academic performance in the selected Universities. While in terms of substance, the study covered Job Satisfaction as Independent Variable (i.e: the nature of academic work-contents; promotion; leadership style; Compensation; training and development) and Performance as Dependent Variable (i.e :Teaching; research; and community service).

1.8 Limitation of the Study

This study no doubt was bound to have some limitations. The study was limited to four selected State Universities within the Northwest Nigeria; the results obtained might not be generalized to other universities that were not included in the study. The study limited itself in using only two instruments of data collections, namely: Questionnaire and interview. So that other instruments of data collection were not used. Another limitation of the study was the fact that the dimensions of job satisfaction on academic performance in Nigerian university did not have universally adopted theory and or consensus, hence the study focused on the common acceptable traits and dimensions of job satisfaction as propounded by Frederick Herzberg which some researchers perceived it as more western model than a general theory of job satisfaction (Adeniji, 2011; Ejimofor, 2007; Ali, Zhou, Hussain, Nair & Ragavan, 2016).

1.9 Definition of Concept

1.9.1 Job Satisfaction

Job satisfaction is defined as the extent to which an employee feels self-motivated, content and satisfied with his/her job. Job satisfaction happens when an employee feels he or she is having job stability, career growth and a comfortable work life balance. It can be described as one's feelings or state of mind regarding the nature of the work. Job satisfaction means the contentment of the employees because of their jobs. It is the personal evaluation of the job conditions (the job itself, the leadership style, etc.) or the

consequences(promotion/advancement, rewards/ compensation, growth and development, occupational security etc) acquired from the job. The job satisfaction means an academic staff pleasurable feelings about the nature of the academic work-contents, promotion and advancement, growth and career development, leadership style, and compensation that make him perform his/her academic responsibility efficiently and effectively.

1.9.2 Promotion

Promotion is basically a reward for efficiency which is conferment of additional benefits and compensation attached with much responsibility. It's usually the form of higher pay for an increase in responsibility or skill which is formalized by an increase in ranks, status that commands better wages, pay, prestige and higher opportunity for challenges. Promotion means elevation of an academic staff to a higher position (career progression, professional achievement, and development) accompanied by increased pay, benefits and other privileges. It is also advancement in term of job designation, salary and benefits. The employee progresses to a better job with increased responsibility, more prestige and status.

1.9.3 Leadership Style

Leadership style refers to a leader's characteristic behavior when directing, motivating, guiding, and managing groups of people which can inspire political and social change in any organization, and to also make others willingly to perform, create and innovate. Leadership style means the ability of Head of department/Dean/Director/Vice Chancellor (immediate superior) to moderate academic staff towards achieving the objectives of the university and making the needs of the staff, and also to guide his academic colleagues/ subordinate/other members of state universities operating in the Northwest region, Nigeria.

1.9.4 Compensation

Compensation is the reward that employees receive in return for the work performed and service rendered by them to the organization. Compensation include monetary payment like bonus, profit sharing, overtime pay recognition rewards and commissions for sales and other services., as well as non-monetary perk like an organization-paid car, organization- paid housing and stock opportunities and so on, it's a tool used by management for variety of purposes to further the existence of the organization. Compensation means financial and non-financial compensation and total remuneration paid to an academic staff in Northwestern state universities for the work or service rendered at university.

1.9.5 Training and Development

Training and development is a subsystem of an organization which emphasis on the improvement of the performance of individuals and groups, it is an educational process which involves sharpening of skills, concepts, changing attitudes and gaining more knowledge to enhance the performance of the employees. Training and development means human capital investment on academic staff that raises their academic performance in the Northwest state universities. It is also a process where the university(Northwestern State Universities) provides conditions in which their academic staff gain knowledge, skills and ability that would shape their potentialities.

1.9.6 Academic Performance

Academic performance has been defined as the overall expected values from academic staff's attitudes carried out over the course of a set of time in academic environment which it to be assessed and appraised periodically. Academic performance means the extent to which academic staffs demonstrate certain work behaviors in the Northwest state universities, and the outcomes of their academic service delivery such as teaching/thesis supervision, research/publications and community services are portrayed obviously.

1.9.7 Academic Work-contents

Academic Work-contents may be defined as a responsibility of a lecturer specified in his job schedule as an academic staff. It's also characterized by teaching- supervision, research & publication, and community services. The responsibility or job might be challenging, interesting, positive and favorable, that could make him or her have a sense of pride in achievement, fulfillment and satisfaction in the selected State Universities in Northwestern Zone, Nigeria.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents the conceptual, theoretical and empirical review of literature on the research problem. This review would help a researcher in getting an in-depth knowledge of the problems earlier studied and enable to perceive, understand and formulate the theoretical and/ or conceptual framework for this study.

2.2 Literature Review

2.2.1 Job Satisfaction

The term job satisfaction has been defined by various scholars globally. Gupta (2012) explained it as the end of a person after executing the job or task given. Thus, it is the ability of the performed job to fulfill the human needs and its expectations. The feeling would be positive or negative depending upon whether need is satisfied or not. Job satisfaction is different from motivation and morale. Motivation refers to the readiness to work. Satisfaction, on the other hand, entails an optimistic touching state. Morale involves a general manner towards work environment. Job satisfaction may be considered as a dimension of confidence and morale which could also be a source of satisfaction. Likewise, Kaliski (2007) illustrates job satisfaction as worker's sense of achievement and success on the job. It is normally professed to be directly related to the productivity as well as to the individual welfare. It means doing a job one gets pleasure from, doing it well and being satisfied for one's hard work. It also involves enthusiasm and happiness with one's work. Armstrong (2006) entails job satisfaction as the blend of employees' thoughts towards their activities, he further believed that job satisfaction is seen as any form of blend of psychological

environmental as well as physiological circumstances that can make an individual admit in all honesty that I am gratified with the employment I do for a living. On the basis of this definition, level of job satisfaction is represented by what actually causes the feeling of satisfaction. Another definition given by Vroom (1964) effective orientation of individual in respect to their task and schedules is what defines job satisfaction; this definition put much emphasis on the role played by an employee in the working place. Job satisfaction is also coined by Spector (1997) which states that job satisfaction centers mostly on the feelings on individuals about their entire job, which emphasizes on the level to which individuals like or hate their jobs. Therefore job satisfaction serves as a benchmark on how employees either feel positive or negative about their job and that is the main reason why job satisfaction and dissatisfaction are always present at certain point and situation, and asserted that the level of job satisfaction is within the range of extreme satisfaction and extreme dissatisfaction (Davis, 1995).

Also kaliski (2007) added that job satisfaction could be perceived as feelings of accomplishment and how successful an employee is on his/her job which can have a direct relationship to employee performance as well as wellbeing of the employee. Moreover, George and Jones (2008) suggest that job satisfaction is composed to beliefs and feelings that individuals perceive about their respective jobs. However, job satisfaction is believed to be multi- dimensional and intricate, it can be viewed in many different ways by different individuals, usually it is related to motivation even though the scope of the connection is still not very clear. Locke (1970) gave a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. Rice, et al (1991) defined job satisfaction as an overall feeling about one's job or career in terms of specific facets of the job, (such as

compensation, autonomy and co-workers). According to Fletcher, Williams (2006) job satisfaction is the personal evaluation of the job conditions (the job itself, the attitude of the administration etc.) or the consequences (wages, occupational security etc.) acquired from the job. From the above definitions one can deduce that job satisfaction is the consequence resulting from comparison between the expectations of the employee, and what he gets from job performed.

According to Aziri (2011), job satisfaction refers to the attitudes and feelings staff have about their job. It is observed that constructive and favorable feelings towards the job result to job satisfaction and high commitment, while destructive and unfavorable feelings towards the job indicate job dissatisfaction and low commitment. There are several reasons why employees can be dissatisfied with their jobs; such reasons might include high stress, lack of communication within the company, lack of recognition, or limited opportunity for growth etc. Therefore the existence of these factors entirely leads to poor performance in the organization.

Christen, Iyer and Soberman (2006) stated that the important prerequisites for job satisfaction are relatively higher salary, equitable payment system, available equal chances for promotion and advancement, thoughtful and cooperative management, a reasonable degree of health working relationship ,challenging tasks with enough autonomy to handle given responsibilities, control over work pace, work methods, among others. Nevertheless, the degree of satisfaction obtained by individuals depends largely upon their own needs and expectations as well as the working environment.

Fajana, (2002) defined job satisfaction as the general job attitudes of employees. He further categorized job satisfaction into five major components, thus: attitude toward work group, general working conditions, attitude toward organization, monetary benefits, and attitude

toward supervision. Some researchers classified job satisfaction into intrinsic elements and extrinsic elements. Intrinsic elements include co-workers, supervision and the work itself. Early theory on job satisfaction and motivation identified compensation as a hygiene factor rather than a motivation factor. This means that basic salary must be present to maintain ongoing job satisfaction, but this by itself will not provide job satisfaction; an increased amount of salary will not contribute to an increasing level of job satisfaction. Saleem, Mahmood and Mahmood (2010) defined job satisfaction as the sense of achievement and arrogance felt by employees who get pleasure from their employment and complete it well.

More so, Job satisfaction means the contentment of the employees because of their jobs. It is the personal evaluation of the job conditions (i.e. the job itself, the attitude of the administration etc.) or the consequences or (wages, occupational security etc.) acquired from the job (Fletcher and Williams, 2006). Job satisfaction is a phenomenon ascertaining the contentment of the employee and appearing when the qualifications of the job and the demands of the employee match (Abiodun. et al, (2011). In line with these definitions, job satisfaction might be handled as the consequences resulting from the comparison between the expectations of an employee from his job and the job in question which is performed. The consequences may emerge as satisfaction or dissatisfaction of an employee from the job. When an employee sees that his expectations are not met in the job environment, the job dissatisfaction emerges. It also leads to the decrease in the workforce productivity, organizational commitment and commitment to the job; it might also increase the rates of the optional discontinuation of the job (Adenike, 2011).

Job satisfaction can be described as one's feelings or state of mind regarding the nature of the work. Job satisfaction can be influenced by a variety of factors such as the quality of the academics' relationships with their supervisors, the quality of the physical environment in which they work and the degree of fulfillment in their work (Parker *et al*, 2008).

Adenike (2011,71) stated that:

The concept of job satisfaction traditionally has been of great interest to social scientists concerned with the problems of work in an industrial society. Many have been interested in job satisfaction, for instance as a result of a personal value system which assumes that work which enables satisfaction of one's needs furthers the dignity of the human individual; whereas, work without these characteristic limits the development of personal potential and it is therefore to be negatively valued.....,employee's job satisfaction is not only influenced by his or her own perceptions of the climate, but also by the shared perceptions of his or her work unit.

However, three types of explanations historically have been suggested to account for the variations on the job satisfaction of workers. The first has sought to explain this variation solely in terms of the personalities of individual workers and has attempted to establish a relationship between measures of adjustment or neuroticism and job satisfaction (Vroom, 1964). While personality variables undoubtedly have some effects on job satisfaction, such explanations are inadequate because they ignore the association of job satisfaction with characteristics of the job.

A second explanation views variation in job satisfaction solely as a function of differences in the nature of job people perform. In the past, this has been the numerically dominant view and studies employing this type of reasoning generally deal with two sets of variables – one a measure of a work role characteristic(s), the other a measure of job satisfaction and attempts to establish a causal relation from the former to the latter might lead to a wide variation in the types of work -role characteristics that have been used. Some common ones include characteristics of the organizational structure such as span of control and size (Georgopoulos, 1978); job content factors such as degree of specialization (Smith, 1992); economic factors

(Givelch and Burns, 1994); social factors, promotional opportunities and hours of work (Vroom, 1964; Herzberg, 1967); Generally, these investigations have found that job satisfaction varies, often considerable with one or more of these variables. A widely tested theory of the determinants of job satisfaction that utilizes this type of explanation is Herzberg's —two – factor- theory (Herzberg, 1967). The third explanation views that the satisfaction an individual obtains from a job is a function not only of the objective properties of that job but also of the motives of the individual was first suggested by Nicholson and Miljus (1992). Leading exponents of this view are Terrel and Joyner (2008) who reacted against the attempts of organizational social scientists to study issues of worker satisfaction by adhering to a closed system model where organizations are seen as the relevant context for explaining these issues. They argued that the question of satisfaction from work cannot be thoroughly considered without knowledge or meanings that individuals put to their work activity.

Job satisfaction can mean different things to different people, as it is a concept that is both complicated and multifaceted. Although normally linked to motivation, the nature of this relationship is not clear, and satisfaction differs from motivation. Job satisfaction is more of an attitude and internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative (Mothman, 2009). The focus on job satisfaction has, in recent years, grown to be associated more closely with methodologies that are broader in an improved job design and work organization, as well as in the quality of working life environment. Kirsten (2011) maintains that motivation's aim, with regard to job satisfaction, is to make frameworks available to understand factors that affect job satisfaction, as well as the manner in which those aspects affect individuals' quality of work life. This implies that the role of job satisfaction has been represented by many work motivation theories that have attempted to clarify both job satisfaction and its influence. A well-managed

organization normally considers all employees as the principal basis from which productivity gains are drawn from (Brevis *et al.*, 2011). To ensure these gains, the organization must create an environment for its employees of commitment and cooperation, by means of policies that assist employee satisfaction. This state of contentment is directly associated with employees who are highly motivated. Loyalty or commitment to the organization is subsequently developed by these employees, ensuing in better productivity, as well as reduced rates of turnover and absenteeism.

Generally, in the literature, researchers have divided job satisfaction into two main categories: general satisfaction and specific satisfaction. General satisfaction referred to overall satisfaction, which is defined as an overall evaluation for the job. Specific satisfaction, in other word means job facet satisfaction, is defined as an evaluation of various job aspects (Eker, et.al, 2007). Then Lussier (2005) defined the job satisfaction as the employees' overall attitude to the work. However, some other studies reflect employees' evaluations on every specific aspect of their work, differing from the overall definition. And last but not the least, Weiner (2000) stated that job satisfaction is dependent on the nature of the job itself, which is integrated with job challenges, autonomy, skill variety and job scope.

2.2.2 Determinants of Job Satisfaction

Job satisfaction is a key factor in productivity; it is certainly not the only factor that causes people to produce at different rates (Oshagbemi, 2000). One major reason for the continuing interest in job satisfaction, as Wilson and Rosenfeld (1990) pointed out is that, positive and negative attitudes towards work may exert powerful effects on many forms of organizational behavior. Relevant studies have demonstrated the importance of job satisfaction in an organization, especially, in terms of its efficiency, productivity, employee relations, absenteeism and turnover.

Herzberg's two-factor theory is concerned with factors that are responsible for job satisfaction and job dissatisfaction. His two factor theory was derived from Abraham Maslow's hierarchy of needs. He conducted a widely reported motivational study following Maslow's model using 203 Accountants and Engineers employed by firms in and around Pittsburgh, Pennsylvania, USA which he tagged —what do people want from their jobs? Herzberg (1967) argued that an individual's relation to his work is a basic one and that his attitude to his work can determine his success or failure. Subjects were asked to relate times when they felt exceptionally good or exceptionally bad with their present job or any previous job. Responses to the interviews were generally consistent and revealed that there were two different sets of factors affecting motivation and work. This led to the establishment of two-factor theory of motivation and job satisfaction. He categorized the responses and reported that people who felt good about their jobs were significantly different from those who felt bad. Certain characteristics that tend to relate to job satisfaction are achievement, recognition, the work itself, advancement, responsibility and growth; while others that tend to relate to job dissatisfactions are supervision, company policy and administration, working conditions and interpersonal relations (Robbins, 1988).

Herzberg believed that two separate dimensions contribute to an employee's behavior at work. Number one dimension is the **hygiene factors** that involve the presence or absence of job dissatisfaction. These factors are related to job content; and they are concerned more with job environment, an extrinsic to the job itself, they are known as maintenance factors, which meant to prevent dissatisfaction. These factors include salary/pay, interpersonal relations with supervisors, peer and subordinates, working conditions, company policy and administration, status, security, personal life and supervision. If these factors are poor, work is dissatisfying; when there are good, dissatisfaction is removed. Good hygiene factors simply remove the dissatisfaction and do not cause people to become highly satisfied and motivated

in their work. They are needed to avoid unpleasantness at work and to deny unfairness in an organization. The second dimension of factors is **motivating factors**. They are the variables, which actually motivate people and influence job satisfaction (Judge *et al.*, 1997; Luthans, 2002).

Motivators are high-level needs and they include aspects such as achievement, recognition, work itself, responsibility, advancement or opportunity for growth. When these are absent, workers are neutral toward work but when present, workers are highly motivated and satisfied. These two dimensions of factors influence motivation. They are factors that induce satisfaction on the job and those causing no satisfaction. Hygiene factors concentrate only in the area of job dissatisfaction, while motivators focus on job satisfaction- for instance; interpersonal conflicts will cause people to be dissatisfied and the resolution of interpersonal conflicts will not lead to a high level of motivation; whereas, motivators such as challenging assignments and recognition must be in place before employees will be highly motivated to excel at their workplace (Daft, 2000). Herzberg emphasized the importance of job centered factors that increased interest in job enrichment, including effort to design jobs which would increase employees' satisfaction. Morrison (1993) argued that there are other motivators that do not promote a sense of growth because they do not provide significant meaning to the worker. These include group feelings, job security, and status, feelings about fairness, unfairness, pride and shame.

Herzberg discovered that intrinsic factors such as achievement, responsibility, recognizing the work itself and advancement seem to be related to job satisfaction. On the other hand, when employees are not satisfied, they tend to cite extrinsic factors such as work conditions, interpersonal relations, company policy and administration and supervision as reasons for their not being satisfied. According to Herzberg, satisfaction is not the absence of dissatisfaction because removing dissatisfying characteristics from the job does not

necessarily make the job more satisfying. He further argued that the opposite of satisfaction is no satisfaction and the opposite of dissatisfaction is no dissatisfaction (Robbins, 1988).Moloantoa (2015) classified the determinants of job satisfaction into extrinsic and intrinsic factors, thus

2.2.2.1 Extrinsic Factors Influencing Job Satisfaction

2.2.2.1.1 Academic working conditions

According to Saba (2011), the physical well-being of employees is very important because without good working conditions, there is less job satisfaction, which in turn, leads to poor quality of work. A number of researchers have found this factor to be the most dissatisfying factor towards job satisfaction of academic employees. Authors, such as Mehboob, Azhar, and Chimanikire *et. al.*, (2007) reveal that a conducive working environment will more likely satisfy lecturers, which includes computing facilities that are adequate, stationery, and teaching aids. Factors that affect academics were also researched by Barifaijo, Nkata and Sempebwa (2009) but in their case, the focus is on part-time employees. The authors revealed that the probing factors that contribute to either satisfaction/dissatisfaction are largely extrinsic factors connected to compensation, governance and location.

2.2.2.1.2Job security

According to Noordin (2009), academic staff job satisfaction, retention of staff and their commitment, are essential for successful academic activities. Further, the relationship with colleagues stands out clearly as an element affecting job satisfaction because without their cooperation, smooth operations at universities can be jeopardized. The university, as an institution of higher learning, should address manpower needs and job satisfaction, in order to advance the imperatives driven from teaching, learning and research.

2.2.2.1.3 Compensation

Pay is undoubtedly a factor that plays a very influential role in determining job satisfaction. However, academic staff of public and private universities have ranked 'salary' as being a 'least satisfier' (Hashim and Mahmood, 2011). A study done by Hashim and Mahmood (2011) indicates that policy makers and academic leaders at universities should earnestly consider having their compensation system very effective; other considerations would be the availability of research grants, funds for attending conferences, sabbatical leave, and close relationships with peers and superiors as well as favorable working conditions that would further enhance academic staff's job satisfaction. It is clear that academic staff are not motivated only by salary, but by many factors, such as promotion and recognition by their superiors. It is also indicated by Santhapparaj and Alam (2005), pay is among those factors that have a positive significant effect on job satisfaction. Oshagbemi (1999) who believes that pay is an aspect of job satisfaction that deserves attention because it affects the overall level of workers' job satisfaction/dissatisfaction, to supports this. Herzberg classifies pay as a hygiene factor in his study and argues that pay can lead to feelings of dissatisfaction but not satisfaction. He further states that, when existing pay matches, or is in excess of desired pay, satisfaction happens, while pay dissatisfaction is occurring when existing pay appears below the desired level. Another major effect on work is when there is a substantial increase in an employee's pay or wage.

2.2.2.1.4Promotion

High productivity of workers is rewarded by different organizations or institutions with effective promotion policy, which accelerates employees' efforts. It can be a useful manner of compensation, where employees value promotion significantly, otherwise an increment in pay or wage is regarded as the best reward for more effort (Malik, Danish & Munir, 2012).

This has become one of the most critical concepts in the organizational structure. Employees who are not promoted feel very much undermined and less satisfied with their work. This definitely has an impact on job satisfaction because workers, who are not satisfied at work, are less productive. According to Ferreira (2011), advancement offers opportunities for personal growth, increased responsibility and augmented social status. However, it is observed that there are major differences in job satisfaction among academics in Nigerian universities, and most of the academic staff were least satisfied with their prospect for promotions.

2.2.2.2 Intrinsic Factors Influencing Job Satisfaction

2.2.2.2.1 Job Content

Academic staff from both the public and private universities in Sub-Saharan Africa, are satisfied with the overall job content and context of their job (Saint 2009). Adekola's (2012) revealed that academics are more content with the intrinsic aspects of their jobs, which entail feelings of self-fulfillment and enjoyment that employees gain from their job, than with extrinsic aspects which, alternatively, refer to factors outside the job itself and are administered by someone other than the individual concerned. Out of the 20 facets examined, only two were found to have a major effect on academic employees' job satisfaction, these were policies and practices, together with compensation. Mapesela and Hay (2006) indicate that academics are seemingly most affected by issues, such as a change in their roles, which involves among other things, increasing demands on academics (workload) and teaching and research.

2.2.2.2.2 Recognition

Recognition refers to the approval or appreciation an employee wishes to obtain from the employer, other superiors and personalities in the organization, supervisors, peers, and the society in common, or from the general public. This also applies in the case of Higher learning institutions, where praise obtained by teachers from their chairperson or dean, is seen as both appreciation and acknowledgement that could improve employees' satisfaction levels (Adenike, 2011). Danish and Usman (2010) showed that different dimensions of work motivation and satisfaction are significantly correlated and reward and recognition have great impact on motivation of the employees.

2.2.2.2.3 Advancement

2.2 3 Theories of Job Satisfaction

There are various theories attempting to explain job satisfaction in the literature, among these theories, prominent ones are divided into two categories: content theories and process theories. Content theories identify factors leading to job satisfaction or dissatisfaction and suggest that job satisfaction come true when employees' need for growth and self-actualization are met by their job. Process theories attempt to describe the interaction between variables for job satisfaction and explain job satisfaction by looking at how well the job meets one's expectations and values. Each of two theory groups has been explored by many researchers. Content Theories are Maslow's Need Hierarchy Theory, Aldefefer-ERG, Herzberg's Two Factor Theory, McClelland's Need Theory, etc., while process theories are Vroom's Expectancy Theory, Locke's Goal- Setting Theory, Adams' Equity Theory and Job Characteristic Theory etc. Some of the theories on job satisfaction are based on the motivation theories, and, some of them can be perceived as job satisfaction theories.

Therefore, both theories of job satisfaction and motivation are strongly related to each other (Crossman & Abou-Zaki, 2012).

Basically, Theories of job satisfaction start with the idea of ‘Scientific Management’ or ‘Taylorism’ by Frederick W. Taylor in 1911. Frederick W. Taylor, Frank Gilbreth and Henry L. Gantt proposed salary incentive models to motivate people at work (Luthans, 1995). According to this idea, people could be motivated only by money. It can be said that the origin of job satisfaction studies dates back to 1911. In that time, Taylor began to study on employees and their job duties to develop better ways for the work and the workers. He defined a new different concept related to individual that depends on industrial society and organizational structures. This new concept was geared towards the individual’s motivation, satisfaction, happiness and commitment, which have a strategic importance for development of organizations and industrial societies. In addition, Taylor was the first scientist who was concerned with time and motion studies. According to Taylor’s theory, the motions of each worker should be calculated to prevent useless movements to save time, however; a direct reward system should be provided in order to keep the workers motivated. According to him, some special incentives should be given such as giving the hope of rapid promotions or advancement of higher wages, and rewards by constructing better working conditions. This is called a ‘Scientific Management or Task Management’ by Taylor. As a result, workers are encouraged to work hard for maximizing productivity thanks to scientific management (Atasoy, 2004).

Mayo was the first scientist who studied the effect of lighting and conducted experiments at the Hawthorne factory of the Western Electric Company in Chicago, though, that workers are not just concerned with money but with their social needs met at work. His study was on the possible effect on employees’ productivity levels of changing factors such as lighting and working conditions, by creating gap basis for future studies that investigate about other

factors that have an impact on employees' job satisfaction. Moreover, Mayo concluded that workers are best motivated by better communication between managers and workers (Hassard, 2012).

For Taylor's approach, it is not enough to explain job satisfaction procedures, since the human factors and human feelings are not significantly important. Workers are also dislike Taylor's approach as they were only responsible for repetitive tasks to carry out and this causes some reactions by dissatisfied workers in the industry. In the following years, Taylor's theory was rearranged (Atasoy, 2004). After scientific management, a new approach developed related to the theories of socio-technical systems and job design by Louis E. Davis at the Tavistock Institute in London around 1950. Second industrial revolution has begun with the progress in information technology. Davis's aim was to construct a balance and a relationship between people and technology. He dealt with autonomous groups, working together to complete their task.

2.2 3. 1Major Content Theorists

Content Theorists mainly deal with determining the satisfaction levels of particular needs, and their priority. The contributions of the content theorists are still important for understanding what motivates people at work (Luthans, 1995).

2.2.3. 1.1 Maslow's Hierarchy of Human Needs

A.H. Maslow developed the hierarchy of human needs model during 1940-50's. Maslow's hierarchy of needs is considered as one of the fundamental motivation theories. According to Maslow's theory, human needs divided into five categories. These categories contain all human activities, which are "Physiological or Basic Needs", "Security or Safety Needs", "Belonging or Affection Needs", "Esteem or Ego Needs" and "Self-Actualization Needs".

According to Maslow, people tend to satisfy their needs, in a certain order of precedence; within each level, there are needs that employees would like to be fulfilled. For instance, when physiological and security needs are satisfied, higher needs that are belonging, esteem, and self-actualization become important. Each employee of an organization would prefer to move to the next level after achieving the needs in the low level, then, the old need loses its importance since it is satisfied.

Five basic human categories of Maslow's hierarchy are as follows in detail:

Physiological or Basic Needs: This is the first level of needs in the Maslow's hierarchy of needs model. In this level of hierarchy, these are necessary to be satisfied in order to stay alive. Physiological needs consist of food, water, drink, shelter, warmth, sleep and other factors necessary for survival.

Security or Safety Needs: These are the needs that placed on in the second level of the hierarchy, which include self-protection, physical environment, limits, avoidance of harm, stability, freedom from emotional distress and provision for the future.

Belonging or Affection Needs: This is the third level of needs that an employee would like to achieve. These needs are friendships, companionship and grouping of people for various activities, affection, love, family, relationships and work group etc. Belongingness needs relate to desires for friendship and love.

Esteem or Ego Needs: The fourth level of needs consists of self-esteem, achievement, mastery, independence, status, dominance, prestige and managerial responsibility, possession, authority and receiving respect by other employees. These types of needs can be faced in work and social life.

Self-Actualization Needs: These are the fifth and the highest level of needs, which are self-fulfillment, realizing personal potential, seeking personal growth and experiences, personal growth and development. These kinds of needs represent to make the fullest of capabilities, to develop oneself and to be creative in the work environment (Gerçeker, 1998). The theory makes a significant contribution to modern business life about motivation (Luthans, 1995).

And it provides organizations to motivate their employees in the point of view that motivated employees expected to be more satisfied. This theory has gained great acceptance due to its clarity and its structure. However, many researches criticized the theory and additional changes that are made based on the theory. The most prominent criticized point about the theory is related with its assumption: after a lower level of need is fully met, a worker is motivated of satisfying the next need up in the hierarchy. In the real life, it appears that various categories of needs simultaneously can be satisfied and certain behavior can be aimed at higher needs, while the lower ones have not been satisfied yet. According to Graham (1992), Maslow's table underestimates the needs of people and it simplifies them by grouping into five classes, and, according to this hierarchy of needs, dissatisfaction toward a need cannot be explained.

2.2.3.1.2 The Existence- Relatedness Growth (ERG) Theory

Alderfer (1969) proposed Existence-Relatedness-Growth Theory. The ERG theory is an extension of Maslow's hierarchy of human needs theory. Alderfer stated that needs could be classified into three categories, rather than five, thus: existence needs; relatedness needs; and growth needs. Existence needs are similar to Maslow's physiological and safety need categories. Relatedness needs involve interpersonal relationships, which are similar to Maslow's belongingness and esteem needs; and growth needs are related with the attainment

of one's potential, which are associated with Maslow's esteem and self-actualization needs (Barnet and Simmering, 2006).

Alderfer and Maslow's theories are similar, but Alderfer (1969) suggests that when an individual is continually unable to meet upper-level needs, the lower level needs become the major determinants of their motivation. In other words, the ERG theory differs from the hierarchy of needs in which it suggests that lower-level needs must not be completely satisfied before upper-level needs become satisfied (Burnet & Simmering, 2006). Alderfer also stated that individuals are motivated by moving forward and backward between these levels (Ramprasad, 2013). In detail, according to Alderfer (1972), in the case of relatedness satisfaction decreases, the existence desires tend to increase while growth desires decrease (backward movement). On the other hand, in the case of relatedness satisfaction increases, growth desires tend to increase while existence desires decrease (forward movement).

2.2 3.1.3 McGregor's Theory X & Theory Y

Douglas McGregor introduced Theory X and Theory Y, which contains two different assumption sets that are corresponding to relationships between managers and employees (De Cenzo and Robbins, 1994). The main assumption of Theory X is that employees dislike work and have tendency to avoid it. This kind of people must be continuously controlled and threatened with punishment in order to succeed the desired aims. On the other hand, Theory Y is assumed that employees could have self-direction or self-control if he/she is committed to the jobs (Gerçeker, 1998). According to McGregor, Theory Y is considered as more valid with greater job involvement, autonomy and responsibility; given employees, increase employee motivation (De Cenzo & Robbins, 1994).

2.2 3.1.4 Herzberg-Two Factor Theory

Frederick Herzberg (1959) has closely related with Maslow's hierarchy of human needs theory and introduced two-factor theory of motivation. According to Herzberg's two-factor theory of motivation, the factors are divided into two dimensions, "motivators" and "hygiene". According to him, certain factors that would directly motivate employees and cause satisfaction are intrinsic factors. Herzberg calls these factors as the "motivators" which give the intrinsic satisfaction, and represent the need for self-actualization and grow. The motivators are based on personal perceptions and internal feelings; including achievement, experience, the work itself, responsibility, changing status through promotion and opportunity for growth and advancement. On the other hand, "hygiene" factors, which lead to extrinsic satisfaction and cause dissatisfaction, include; supervision, inter-personal relationships, management, company policy and administration, salaries and benefits, status, job security and physical working conditions (Waheed, 2011).

According to Herzberg's two-factor theory, the primary determinants of employee satisfaction are intrinsic factors, because employees are motivated to obtain more of them. If the motivator factors are not provided by the institution, individuals would be dissatisfied; dissatisfaction is caused by hygiene factors. Absence of hygiene factors contribute to job dissatisfaction but their presence does not contribute to satisfaction. In other words, when the hygiene factors are not met, dissatisfaction occurs but they do not motivate employees (Ghafoor, 2012). According to this theory, for example, the implication of the motivator-hygiene theory is that needs such as improvement of salary, benefits and safety, which are extrinsic factors, will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better performance (Barnet and Simmering, 2006). In contrast, in order to motivate workers, managers must focus on changing the intrinsic factors by providing to some factors such as autonomy, opportunities, responsibility,

recognition, skills and careers. On the other hand, Herzberg's motivation-hygiene theory is also criticized on some points. Theory does not clarify the differences between the satisfaction and dissatisfaction. These two factors, called "motivators" and "hygiene", conclude differently from population to population. Any factor that causes dissatisfaction may contribute to satisfaction in any other condition or any other country. **2.2 3.1.5 Need for Achievement and Basic Needs Theory**

Need for Achievement Theory was developed by McClelland (1951) believed that Individuals' needs are divided into three psychological needs. These primary needs in this theory are the need for affiliation, for power, and for achievement. Firstly, the need for affiliation reflects a desire to establish social relationships with others. Secondly, the need for power is a desire to control one's environment and influence others. Thirdly, the need for achievement is a desire to take responsibility, set challenging goals, and obtain performance feedback (Garrin 2014). This theory has been a corner stone for many empirical and experimental researches. The main point of the theory is that when one of these needs is strong in a person, it has the potential to motivate behavior that leads to its satisfaction. Thus, especially managers should develop an understanding of whether and to what degree their employees have these needs, and the extent to which their jobs can be structured to satisfy them (Higgins, 2011).

2.2.3.2 Process Theories of Job Satisfaction

Process theories attempt to explain job satisfaction by looking at expectancies and values. Within this concept, Vroom, Adams, and Hackman & Oldman became the most prominent theorists.

2.2.3.2.1 Expectancy Theory

Expectancy can be defined as a belief, which concerns a particular action following by a particular outcome (Lunenburg, 2011). An American psychologist, Edward C. Tolman, introduced “Expectancy Theory” in the 1930s. This theory indicates that human behavior is motivated by the expectations. According to the theory, an individual decides to behave in a certain way to achieve the desired reward, motivates himself/herself to select a specific behavior concerning what they expect the result of that behavior (Ugah and Arua, 2011). For instance, if workers need more money to satisfy their needs, they are assured that if they work harder; they will receive more money. Victor Vroom (1960s) applied the concepts of behavioral research in the following years, which was introduced by Edward. Expectancy Theory is a process theory of job satisfaction and motivation. This theory describes expectations in which an individual’s effort is determined by the expected outcomes and the values of outcomes in a person’s mind (Liao, et al., 2011). In other words, the concept of expectancy is based on individual perception and personal behavior. In addition, Locke (1976) states that needs are regardless of what the person wants, while values are subjective depending on the standards in the person's mind. It means that while people have the same basic needs, value of the needs differs according to people’s standards. According to Expectancy Theory, there is strong relationship between the effort, the performance, and rewards they get from their effort and performance. They become motivated when they believe that strong effort will lead to a good performance, and good performance will lead to a desired reward (Lunenburg, 2011).

Vroom presented three basic variables in his theory: expectancies, instrumentalities, and valances:

Expectancy: is the degree to how much people believe that putting much effort leads to a given level of performance.

Instrumentality: is the degree to how much people believe that a given level of performance results in certain outcomes or rewards;

Valence: is the extent to what the expected outcomes are attractive or unattractive.

Differently from the content theories, expectancy theory recognizes complexities of motivation process so that it is not a simplistic approach. Vroom's expectancy theory does not provide specific suggestions about the things that motivate employees, instead of; Vroom's theory provides a process, which reflects individual differences in work motivation. Expectancy theory provides guidelines for enhancing employee motivation by defining the individual's effort-to-performance expectancy and performance-to-reward expectancy (Lunenburg, 2011). The meaning of this theory is that if workers put forth more effort and perform better at work, then they are compensated. If discrepancies occur between expected compensation and actual outcome, this leads employees to dissatisfaction. In other words, if employees receive less than what they have expected or feel and believe to have been threatening unfairly, then dissatisfaction may occur (Worrell. 2004). Thus, managers should ensure that their employees believe high effort leading to valued rewards. In 1964, Vroom also pointed out that the job satisfaction has seven aspects, i.e. the compensation, the supervisor, the colleagues, the working environment, the job content, the promotion, and the organization self in his study Work and Motivation.

In addition, during the late 1960s, Porter and Lawler extend the Vroom expectancy model, which is known as the Porter-Lawler Expectancy Model. Although the basic concept of the Porter-Lawler model is based on Vroom's model, the Porter-Lawler model was more complex. It indicates that increased effort does not automatically lead to improved

performance because individuals may not possess the necessary abilities needed to achieve high levels of performance, or they might have an inadequate perception of how to perform necessary tasks (Barnet and Simmering, 2006). Later, Lock, Smith, Kendall and Hulin (1964) develop Cornell Model. They suggest that job satisfaction is feeling of individual about different facets of his/her job. This feeling results from discrepancy of employee's perception between reasonable and fair outcomes. The concept of "frame of reference" refers to standards used while making an evaluation. These standards come from experiences and expectancies of employees.

2.2.3.2.2 Equity Theory

Equity Theory is a motivation theory but there are important points about satisfaction and dissatisfaction in it. According to Adams (1963), satisfaction is determined by the perceived input-outcome balance. He states that, employees aim to reach a balance between their "inputs" and their "outcomes". Inputs are factors such as educational level, experience, ability, skill, effort, responsibility, age and effort, while outcomes are the things like performance, salary, good working conditions, work insurance, promotion, recognition, status, and opportunity. The degree of equity is a factor that is defined by the relationship between inputs and outcomes. Employees make a comparison between their own contribution and rewards. During this stage, if employees feel themselves as not being fairly treated, this will result in dissatisfaction. If the rates of reward are low than others, means inequality increases, employees try to increase their rewards. If this is not possible, they decrease their contribution and performance. In contrast, if this rate is higher than another's rate, feeling of guilt emerges. In other words, not only under-reward but also over reward can lead to dissatisfaction and feeling of guilt (Al-Zawahreh & Al-Madi, 2012). Some studies related with equality state that, for instance, female may be more tolerant or underpaid than males, and they may experience less perceived inequality. As a conclusion, Adams's Theory made a

significant contribution to motivation theory by pointing out social comparisons. A part from expectancy theories, which focus on the relationship between performance and reward, Adams's theory proposed that motivation process is more complicated and employees evaluate their rewards by social comparisons.

2.2.3.2.3 Discrepancy Theory

According to Discrepancy Theory, differences between received outcome levels and desired outcome levels determine the satisfaction. When received outcome level is below the desired outcome level, dissatisfaction occurs. Katzell, Barrett and Parker (1961) and Locke (1968) have presented two most developed discrepancy theories. Locke proposed that perceived discrepancy is important, and satisfaction is determined by the difference between what people wants, what they receive/perceive and what they expect to receive. Some Psychologists have argued for a discrepancy approach to thinking about satisfaction. They maintain that satisfaction is determined by the differences between the actual outcomes a person receives and some other outcome level. The theories differ widely in their definitions of this other outcome level. Katzell and Locke have probably presented the two most completely developed discrepancy theory approaches to satisfaction. According to Katzell,Barrett and Parker (1961), $\text{Satisfaction} = 1 - (IX - V)/V$, where X equals the actual amount of the outcome and V equals the desired amount of the outcome. Like many discrepancy theorists, they see satisfaction as the difference between an actual amount and some desired amount; but, unlike most discrepancy theorists, they assume that this difference should be divided by the desired amount of the outcome. By using Katzell's fomula, it is to be believed that the more a person wants of an outcome the less dissatisfied he would be with a given discrepancy. He offers no evidence for this assumption, and it is hard to support logically. A discrepancy from what is desired would seem to be equally dissatisfying

regardless of how much is desired. Katzell also speaks of "actual" discrepancies, while most discrepancy theorists talk of "perceived" discrepancies.

2.2.3.2.4 Job Characteristic Theory

Hackman and Oldman (1976) explained aspects of job satisfaction through the Job Characteristic Model. It states that job characteristics are the best predictors of job satisfaction since job satisfaction is affected by interaction of task characteristics, characteristics of workers and organizational characteristics. Job satisfaction is based on five job characteristics, which are under three psychological states; experienced meaningfulness of the work, experienced responsibility for outcomes of the work, knowledge of the actual results of the work activities. Experienced meaningfulness has three job characteristics; they are skill variety, task identity and task significance. Job characteristic of experienced responsibility is autonomy and job characteristic of knowledge of the actual results' feedback. The Job Characteristics model (JCM) argues that jobs which contain intrinsically motivating characteristics would lead to higher levels of job satisfaction as well as other positive workout outcomes such as enhanced job performance and lower withdrawal.

The model introduced by Hackman and Oldham (1976) focuses on 5 core job characteristics:

Task Identity: degree to which one can see one's work from beginning to the end.

Task Significance: degree to which one's work is seen as important and significant

Skill Variety: extent to which job allows employee to do different tasks.

Autonomy: degree to which employees have control and discretion for how to conduct their job.

Feedback: degree to which the work itself provides feedback for how the employee is performing the job.

According to the theory, jobs that are enriched to provide these core characteristics are likely to be more satisfying and motivating than jobs that do not provide these characteristics. More specifically, it is proposed that the core job characteristics would lead to three critical psychological states, thus: Experienced meaningfulness of the work; Responsibility for outcomes; and knowledge of results – which in turn led to the outcomes. However, there are both indirect and direct supports for the validity of the model's basic proposition that core job characteristics led to more satisfying work. In terms of indirect evidence, first, when individuals are asked to evaluate different facets of work such as pay, promotion opportunity, coworkers etc, the nature of the work itself consistently emerges as the most important job facet. Second of the major job satisfaction facets - pay, promotion, opportunities, coworkers, supervision and the work itself- satisfaction with the work itself is almost always the facet most strongly correlated with overall job satisfaction (Rentsch and Steel, 1992). Thus, if we are interested in understanding what causes people to be satisfied with their jobs, the nature of the work (intrinsic job characteristics) is the first place to start.

2.2.3.2.5 Dispositional Approaches

The dispositional approach to job satisfaction, is considered the most recently evolved model but classified as the most poorly developed. However, there has been recognition of individual differences in job satisfaction for as long as the topic of job satisfaction has been studied. For example, Hoppock (1935) found that workers satisfied with their jobs were better adjusted emotionally than dissatisfied workers. It was 50 years later though beginning with the publication of two influential studies by Staw and colleagues (Staw and Ross, 1985; Staw *et al*, 1986) that the dispositional source of job satisfaction came into its own as a

research area. Reflecting on this literature, it appears there are two broad categories of studies. The first group called indirect studies seeks to demonstrate a dispositional basis to job satisfaction by inference. Typically, in such studies, disposition or personality is not measured, but inferred to exist from a process of logical deduction or induction. Though, this series of indirect studies can be credited for establishing interest in the dispositional perspective, they have an obvious limitation, they cannot demonstrate a dispositional source of job satisfaction. For instance, stability in job satisfaction over time can be due to many factors, only one of which is due to the personality of the individual. Similarly, since babies have no jobs they cannot be born with job satisfaction. Thus, evidence showing similarity, in twin's job satisfaction levels is indirect evidence, since the similarity must be due to other factors (i.e. personality). The other group of studies termed direct studies, relate a direct measure of a construct purported to assess a personality trait to job satisfaction. The specific traits that have been investigated have varied widely across studies. Staw *et al* (1986) for example, utilized clinical routings of children with respect to a number of adjectives assumed to assess affective disposition (cheerful, warm and negative).

2.2.3.2.6 Cornell Model

Hulin (1991) proposed a model of job satisfaction that attempted to integrate previous theories of attitude formation. According to the model, job satisfaction is a function of the balance between the role inputs, what the individual puts into the work role (e.g. training, experience, time and effort), and role outcomes, including what is received (pay, status, working conditions and intrinsic factors). The more outcomes received relative to inputs invested, the higher work role satisfaction would be, all other things being equal. According to Cornell model, the individual's opportunity costs affect the value individuals place on inputs. In periods of labor oversupply i.e. (high unemployment), the individual will perceive their inputs as less valuable due to the high competition for few alternative positions, and the

opportunity cost of their work role declines (i.e. work role membership is less costly relative to other opportunities). Therefore, as unemployment (particularly in one's local or occupational labor market) rises, the subjective utility of inputs falls- making perceived value of inputs less relative to outcomes- thus increasing satisfaction. Finally, the model proposes that an individual's frames of reference, which represent past experience with outcomes, influenced how individuals perceive current outcomes received. The fewer or less valued, the outcomes received in the past and as current employment opportunities erode, the same outcomes per inputs would increase job satisfaction (i.e. more was received than had been in the past). Again, the reverse scenario is also true. Although the breadth and integration of the Hulin model is impressive, direct tests of the model are lacking. One partial test of the model was not particularly supportive; therefore, more research on it is needed (Hulin 1991).

2.2.3.2.6 Goal-Setting Theory

Goal Setting Theory is developed by Locke and Latham, and according to the theory, goal setting is one of the most significant components of job satisfaction. Goal-setting theory emphasizes the importance of specific goals in obtaining motivation and satisfaction. In goal setting process, people want to achieve goals in order to get satisfied on emotions and desires (Luthans, 1995). One of the findings of goal setting theory showed that a specific and difficult goal necessitates the higher performance. Another is that goal setting would be most effective if effective feedback process exists. Therefore, manager should assess the reasons why objectives are reached or not, rather than giving punishment (Luthans, 1995).

2.2.4 Measurement of Job Satisfaction

There are various types of measures available provided by many scholars and authorities to assess the job satisfaction of any individual. A brief presentation of some important measures of job satisfaction is as follows.

Instruments to Measure Job Satisfaction

The Minnesota satisfaction questionnaire	The job satisfaction Survey	The job description index	The Job Diagnostic Survey	The job In General Survey	Michigan Org. Assessment Questionnaire Subscale
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Source: Ali,Lodhi, Raza, andAli (2018)

1. The Minnesota Satisfaction Questionnaire (MSQ)

The Minnesota Satisfaction Questionnaire was one of the outputs from the “Work Adjustment Project” at the University of Minnesota developed by Weiss and Dawis (1967); the underlying theory is based on the assumption that work fit is dependent on the correspondence between the individual skills and the reinforcements that exist in the work environment (Weiss and Dawis., 1967). This is a self-reporting measure, suitable for individuals of all school levels that can be administrated separately or individually. The 20 MSQ-short version items are rated on a 5-point Likert scale (1 “very dissatisfied with this aspect of my job”, 2 “dissatisfied with this aspect of my job”, 3 “can’t decide if I’m satisfied or dissatisfied with this aspect of my job”, 4 “satisfied with this aspect of my job” and 5 “very satisfied with this aspect of my job”). Item responses are summed or averaged to create a total score –the lower the score, the lower the level of job satisfaction.

2. The Job Satisfaction Survey(JSS)

The Job Satisfaction Survey (JSS) is a questionnaire used to evaluate nine dimensions of job satisfaction related to overall satisfaction, and it was developed by Spector (1997). This

instrument is well established among the other job satisfaction scales. In order to take the test, the participants are asked to respond to 36 items or 4 items for each of the nine sub-scales. For each item, there is a choice between "strongly disagree" to "strongly agree," six choices in all, with which the participants must respond.

3. The Job Description Index (JDI)

One of the most widespread and popular questionnaires is the Job Descriptive Index(JDI). Created by Smith (1969), they wanted to measure job satisfaction using words, mainly adjectives, to describe the employee's feelings about his job, following their own surveys and statistical analysis (such as factor analysis,) also added other words in order to create a questionnaire that could assess the factors which affect job satisfaction. The JDI is the most valid measure of job satisfaction and contains 72 questions. It measures five factors, the job in general (e.g. "my work is good"), how satisfied the employee is with the supervisor's behavior (e.g. "bad"), salary (e.g. "my salary is less than what I deserve"), how satisfied with his colleagues he is (e.g., "my colleagues are responsible"), and opportunities for promotions (e.g. "very limited").

4. The Job Diagnostic Survey (JDS)

The Job Diagnostic Survey designed by Hackman and Oldham (1975) is a measure that was developed to study the impact of job characteristics on the people. It includes the subscale to measure the nature of the job and job tasks, motivation, personality, psychological states, (cognition and feelings about job tasks and reaction to the job. The JDS is discussed by Wasif (2016) as a facet measure because it covers several areas of job satisfaction, specifically, growth; pay security; social status; and supervision; as well as global satisfaction. The format for the facet items is a 7 point Likert scale ranging from 'Extremely dissatisfied to "Extremely Satisfied".

5. The Job in General(JIG)

The Job in General Scale was designed by Ironson et al (1989) to evaluate overall job Satisfaction rather than the facet. Its format is similar to JDI and it contains 18 items. Each item is an adjective and short phrase about the job in general rather than a facet. The total score is a combination of all items. Ironson et al. argue that overall job satisfaction is not the total of individual facets and that should not be assessed with a general scale like the JIG. The JIG uses three response choices. For each item, respondents are asked if they agree (yes), aren't sure (?) or disagree (no).

6. Michigan Organizational Assessment Questionnaire Subscale

Michigan Organizational Assessment Questionnaire Subscale contains a three item overall satisfaction subscale and it was developed by Cammann, Fichman, Jenkins, and Klesh, (1983). The scale is simple and short, which makes it ideal for use in questionnaire that holds many scales. For each item there are seven response choices: “Strongly disagree to “Strongly Agree”. The responses are numbered from 1 to 7, respectively, but the second item is adversely scored. The items are totaled to yield an overall job satisfaction score.

Based on the conceptual literature of job satisfaction, five variables of job satisfaction have been selected for this study, thus: work- content, promotion, training & development, leadership style, and reward. The study also made a pilot survey and found out that the selected five (5) variables of job satisfaction would affect the work performance of academic staff in the selected State Universities in Northwestern Nigeria. Academic staff members of Universities are always considered as the pillars and backbone of any development of university educational system in Nigeria, and for the academics in the said Universities to provide a better service to State Universities in particular and the country in general, the

study observes that the selected factors or determinants of job satisfaction would be more appropriate, thus:

2.2.4.1 Job Promotion

According to Gupta (2018) Job Promotion refers to advancement of an employee to a higher post carrying greater responsibilities, higher status and better salary. It is the upward movement of an employee in the organization's hierarchy, to another job commanding greater higher authority, higher status and better working conditions. Promotions are used to reward employees for better performance and to motivate them for greater effort. Promotion is the most common form of internal mobility of personnel in an organization. In fact, it is rarest case that an individual who joins an organization at a particular position at the beginning of his career retires at the same position. Promotion is an essential feature of an individual's career. Promotion is advancement in the organization which involves a change from one job/position to another that is better in terms of status and responsibility. Ordinarily, the change to better job is accompanied with increased monetary, compensation and privileges (Prasad, Green,& Heales, 2012). Promotion is used as a reward for better work performance and organizationally approved form of behavior. People will work harder if they feel that this will lead to promotion. It provides satisfaction to personnel who enhance their morale, productivity, and loyalty to the organization. Promotion provides avenues for continuous learning and developing of personnel as promotion depends on promotability which is a result of continuous learning and development. This process increases individual effectiveness and, consequently, organizational effectiveness (Prasad, Green,& Heales, 2012). Promotion of employees has a number of benefits not only to the employees but also to the organization in which they work. Chruden and Sherman (1980) view promotion as the means to ensure effective utilization of skills and abilities those individuals have been able to develop. Promotion creates a feeling of satisfaction with the present situation and conditions

and encourages ambition to continue working with the company. When carefully planned and implemented, it enhances workers morale, increase organizational efficiency and provide opportunity for loyal employees. When there is evidence in potential competency, promotion can be a reward for the past performance. Promotion must be implemented based on clear procedures, which are known to management and staff. Job Satisfaction plays significant role in the organization. Therefore, managers should take concrete steps in improving the level of job satisfaction, which is a set of favorable or unfavorable feelings with which employees perceive their jobs, more specifically the nature of jobs they do, the quality of supervision they receive, co-workers pay and promotional avenues. Job satisfaction affects job performance, employee turnover, and low absenteeism. High job satisfaction results in high work performance, less employee turnover and less absenteeism (Prasad, Green,& Heales, 2012).

Promotion is one of the most contentious issues in Human resource management because each employee wants a basis which suits him best. There are two bases of promotion – merit and seniority, but the paradox is that in any type of organization, some employees want that promotion to be based on merit while others want it on seniority basis. Therefore, the organization faces a difficulty in choosing a basis of promotion which is able to satisfy its own needs as well as those of employees. Prasad, Green and Heales (2012) believed that employees derive satisfaction from organization policy of promotion from within, but badly handled promotions can cause dissatisfaction. For effective implementation of procedures there are some points which must be considered, thus: The criteria for promotion must be fair that is conventionally a combination of ability, relevant experience and length of service; the method must be fair; selection for promotions must be based on appraisals by present and past managers; the wages or salary offered to the promoted employee must be what the job

deserves rather than what the management thinks will be accepted; and unsuccessful candidates for promotion must be treated with sympathy.

2.2.4.2 Leadership Style

Leadership is defined in terms of how a leader changes the way people think and act, and how well the leader's group performs its assigned functions (Kouzes, 2002). leadership involves social influence over the voluntary pursuit of a set of collective objectives. Thus, leadership is a relationship between those who aspire to lead and those who choose to follow. Leadership involves guidance, supervision and control of employees for effective attainment of organizational goals (Sharma & Kirkman, 2015). Leadership style entails those characteristics of individual leaders which are typical across situations. It involves the way in which the leader influences his followers. It includes the types of control leaders' exercise in a group and their behavior towards group members. Leadership style varies on the basis of duties the leader feels he alone should perform, the responsibilities the leader expects his followers to accept and the philosophical commitment of the leader to the development and fulfillment of subordinate expectations. It also varies with occasion, types of leaders and followers. Leadership style may be authoritarian which has to do with the overconcentration of authority, responsibility and accountability in the hands of the leader. It could be democratic which deals with the delegation of authority, while retaining ultimate responsibility; or laissez faire that abdicates authority to the group and denies responsibility. Autocratic leadership style creates two types of behavior. It makes workers to be either aggressive or apathetic and withdrawn, while democratic leadership promotes harmonious working relation between the leader and the employees (White & Lippit, 1960). Most employees are satisfied and work better under democratic leadership than they will under authoritarian leadership (Likert, 1961). Laissez-faire leadership style goes with little chaos while workers behave totally in uncontrolled fashion whether or not leaders are present.

However, the success of any leadership style depends on the situation as well as the relative characteristics and expectations of the manager and the managed (Fielder, 1967)

Leadership styles are also defined by combination of leadership behaviors. The way a leader behaves in order to reach a goal or perform a function, determines which kind of leadership behavior leader adapts. Some examples would be showing concern for the personal feelings of a follower, providing information that helps a follower to perform effectively (Alonderiene, & Majauskaite, 2016). There are behavior patterns, which can be grouped according to the specifics of a certain behavior. Therefore the following leadership styles are identified by Alonderiene and Majauskaite (2016). Thus: coach, human relations specialist, controlling autocrat, transformational visionary, transactional exchange and servant. Each leadership style is characterized by the set of leadership behaviors. For example, coach leadership style is highly directive and supportive, concerned and considerate, it also shows need for power and need for affiliation. Human relations specialist opined that leadership style exhibits the following behaviors: emphasis on keeping followers happy and comfortable, usually being not directive with followers, modifying situation to make followers work more comfortable, etc. While controlling autocrat is obsessed with controlling actions around him/her, is highly directive with followers, is dogmatic in his/her beliefs, etc. they further stated that some (but not all) behaviors in different leadership styles may overlap, e.g. both coach and controlling autocrat are highly directive with their followers.

Avolio and Bass (2017) examined the effects on job satisfaction of instructors' perceptions of transformational, transactional, and passive or avoidant leadership styles at Ethiopia's public universities. The study considered the perspectives or opinions of academic staff or teaching personnel regarding the behaviors and social competencies of their leaders. The study attempted to link the attributes and behaviors of the leader (leadership styles) to the job satisfaction of employees or academic staff. The results of descriptive statistics, cross-

tabulation and binary logistic regression from 353 samples are given here. Statistical analysis was used to conceptualize the effect of leadership behavior of leaders on the job satisfaction of university teaching staff. The results revealed that instructors prefer a leader who exhibits a transformational style. It stands to reason that transformational leaders maximize the autonomy of academic staff. Covin and Kolenko (2014) examined the leadership styles and their relationship with job satisfaction of nurses in University of Nigeria Teaching Hospital, Ituku-Ozalla, Enugu. Non-experimental descriptive correlation research design was adopted for the study. The study revealed that the job satisfaction for the study participants was above average (60%). while all leadership styles examined had significant relationship with job satisfaction of the respondents. Transformational and Transactional leadership styles had positive correlations with job satisfaction, with mean scores of $2.40 + 0.49$ and $2.31 + 0.39$ respectively, while Laissez faire leadership style had negative correlation with job satisfaction with a mean job satisfaction score of $2.30 + 0.46$.

2.2.4.3 Compensation

There is no one acceptable definition of what the term compensation means. The word compensation often represents the following; rewards, reimbursement, returns, payments, incentive schemes, and remuneration (Agba, 2013). Compensation as the name implies is a payment made to employees as a benefit for the services rendered by them to the organization with sole aim of increasing employees' satisfaction. Compensation is the combination of all the cash, non-cash and psychological payments provided by an organization to its employees in return for their contribution (Goldand Bratton, 2003). Similarly, Eric (1994) defines compensation as all types of benefits, from cash payments to working conditions provided to employees by their organizations. Jung and Yoon (2015) view Compensation as all the tangible benefits and provisions an employee obtains as a part of employment relationship. San, Theen and Heng (2012)believed that the global human resources association in the

United States of America with main focus on compensation, benefits, work-life and integrated total rewards, defines Compensation as all of the tools available to the employer that may be used to attract, motivate and retain talented employees. This includes everything of value that the workers perceive to be of importance to them in their employment relationship (San, Theen and Heng 2012). In the same way Mondy (2010) defines compensation as the total of all rewards provided to employees in return for their services, with the main purpose to attract, retain, and motivate employees. Similarly, Armstrong (2006) defines Compensation as a work outcome that has positive value to the individual.

Zigon (1998) defined compensation as something that increases the frequency of an employee action which ultimately leads to improved performance and satisfaction. They noted that reward packages are very important to employees because it helps to build employee's confidence and satisfaction in the workplace and reminds them that the extra efforts they put into their work are noticed and compensated. Similarly, rewards serve as the most dependent factors in keeping employees' self-esteem high. In the same vein, Oriarewo, Agbim and Owutuamor (2013) asserted that extrinsic reward reinforces one's believe on oneself. This reward includes all forms of formal recognition, promotion, advancement, pay, amenities, fringe benefits, and a pat on the back. These originate from the organization. Intrinsic reward is an inner feeling of satisfaction originating from work well done, achievement, personal growth, status or power possessed and informal recognition. This inner warmth, a form of self-gratification, is very sustaining. Nwachukwu further noted that many employees who possess intrinsic reward will stay in an organization even if they are denied extrinsic reward. Where both is lacking, the employee is very likely to leave the organization or become very tardy, absent from work at the least opportunity, and characteristically manifest a very poor attitude to work.

Calvin (2017, 29) stated that:

Total rewards as everything, which includes program, practices, elements, and dimensions that collectively define an organization's strategy to attract, motivate and retain employees. These rewards virtually comprise compensation and benefits, and sometimes include other tangible elements (e.g. development). It is also essentially focused on understanding what elements of the work environment employees themselves regard as rewards for their work in addition to traditional pay and benefits, and which they find most motivating and engaging.

Calvin (2017) examined the influence of employee rewards on job satisfaction and organizational commitment. Structural equation modeling was employed and applied to assess the proposed exploratory model and hypothesis. The study revealed that elements of total rewards, namely: compensation, performance management, recognition and talent development and career opportunities influence job satisfaction and has a significant relationship. The result revealed that there was a negative perception among academic staff regarding employee rewards offered. Result implied that academic staff was not in agreement with the fairness of the remuneration package offered related to their jobs.

2.2.4.4 Training and Development

According to Owoyemi et al (2011), training is the process of imparting specific skills which equip individuals to perform specific jobs. They stated that it can be considered as the creation of learning opportunity such that the skills acquired can be applied on the job in such a way that it will assist in the achievement of organization's objectives and or goals. It is the deliberate and mindful undertaking of organization and/or individual intended to enhance the skills, ability and other attributes of an employee for effectiveness in current job requirements and predicted future challenges. Training is "a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands" (Bunch, 2007). According to Vasudevan (2014) training usually implies preparation for an occupation or for specific skills; it is

narrower in conception than either education or development; it is job oriented rather than personal. Education is usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personal and broadly based. Development suggests a broader view of knowledge and skills acquisition than training; it is less job-oriented than career oriented; it is concerned more with employee potential than with immediate skill; it sees employees as adaptable resources. Armstrong, (2011) states that training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. He sees staff training from the perspective of improved performance and not a factor of job satisfaction.

In other words, training is a process of improving organizations efficiency and effectiveness through the know-how of a well trained workforce. It is therefore germane for an organization to necessarily and appropriately train its manpower to enable it cope with the rapid changes occurring, be it economic, social, political, legal or technological in the environment. Adesola,Oyeniya and Adeyemi (2013) described training as the systematic development of the knowledge, skills, and attitudes required by a person in order to effectively perform a given task or job. He goes on to note that training is a pervasive activity in society, taking place within industry and commerce, government agencies and departments, health care organizations, and all branches of the armed service. Within every organization, training occurs at all levels of personnel, and trainees may vary in terms of age, work experience, disability, educational background, ethnic origin, and skill level. Latif, Jan and Shaheen (2013) noted that training is a sub-process of the overall process of matching individuals to jobs (a process that begins with the screening, selection and placement of employees.) they believed that training serves three important functions within an organization, thus: Maintaining employees' existing performance as required by the

organization; improving employee motivation by strengthening employees' beliefs in their abilities to perform their jobs; and assisting with employee socialization and understanding of organizational priorities, norms, and values. Training- methodology, structure, delivery, and content all reflect the organizational issues and objectives.

2.2.4. Work-contents

According to Morrison (1993), work-content should be a challenging experience that encourages creativity and self-expression. Stajkovic and Luthans (1998) advocated that work-content could be a source of satisfaction. If this is true, it is imperative that managers facilitate satisfaction in the execution of jobs towards performance. Gibson, et.al. (2003) indicated that employees should be given opportunities to advance in their field of work so that they could accept responsibilities entrusted to them. Managers should also give employees bigger responsibilities, allow them to exercise autonomy and offer them challenging tasks as means of enhancing the quality of work life. A work-contents or job should always be interesting and challenging –never boring. Apart from that, job-content or the work-content should also provide a sense of status, pride and achievement. Work allocated to employees should be such that it encourages creativity and self-expression because in such an environment like university, employees are able to use their creativity as they discharge their academic duties. Employees tend to see their work as a challenge and then experience satisfaction when performing it diligently. If the work-content is not challenging, employees tend to be bored, because they are only expected to implement their senior's plan of action and thus feel less satisfied (Adeneji, 2011).

2.2.5 Concept of Performance

Every organization has been established with certain objectives to achieve. These objectives can be achieved by utilizing the resources like men, machines, materials and money. All

these resources are important but out of these the manpower is the most important, because it plays an important role in performing tasks for accomplishing the goals. Performance is defined as a function of individual ability and skill as well as effort in a given situation. In a short run, employee's skills and abilities are relatively stable. Attainment of a high level performance through productivity and efficiency has always been an organization's goal priority. In order to do that, highly satisfied work force is an absolute necessity, but when employees feel dissatisfied with the nature of job they do, their level of commitment could be deliberately reduced and since employees are the engine room of an organization, their dissatisfaction with the nature of job they do could pose a threat to the overall performance of the organization; and a dissatisfied employee tends to have a low morale towards the job and when employees' morale to the job is low, their performance could be affected (Ozkeser, 2019)

According to Aguinis and Pierce (2008), performance is about behavior or what employees do, and not what employees produce or the outcomes of their work. Performance is an effort along with the ability to put efforts supported with the organizational policies in order to achieve certain objectives. Campbell, et.al. (1990) also defined job performance to comprise apparent behaviors that people observe in their job that are important in achieving organizational goals, and these behaviors must be related to the goals of the organization. This definition is in agreement with the dominant technique used to determine job performance which is performance ratings from supervisors and colleagues. He also calls attention to this evaluative aspect in defining the performance domain which firmly maintains that job performance is as a result of behaviors and not outcomes.

Similarly, Murphy (1995) asserts that job performance definition should center on behaviors instead of outcomes since centering on outcome could influence employees to find shortcut to achieve results which can negatively affect the organization for lack of certain performance

behaviors. In this regard Campbell et al. (1990) assert that, Performance is not the outcome of behavior, but rather behaviors themselves. Simply put, performance comprises behaviors that employees truly engaged which are observable. Katz and Kahn (1978) in their performance literature identify difference between in-role and extra-role performance, extra-role performance is conceptualized as organization citizenship behavior. Borman and Motowidlo (1997) on the other hand propose that there are two main types of job performance namely task and conceptual performance. Task performance explains the implementation of the core functions by individual employee that are formally outlined in his or her job description. They also said that these set of functions add direct to or allow the production of goods and services. Contrary to this, conceptual performance comprise activities that are volitional and not in the job description through which an employee assists and improves the workplace surroundings. However, their literature emerged separately and depicts slight differences in terms of behaviors, causes, effects and approaches as well as the extent to which an organization turns out to be successful hinges on task and contextual performance (Borman and Motowidlo, 1997). Conceptual performance involves the aptitude to see what needs to be done even if it does not clearly form part of one's outlined job description, and communicating positive behaviors to and/or among managers, colleagues and stakeholders. Contextual performance and organization citizenship behavior are theoretically identical (Edward & Willmott, 2008).

According to Halachmi (2002), performance is measured in terms of productivity, job satisfaction, turnover and absenteeism. Moreover, authors agreed that when conceptualizing employees performance one has to differentiate between an action (i.e., behavioural) aspect and an outcome aspect of employees performance. The behavioural aspect refers to what an individual does in the work situation. Moreover, only actions which can be scaled, i.e., measured, are considered to constitute employees performance (Richard, Wu, & Chadwick,

2009). Employee performance is normally looked at the terms of outcomes. However, it can also be looked at the terms of behavior (Brown & Leigh, 1996). They further stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, and quality and profitability measures. The Employee performance known as performance appraisal/evaluation activities enable to determine whether the employees' performance is in accordance with established objectives and it is primarily based on the appraisal of employees' work results and activity (behavior), also competence (skills, abilities and characteristics). In the modern management, performance appraisal is viewed in the broader context of performance management, whereas precision of measurement and accuracy of ratings is accompanied by social and motivational aspects of the appraisal process (Fletcher, 2001). Alongside with task performance, which covers job-specific behaviors and employee's core responsibilities, in the appraisal process more attention has been devoted to non-job specific behaviors, like cooperation, dedication, enthusiasm and persistence. These aspects form contextual performance, because of increasing organizational and task complexities are becoming more and more important (Boyd and Kyle, 2004). Employees' compensation is a process of rewarding employees with monetary and non-monetary benefits according to the value of their work, thus, compensating them for their efforts. it is also seen as a systematic process that seeks to evaluate employees' performance and helps in identifying employee's potential for further growth and advancement within the organization's career ladder. The basic aim of employee performance system is to monitor employee performance, boost employee motivation that will in turn improve company morale and is a useful tool for understanding and assessing employee skill potential. Mostly supervisors are the immediate source of judging and evaluating the performance of their subordinates, however in some

recent methods of performance appraisal like 360° feedback employee is being evaluated by everyone that comes in contact with him, be it a supervisor, colleague, customers, peer, subordinate managers, team members, suppliers and vendors (Aguinis, 2019).

2.2.6 Measurement of Employee Performance

There are several definitions on performance. According Masron, Ahmad and Rahim, (2012).performance is defined as “a multidimensional construct and the common factors that are frequently associated with organizational performance are efficiency, quality, responsiveness, cost and overall effectiveness”. In 1994, Armstrong has extended the definition to a “Performance management” as “a means of getting better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, objectives, and standards of achievement and competence”.They further definedperformance measurement as the measures that could be objective or subjective, objective measures can be independently measured and verified; whereas subjective ones cannot, measurement is a necessary component of evaluation. It gives us data for determining the worth of the object being evaluated.With this regards, performance measures must be based on a set of objectives that are linked to the mission of the organization and its visions for the future (Tsang, Jardine & Kolodny, 1999).

Ishak, Suhaida and Yuzainee (2009).defined performance measures as “the numerical or quantitative indicators that show how well each objective is being met, it is a parameter used to quantify the efficiency and / or effectiveness of past action” they further see performance measurement as the process of quantifying action, where measurement is the process of quantification and action which leads to performance. Consequently, the performance of organizations can be measured by the achievement of their goals such as satisfying their customers need better than their competitors and etc. Performance measurement is a goal-

oriented process and the term is often used interchangeably with performance evaluation, performance appraisal or performance measurement (Murphy, & Cleveland, 1995). It is argued that to manage performance one has to first be able to measure it which may be necessary to lay a theoretical foundation regarding underlying definitions and assumptions of the terms “evaluation”, “assessment”, “measurement” and “performance management”. To give credence to the aforementioned views, Marzano, Pickering and McTighe (1993) asserted that performance evaluation judges the worth of information collected for a specific purpose such as determining effectiveness while assessment is concerned with collecting, synthesizing and interpreting the information that will be used in making the evaluation decision.

The higher education institution emphasized more on academic measures compare to financial performance. It was recommended that one area deserving greater attention in the process of measurement in higher education is – the student, faculty and staff expectations and satisfaction levels (Umashankar and Dutta, 2007). Recently because of the pressure for accountability in the public sector; a performance measurement has become an agenda item in higher education institutions. Masron, Ahmad and Rahim (2012) mentioned that to face the challenge of competition, action needs to be taken to reform the operations of the institutions of education. A strategic management tool needs to translate into workable actions, rather than just ambitious words. Another pressure on public universities to evaluate their performance is because the competition for funding from government as well as for attracting good local and international students has become more intense due to the growing number of private universities. Koslowski (2006) believed that assessing the quality of higher education has become a major public concern due to increasing competitive pressure, finite individual and institutional resources, and increased demand for universal access. Hence, the need for greater accountability and improvement has become a major issue in higher education in

recent years. In response to this need, governments and universities have attempted to institute policies and practices designed to measure, encourage and reward academic staff performance, such as teaching, supervision, research and publication. The idea of performance indicators (PIs) derives from economic models of the education system as a process within a wider economic system that converts inputs, such as academics' salaries, into outputs such as research papers and publications (Cave, Kogan & Hanney, 1989). They also believed that universities are very much concerned about their “world ranking” and desire to gather talent, resources and introduce good governance. Nonetheless, with the overwhelming and prolonged period of sustained poverty across the globe, we are very curious as to the direction that academicians are heading. Are they really doing something for the betterment of society as a whole, particularly those groups of marginalized people who numbered in billions for their own advancement? Are they conducting lectures, research and development (R&D) activities and services to produce quality outcomes that are equitable, accessible, available and affordable to all, particularly the bottom billion of humanity? These fundamental questions need to be addressed by both universities and academicians. No one should question the importance of setting tangible criteria, such as teaching, supervision and consultation, research and publication, societal involvement and so on. In addition, the evaluation criteria should also consider intangible criteria. According to Umashankar and Dutta (2007), it has to be understood that by simply having good scores for external indicators an organization may not necessarily be successful internally. Instead, to ensure a healthy culture, the institution has to ascertain that internal performance measures are linked to the corporate (or institution) goals that attempt to improve the organization’s operations and not simply those that compete with peer institutions. They recommended that, the organization should focus on internal measures according to the nature of the work of its staff

and link them to the strategic goals of the organization thereby resulting in academic excellence.

According to Wenglinsky (2002) academic performance is an output proportion of teaching and community service. Teaching methods are used to impart knowledge to students, they are the means by which the teacher attempts to impart the desired learning or experience. The choice of a particular method of teaching by the teacher determined by number of factors which includes the content to be taught, the objectives which the teacher plans to achieve availability of teaching and learning resources and the ability and willingness of the teacher to improvise if conventional teaching aids are not available, evaluation and follow-up activities and Individual learner differences. Powers (2004) believed that Performance evaluation in academic environment includes an evaluation of the staff member's contribution in four categories: research; teaching & learning; leadership style & management; and community & professional service (social responsiveness). These categories or indicators of academic staff performance in university are briefly discussed below:

2.2.6.1 Research and Publication

A good and competent researcher contributes to knowledge in his/her field of research, at a level appropriate to his/her rank. An academic staff member should not simply be recognized as an expert in his/her (sub)discipline(s), as the performance evaluation is done mostly by academics in other (sub)disciplines; the staff member must also be able to show how he/she has made contributions to knowledge in his/her field of research. Such evidence may consist of a wide variety of activities, including: papers in accredited academic journals (or if the journal is not accredited, evidence needs to be provided of the academic standing of the journal); major research projects such as masters or doctoral dissertations; chapters in

scholarly, peer-reviewed books; authorship of scholarly, peer-reviewed books; papers in peer-reviewed conference proceedings; applied research reports; preparing competitive grant proposals and/or obtaining research funding from outside of the university; and being rated as a researcher by a recognized research body (Aydin, 2017).

2.2.6.2 Teaching and Learning

A competent teacher also uses communication skills, innovative thinking, research and/or developments in the field to contribute effectively to student learning, as a teacher of undergraduates, a teacher of postgraduates, and/or a supervisor of postgraduate research projects. As with research, the staff member must be able to show how he/she has contributed to teaching & learning. Evidence would typically include: student evaluations; external examiners' reports; information relating to the number and range of research projects supervised at senior undergraduate, honors, masters and/or doctoral level; information relating to the development and effectiveness of learning materials; explanations of how student assessments are aligned with measurable learning outcomes; Distinguished Teacher Award nominations or awards; any other teaching award; the use of the staff member's teaching material by other teachers; invitations to serve as an external examiner at other institutions; and/or assessments, if any, by colleagues or others charged with evaluating the staff member's teaching (Carless, 2015).

2.2.6.3 Leadership Style and Management

A leader or manager is not simply a member of the Faculty, but also participates effectively in the administration of courses for the Department, for the Faculty, and/or for the University. This might be achieved by means of a wide variety of activities, including: successful fulfillment leadership and administrative functions, for example as Deputy Dean, Head of Department, convener of courses, programmes and/or orientation activities, and/or

curriculum advisor; serving on or leading Department, Faculty or University committees; serving on or leading the executive committee of the Academics Union; organization of academic conferences, colloquia and workshops; writing and/or coordinating proposals for fundraising; establishing and/or directing research projects, groups and/or teams; participation in training courses on teaching & learning; and providing intellectual leadership by stimulating debate and discussion, proposing new research and teaching initiatives, mentoring junior staff and generally contributing to a collegial and intellectually creative culture (Bryman, 2007).

2.2.6.4 Community and Professional Services.

A staff member's score in this category is determined by his/her contributions, based on his/her academic skills, to bodies outside the University. This might be done in a variety of ways, including: serving as an office-bearer and active member of a professional society; serving as an editor of, or adviser to, professional and research journals; serving on national committees and agencies concerned with tertiary education and/or research; serving as a member of, or adviser to, governmental and other regulatory bodies; serving as an external examiner to another institution; being asked to give public lectures or participating in public education; according service to NGOs, including participation in committees and councils, as well as contributions to policy forums; communicating and diffusing the results of academic expertise and research to the public media; preparing policy documents for public bodies, companies and civil society agencies; publishing results from consultation to a profession closely linked to the candidate's field of study; conducting professional and private work based on the staff member's academic skills and which contributes to scholarship; authorship of textbooks. Senior staff members will also be recognized for assisting junior staff in making contributions to public and professional service (Quan-Baffour, 2006). Note that, it is believed that some overlap exists between this category and other categories, notably cases

such as serving as an external examiner to another institution. Such activities may provide evidence of the strength of a candidate's teaching, while at the same time being a socially responsive public service by the candidate. For example, the fact that the candidate has been moved to accept such positions should in no way diminish the implication of an external examiner invitation for his/her expertise as a teacher(Tinkler&Jackson, 2000).

2.2.7 Review of Related Empirical Studies

2.2.7.1 Job Satisfaction on Performance

Essien and Gimba (2017) examined teachers' level of job satisfaction and students' academic performance in social studies in Taraba State Colleges of Education Zing, and Federal College of Education Yola, Adamawa State, Nigeria. To achieve the purpose of this study, one null hypothesis was formulated to direct the study. Ex-post facto research design was adopted for the study. A sample of 64 teachers and 128 students were randomly selected for the study. The instruments for data collection were the Teachers' Level of Job Satisfaction Questionnaire (TLJSQ) and Social Studies performance Test (SOSPT) developed by the researchers subjected to validation by experts in measurement and evaluation. The reliability estimate of the instruments was established through the split-half reliability method; and Pearson product moment correlation was adopted to test the hypothesis at 5% level of significance. The finding of the study revealed a positive relationship between teachers' level of job satisfaction and students' academic performance in social studies. Based on the findings of the study, it was recommended that policy-makers and administrators should cultivate good motivational practices to encourage the teachers, in order to enhance their working condition in other to increase their level of job satisfaction. Wright and Cropanzano (2000) conducted a study that examines the relationship between job satisfaction and job performance among the employees. Job satisfaction is being discussed in term of its nine

facets: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of works and communication. On the other hand, job performance is being viewed in the aspects of contextual performance and task performance. The result of the study found that the two variables (job satisfaction and job performance) are correlated to each other and the relationship is significant.

Hamza (1999) undertook the study to understand why the turn-down trend in university education and looked the negative job attitudes of the academics in Ahmadu Bello University, Zaria. The study examined seven factors of job satisfaction, viz: potential development, achievement, recognition, responsibility, advancement, condition of service and operational tools/materials. The study used primary source with the use of structured questionnaires as instrument of data collection. And a descriptive statistical tool was employed to present and analyze the data. The study revealed that both intrinsic and extrinsic factors have significant effect on performance of academic staff in Ahmadu Bello University, Zaria. Adenike, Oluwaseun and Sunday (2017) supported the work of Hamza (1999) by examining the difference that exists in the level of Job satisfaction between academic staff in Private and Public Universities. The study analysed three dimensions or factors of job satisfaction, thus: recognition, pay, and working condition. The sample of the study comprise 120 academic staff – 88 members of staff from a public university and 32 academic staff from a private university within Kwara state, Nigeria. Questionnaires and observation were used as instruments for data collection. T-test was performed to analyse the differences between the two types of universities in Nigeria. The study established that there is a significant differences between public and private universities in Nigeria. The study also revealed that recognition and working condition were more significant in private universities while payment and rewards were more prevalent in public universities.

Similar to the work of Adenike, Oluwaseun and Sunday (2017) is Anna (2017) who also investigated motivation and job satisfaction of lecturers of Tertiary Institutions in Nigeria. The study examined three different determinants of job satisfaction, these are: work-environment, rewards and promotion. Survey research design was adopted. The population of the study was made up of all lecturers in public tertiary institutions in Nigeria, that is, universities, polytechnics and colleges of education. The stratified sampling method was used to select six tertiary institutions that participated in the study. The researcher used six research Assistants to administer two hundred and sixty copies of the questionnaire on the respondents in the six tertiary institutions in Nigeria. Two hundred and forty six copies were retrieved showing ninety four percent return rate. The data obtained from the field work were collated, and the Pearson Product Moment Correlation Coefficient statistics was used to test the hypotheses at 0.05 level of significance. Findings revealed that there was no significant relationship between lecturers' work environment and their job performance; there was significant relationship between lecturers' salary/incentives and job performance; there was significant relationship between lecturers' promotion and job performance.

Furthermore, Sunday and Mathew (2017) investigated how job satisfaction, need achievement and team work influence work performance in academic libraries in South West Nigeria. The study examined two factors with job satisfaction, namely: need achievement; and team work. A population of study was 343 librarians and library officers working in 12 libraries in federal and state universities in South West, Nigeria. The questionnaire was used to collect data for the study. Out of this number, 314 copies of the questionnaire were returned and valid for data analysis, giving a response rate of 91.5%. The analysis of data collected was based on the use of simple descriptive statistical analysis of frequency counts, percentages, and simple correlation. The findings showed that there was a significant relationship between job satisfaction and work performance ($r = 0.511$, $p < 0.05$). Michael

and Stephen (2017) for instance examined the effects of work environment on job performance in public and private universities in Nigeria. The study examined three factors of job satisfaction, namely: regular power supply, conducive working environment and work-itself. A sample size of 300 respondents purposively selected from public and private universities was used as a basis for making inferences and generalizations. Data were generated through primary with the use of questionnaire and observation instruments. Frequency and percentage table was used for data presentation, while t-test statistical technique or tool was used for the analysis. The study established a significant relationship between work-related facilities like internet facilities, adequate power supply, work- itself, conducive working environment, training opportunities, regular promotion and performance of academic staff in universities in Nigeria.

Patrick (2003) investigated some factors related to job satisfaction of academic staff in Nigerian Universities. A sample of 1142 academic staff from three categories of universities were sampled. A questionnaire was used for data collection. Simple percentage, mean, t-test and f-ratio (ANOVA) were used for data analysis. The study examined autocratic leadership style, laissez faire, and group oriented/ democratic leadership style, the study used questionnaire and interview to collect data. The data were analysed using correlation tools. The study revealed that the level of job satisfaction of the lecturers has generally increased over the past five years and that lecturers in federal universities have higher mean job satisfaction score than those in State and Private Universities. The level of job satisfaction of the lecturers is significantly influenced by their sex and university status ($p < 0.05$).

2.2.7.2 Compensation on Performance

Okeke and Ikechukwu,(2019).examined the effect of compensation management and employee performance in Nigeria organization. The population of the study comprises 257

public secondary schools in Anambra State. The sample size for the study consists of 257 employees drawn from the population of the study. The sample consists of entire population. The instrument for data collection is a structured questionnaire. The study concluded that compensation management has significance effect on employee performance in Nigeria. Akter, and Husain (2016) investigated the effect of compensation on job performance, the study adopted a questionnaire survey, and the data have been collected from 261 respondents who are working in twenty different readymade garment organizations (RMGs) in Chittagong, Bangladesh. The study concluded that compensation has a significant effect on job performance. Osibanjo, Adeniji, Falola and Heirsmac (2014). examined the effect of compensation packages on employees' job performance and retention in a selected private University in Ogun State, South-West Nigeria. A model was developed and tested using one hundred and eleven valid questionnaires which were completed by academics and non-academic staff of the university. The collected data were carefully analyzed using simple percentage supported by structural equation modelling to test the hypotheses and relationships that may exist among the variables under consideration. The results showed strong relationship between compensation packages and employees' performance and retention.

Wekesa and Nyaroo (2013). examined the effect of compensation on performance of public secondary school teachers in Eldoret Municipality, Kenya. The study adopted descriptive survey design. Simple random sampling was used to select the teachers and purposive sampling to select the head teachers. The sample population comprising of 114 teachers and 14 head teachers, was selected for the study. Questionnaires and interview schedule were used to collect data. 91 out of 114 questionnaires were returned for the teachers and 11 out of 14 questionnaires for the head teachers were returned. Data collected was then coded, analyzed and presented by use of descriptive statistics such as frequency tables, percentages,

mean graphs and pie-charts. Based on the findings the study concluded that fair compensation has an effect on public secondary school teachers' performance. Talla, (2010) presented a paper on "compensation and reward system on job performance" in Pakistan. Primary data was used to collect information whereas the use of regression was applied to understand the link of compensation and reward system on job performance. The result shows that motivated employees can add value to an organization by successfully achieving its targets. The indicate some of the factors which contribute to an employee performance like reward and benefits, compensation, incentives and salary of employees in the banking sector of Faisalabad. As man is seen the most important resource of an organization is human resource. In an overall performance of an organization it is very important to retain an efficient and effective workforce. However, the study does not capture the aspect of salary or wages specifically as a proxy for analysis.

Kashif, (2014) measured the impact of compensation on employee performance. A questionnaire was designed to collect the data on the factors related to compensation like salary, rewards, Indirect Compensation and employee performance. The data was collected from different banks of Pakistan. Different analytical and descriptive techniques were used to analyze the data. Findings: It is founded from different results that Compensation has positive impact on employee performance. It is proved from correlation analysis that all the independent variables have weak or moderate positive relationship to each other. Regression analysis shows that all the independent variables have insignificant and positive impact on employee performance. Descriptive analysis also reveals that all the independent variables have positive impact on employee performance. ANOVA results reveal that education have not same impact on employee performance. Limitations/implications of the research: The major limitation of this research is that this study only covers the banking sector of Punjab. Another limitation is that it excludes many variables of compensation due to shortage of time.

Funds were also another limitation. Apart from these limitations this research may provide insights to the managers to enhance the employee performance of their subordinates. Muhammad, Ramzan, Ghazanfar, Ali, Hafiz, and Muhammad, (2014) examined the effect of compensation on employee performance in Morocco. The determination of this study is to estimate the effect of compensation on employee performance by using Spss and ANNOVA and gather the result that compensation has significance effects on employee Performance in Morocco. This study has revealed that compensation will enhance the abilities and behaviour of employees leading to positive organizational performance. The major findings indicate that companies that implements fair compensation scheme will have increase productivity. However, the use of compensation as a tool to measure performance was not properly utilized based on the variable where incentive and allowance.

2.2.7.2 Promotion on Performance

Ng'ethe (2014) conducted the study to establish determinants of academic staff retention in Kenyan public universities. Specifically, the objectives of the study were to establish whether the extrinsic factors (leadership style, remuneration) and intrinsic factors (training, promotion) influenced retention of academic staff, and the moderating effect of personal characteristics (age and education level) on academic staff retention. The study was conducted using survey design. The total population of the academic staff in the seven full-fledged public universities covered by the study was 4967. Stratified random sampling was used in the first stage to ensure all subgroups were represented. The second stage employed simple random sampling and a total of 496 respondents were sampled for the study from the seven public universities. Data was collected using a questionnaire which had both closed-ended (Likert type scale 1-5) questions and open-ended questions. Data was analyzed using descriptive statistics such as mean and standard deviation. Inferential statistics included correlation, multiple regression enter method and multiple regression (Stepwise) for

moderation analysis. Qualitative data was put into categories based on themes that were aligned to research objectives and was integrated in the discussion of findings. The study revealed that leadership style negatively influenced academic staff retention. The findings also indicated that promotion influenced academic staff retention. In the presence of leadership style, training and promotion, remuneration did not influence academic staff retention. The findings also indicated that in the presence of leadership style, promotion and remuneration, training did not influence academic staff retention. Further, the study established that majority of those who left for studies abroad especially to the United States of America did not return. The findings showed that personal characteristics such as age and education level did not have a moderating effect on the relationship between the independent variables and the dependent variable. The study however established that on average the academic staff possessed PhD degree unlike previously where empirical findings had indicated that there was a paucity of PhD degrees in public universities in Kenya. The study recommended that leadership style and promotion practices be enhanced to decrease intention to leave and thus enhance academic staff retention in these institutions. The study also recommended that the unfavorable aspects raised regarding remuneration and training be addressed in order to make these institutions competitive. Additionally, the study suggested that public universities embrace current trends in employee retention such as employer branding in order to retain the core employees- the academic staff.

Selesho and Naile (2014) examined factors that influence the poor retention rate of academic staff at selected universities in South Africa. The survey involved 80 academic staff lecturing at the selected institutions. The sample was chosen in such a way that more than 35 percent of the selected academic staff have worked at higher education institutions for more than 10 years. The study attracted responses from 80 academic staff and the survey discovers job satisfaction as the main factor keeping academic staff in their profession. However, job

satisfaction was also linked with career growth and academic development. The study could not rule out the probabilities of working conditions as a factor influencing retention. While these intrinsic factors play an important role, there were also extrinsic factors, as construed from the findings. Respondents considered an academic profession to be a meager paying job, with little opportunity for growth. However, it can be argued that salary is a concern, even though academic staff considers that the academic profession has a superior reputation in society. Nonetheless, many academics believe that the profession has a heavy workload, making it difficult to meet promotion requirements and poor mentoring and capacity development, which would benefit from academic support, unambiguous promotion guidelines and clear, homogenous salary packages. Ahmad and Shahzad (2011) investigated the impact of three HR practices on the perceived performance of university teachers in Azad Jammu and Kashmir (AJK). Responses from 113 respondents were used to analyze the impact of selected HR practices (compensation, performance evaluation, and promotion practices) on the employee's performance. Pearson correlation and regression have been used to find the association among variables and impact of three independent variables on the dependant variable of perceived performance of university teachers. The result of the study showed that the compensation practices in relation to the employees' performance are significantly positively correlated whereas the performance evaluation and promotion practices have insignificant relationship with the performance of university teachers in AJK Pakistan.

Sulaiman (2016) examines job satisfaction and morale as a mediator of the relationship between the promotion and compensation with productivity as well as reviewing the moderating effect of job satisfaction and morale variable. It examined 91 employees at the Department of Water and Mineral Resources Energy of North Aceh district. The analytical tool used is path analysis using SPSS. The results show that the variables of promotion and compensation have significant and positive impact on job satisfaction, morale and work

productivity; job satisfaction has significant and positive impact on work productivity; and morale has significant and positive impact on work productivity. The variable of job satisfaction and morale mediate exogenous variables with partially endogenous variables.

Mike (2015) assessed the effect of promotion practices on the employee commitment in the banking industry in Kenya. Data were collected through a self-administered questionnaire from employees in different commercial banks. Correlation results reveal that Promotion has a weak relationship with commitment at $r = 0.291$, $p < 0.001$, at the 0.01 level of significance. Further analysis revealed that promotion has a negative and significant relationship with commitment (Beta = -0.022, at $p > 0.05$). The study divided the target population into two groups, those on contract and permanent employees. The results indicate that promotion had a significant relationship with commitment for contract ($p = 0.000$) while for permanent employees, there was no significant relationship ($p = 0.443$). The study concludes that, there is need to improve the promotion criteria and the benefits that employees receive on promotion. Further, there is need to base promotion on merit in order to motivate employees' performance and productivity. HR managers: need to be more involved in the promotion evaluation process to remove the subjectivity in the process.

Peter (2014) assessed the impact of promotion on employees' performance at Dar es Salaam City Council. The focused objectives were to examine the implementation of promotion procedures at Dar es Salaam City Council, assess the positive impact of promotion to the individual employees and organizational performance. Determine clients/customers satisfaction level with performance of the council in service delivery and identify the factors that hinder effective implementation of promotion practice to employees of Dar es Salaam City Council. A case study research design was adopted for the study to allow an investigation concerning the implementation of promotion practice, the relationship between promotion and employee's performance and its implications towards employees'

performance. A sample of 150 was employed, where 100 employees selected by purposive sampling, random sampling, and 50 clients/customers were selected using convenience sampling in order to provide feedback to the council's performance. Primary data from the study were collected using self-administered questionnaires and interview guides. The structures questionnaires was administered to the employees at operational level (85) while interview guide were used to heads of department, sections, human resources officers (15) and (50) clients/customer as beneficiaries of councils service delivery. The primary data were supplemented with secondary data and analyzed using both qualitative and quantitative methods. The research findings have shown that DCC employees were aware of promotion procedures, although there is need for human resource department to spell it well to all employees. Also the results show that promotion has impacts to individual and organizational performance as it induces motivation, good performance, good relations and increased remunerations. The findings of study indicate that there were impacts for non-adherence to promotion procedure which affects individual performance and organization such as poor performance, accumulated promotion, poor relations and labour turnover. The availability of human resource strategic plan and good working conditions were recommended factors for improved implementation of promotion practices to public and private organizations.

Imran (2015) conducted to explore job satisfaction of PhD and non-PhD faculty in universities of Khyber Pakhtunkhwa. This study covered both private and public sector universities situated in Khyber Pakhtunkhwa Province of Pakistan. The sample included faculties from 10 universities including 5 each from private and public sector universities. The sample size was 94 with 100% response rate. The results indicate wide differences between public and private sectors on the basis of job satisfaction. The permanent, PhD, and more experienced faculty members reveal greater satisfaction than contractual, non-PhD, and less experienced staff respectively. The study also found that the academic staff from public

higher education institutes was comparatively more satisfied with whole job satisfaction than those working in private higher education institutes. Over all study shows that job promotion and job advancement have positive relationship with job satisfaction. The study recommends flexible promotion policies, job advancement schemes, seeking employees' opinion to increase employees' satisfaction. Equal opportunities should be given to all employees in reward policies, salary packages. Further, professional training services may be initiated for the job improvement.

2.2.7.3 Leadership Style on Performance

Raimonda and Modesta (2014) analysed the impact of leadership style on job satisfaction and performance in Higher Education Institutions in Lithuania. The study examined six different styles of leadership, viz: coach leadership style, specialist leadership style, servant leadership style, autocratic leadership style, transformational leadership, and transactional leadership style. The study used survey method with internet questionnaire as instrument of data collection. And both frequency table and correlation tool were used for description and analysis respectively. The study revealed the significant impact of leadership style on job satisfaction and performance of faculty, where servant leadership has been found to have highest positive significant impact on job satisfaction and performance. Munirat and Yusuf (2017) supported the work of Raimonda and Modesta (2014) by investigating the causal relationship between universities' performance as organization and the leadership styles prevalent in the University. The study analysed two different styles of leadership, thus: autocratic leadership style and consultative leadership style. The population for the study was 3915 from six different universities that cut across six regions in Nigeria. The chi-square tool of analysis was used, and the study established a significant impact of leadership style on performance of university staff.

Similar to the work of Munirat and Yusuf (2017) is Jerome (2018) who also investigated the nexus between leadership style and job satisfaction of library staff in private universities in South-west, Nigeria. The study examined autocratic, democratic, and laissez fair leadership style. Survey research design was adopted. The population consisted of all the 361 library staff. Findings revealed that the level of job satisfaction of library staff was low, and that the most practice leadership style is autocratic. It also revealed a significant relationship between leadership style and job satisfaction ($r = 0.028$, $p < 0.05$); the study concluded that leadership style contributed significantly to the low level of job satisfaction.

Furthermore, Barnard and Jane (2019) assessed the effects of leadership styles on performance of employees with reference to the Technical University of Kenya (TUK). The study examined three different styles of leadership, namely: autocratic leadership style; laissez fair; transformational leadership style; and transactional leadership style. A population of 185 respondents from administrative, technical, teaching and support staff at the Technical University of Kenya was sampled by stratified random sampling technique to ensure objectivity and reduce biases. The primary data from the respondents was collected by use questionnaire through descriptive research design. The study employed descriptive statistics tool of mean and standard deviation to make a study analysis. The findings showed that the most exhibited style at TUK is transformational leadership followed by the transactional leadership style and laissez-faire with autocratic being the least used which have significant effects on the job satisfaction and performance. Retno, Achmad and Sunaryo (2020) analyzed the effect between transformational leadership and employees' performance on the Civil Servants of Public Housing and Settlement Areas of Central Java Province, both directly and through job satisfaction and employee engagement. The quantitative research methods was used which was

belong to a type of explanatory research. A sample was all Civil Servants of the Department of Public Housing and Settlement Areas of Central Java Province who actively worked totaling 77 respondents. Data were analyzed using PLS (Partial Least Square) with the Smart PLS 3.0 program. The results were indicated that transformational leadership does not have a direct significant effect on employee performance, but has a direct significant effect on job satisfaction and employee engagement. William, Ruth and peter (2014) analysed the relationship between head teachers' leadership style and performance in Public Primary School in Kenya. The study examined autocratic leadership style, laissez faire, and group oriented/ democratic leadership style, the study used questionnaire and interview to collect data. The data were analysed using correlation tools. The findings of the study indicated that teachers performance in Kenya Primary Education corresponded to leadership style to a very great extent.

Ali (2013) designed his study to investigate the relationship between leadership behaviour and employee performance in Mogadishu. Emphasis was put on trying to establish the relationship between leadership behaviour and employee performance in Mogadishu-Somalia. The study employed the use of both descriptive and correlation research design to establish the nature of the relationships. To analyze the data, the spearman correlation statistical tool was used with the aim of establishing the relationship between above variables. This formed the basis of the detailed analysis, conclusions and recommendations. The findings revealed the existence statistically significant has a positive relationship between leadership behaviour and employee performance, the study also indicate that there is a statistically significant moderate positive relationship between leadership behaviour and employee performance. The basis of the findings, the researchers made the following

conclusions. Telecommunication companies should provide good leadership behaviour to their employee that will improve performance of employee. Telecommunication companies should provide the performance appraisal of their employees that based on their system of their promotion to better satisfactory. Telecommunication companies should promote their employee performance in order to satisfy it. Finally, telecommunication companies should supposed to not only think about resource or money but take into account that there are other factors that can effects their employee performance. The study recommended for further research on human capital and employee performance.

Idowu (2011) investigated the effects of leadership style on organizational performance in small scale enterprises. The major objective was to determine effect of leadership styles on performance in small scale enterprises. Transformational and transactional leadership styles were considered in this study. Transformational leadership behaviours and performance/outcome considered relevant in the study were charisma, inspirational motivation and intellectual stimulation/individual consideration; and effectiveness, extra effort and satisfaction, respectively. Transactional leadership behaviours and performance/outcome variables were constructive/contingent reward and corrective/management by exception; and effort, productivity and loyalty/commitment, respectively. The study followed a survey design, and employed evaluative quantitative analysis method. Analysis was based on primary data generated through a structured Multifactor Leadership Questionnaire (MLQ) administered on respondents. Responses to research statements were scaled and converted to quantitative data via code manual developed for the study to enable segmentation of the data responses into dependent and independent variables based on leadership behaviours and associated performance variables. OLS multiple regression models were specified, estimated and evaluated. The result showed that while transactional leadership style had significant positive effect on performance,

transformational leadership style had positive but insignificant effect on performance. The study concluded that transactional leadership style was more appropriate in inducing performance in small scale enterprises than transformational leadership style and, therefore, recommended transactional leadership style for the small enterprises with inbuilt strategies for transition to transformational leadership style as the enterprises developed, grew and matured.

2.2.7.4 Training and Development on Performance

Olokundun, Falola, Salau, and Borishade (2018) investigated the effect of training and development on academic staff creativity using Covenant University in Nigeria as the case study. The article was based on a descriptive quantitative research design using Survey method. The population of the study included all academic staff in the selected university with a total of 535 faculties. A sample size of 226 faculties was selected. Reliability and validity procedures were confirmed. Data was analyzed with the use of Statistical Package for Social Sciences (SPSS). Regression analysis was employed as statistical tool of analysis. The study concluded that training and development have significant effect on academic staff creativity in Covenant University. Halidu (2015) assessed the effect of training and development on productivity of workers in some selected Nigerian universities. The study hypothesized that there is no significant relationship between training and workers' productivity. Results revealed that training and development programmes improve employees' skills and performance at work place, enhance their technical know-how. The study recommends that Tertiary Education Trust Fund should improve on its training policy in its entire ramification because in recent times academics are being faced with new innovations and techno- scientific developments so as to meet up with the changing trends and circumstances. Okechukwu (2017) explored the influence of training and development on employee performance as moderated by job satisfaction among the staff of School of

Technology Management and Logistics (STML). The quantitative analysis method of a primary source was utilized to collect the data from 81 staff respondents. Responses retrieved were 81. 73 responses were accepted and used for data analysis. The context of this study is in Universiti Utara Malaysia, Sintok, Kedah (UUM) in the northern region of Malaysia. Seven Likert scales were used to measure the degree of training & development, and employee performance as moderated by job satisfaction. (SPSS) 20.0 was utilized to analyze the collected data. The result found that training & development positively have influence on employee performance as moderated by job satisfaction, and there is a significant relationship between training & development, employee performance, and job satisfaction. It also established that training & development and employee performance is an efficient and supportive strategic to organization and employee success.

Enga (2017) examined the impact of employees' training and development on organizational performance. It was inspired by the fact that some organizations do not seem to care about improving the capacity of their worker but instead frown at and punish any weaknesses portray by the workers. To tackle the research problem, the researcher had as major objective to find out: whether National Financial Credit has training and development programs conducted for all employees; possible hurdles in the implementation of such programs and the practical effects training and development has on the performance at work. The researcher also emphasized on the various training methods designed and its implementation around the world during the training and development programs. Using the National Financial Credit, Kumba branch, the researcher got information from 30 respondents, through questionnaires, interviews and personal observation. The research also reveals that training and development is a necessity in every company, particularly for the unskilled or the less experience employees. Generally, employees' work contribution was greatly improved due to the

training methods and tools used by the company. Thus, it led to a positive impact on employee' performance and an improvement in their skills and job efficiency.

David (2014) examined the impact of Training and Development on public sector organizations using Ghana Ports and Harbors Authority (GPHA) as a case study. The research was intended to determine the role and impact of training on employees with emphasis on the lower, middle level staff and the administrators of GPHA, who were randomly selected. The study assessed the training and development process of GPHA and whether training has improved employee performance. A questionnaire was designed using structured questions to collect primary data from employees of GPHA. Personal interviews were held with some management staff of the organization. The results indicated that GPHA's employees were not well informed about training and development programmes in the organization. Most of the employees were of the view that training and development were effective tools for both personal and organizational success. The findings revealed that training practices, methods and activities at GPHA are not in line with the best practices regarding the planned and systematic nature of the training process as is generally known. It was recommended among other things, that the processes involved in training be duly followed, GPHA should help its staff identify their career paths and to guide them in the pursuit of higher education.

Eric (2012) examined the effect of training and Development on Employee Performance at Accra Polytechnic". The purpose of the study was to investigate whether training and development would have an effect on the performance of employees with Accra Polytechnic as a case study. The methodology that was used for the study was survey. Primary data was collected from a sample of fifty (50) senior staff. Self – administered questionnaire was used in the collection of data for analysis. The study revealed that there were organizational issues such as lack of management support for training and development programmes, which

constrained training and development. It was also found that training and development had positive impact on employees of the Polytechnic. The study recommended that in order for Accra Polytechnic to be successful as the first choice Polytechnic in Africa, management must empower all departments to engage in the training and development of employees to build potential and strengthen employees' competencies. Mohammed (2015) studied the impact of Training and Development practices on the employee performance in the select Omani Public and Private sector banking organizations. The aim of the paper is to analyze the impact of training and development practices on employee performance. The study adopts descriptive research design and it imbibes both primary and secondary data. Convenience sampling method is applied for collecting the data through administering a structured questionnaire. The sample size for the study is 300. Statistical tools like Pearson Correlation Analysis, Regression Analysis and ANOVA were applied to test the proposed alternate hypothesis. The study concludes that Training and Development Practices have a positive influence on employee performance in the Omani Banking Industry.

Amadi (2014) examined the effect of training and development on employee performance with a case study of Safaricom Call Center. Literature review, based on other scholars contribution to the subject, discussed overview of training, methods of training, benefits of training, employee performance, evaluation of training, relationship between training and development and employee performance which led to gap analysis as a conclusion of the chapter. The study adopted a case study approach where data was collected across a population through sampling of 340 employees at the Call Center which forms the Customer Care Division of Safaricom. The sample included managers, support/analyst and customer experience executives. Primary data was collected by use of both structured and unstructured questions across the strata and secondary data was gathered from various sources such as the Safaricom Strategic Plan 2012, Employee Booklet and Call Center Performance Reports.

Responses were analyzed using both descriptive and graphical techniques. It was observed that training and development has a positive impact on both motivations of employees as well as performance. This contributed by the variant, relevant and high quality training. The study concluded that there is need for continuous training and development taking into consideration the competition, market dynamics, customer satisfaction, and net promoter score among others. The study recommends that training needs at Safaricom should be considered on the basis of overall company objectives. In addition, the goals of the company should determine what training programs are to be organized for staff. Adefope (2017) examined the impact of training and development on employee performance in Radisson Blu Anchorage Hotel. The study assessed the training and development process of Radisson Blu Anchorage Hotel and whether training has improved employee performance. A questionnaire was designed using structured questions to collect primary data from employees of Radisson Blu Anchorage Hotel. The findings of this research indicated that the various training undergone in Radisson Blu Anchorage Hotel has impact on employee performance but the management needs to look into the training package. Most of the employees were of the view that training and development were effective tools for both personal and organizational success. Results of analysis of the data collected show that various training conducted in Radisson Blu Anchorage Hotel has impact on the employees.

2.2.7.5 Work-contents on Performance

Adenike (2017) examined the relationship exists in the level of job satisfaction between academic staff in private and public tertiary institutions in Nigeria. And found that there no relationship in the level of work-contents and the employee performance of Landmark University and University of Ilorin. Jerome & Ayooluwa (2019) assessed the relationship between motivation and job satisfaction in Private University in Southwest Nigeria, and found out that there is no significant relationship between job itself and the level of job

satisfaction which made their performance very low. Mehrad (2015) determined the effects of job satisfaction on the performance of academic staff in University of Putra Malaysia (UPM), and found out that low level of satisfaction with work-content, and it undermined the level of academic staff in the said University. Uzman, Bilal & Imran (2012) investigated the job satisfaction and job performance among employees of Bank Industry in Pakistan, in which their findings showed work-contents and job performance had a weak correlation. Adeneji (2011) established the relationship that exists between different variable of organizational climate and job satisfaction among academic staff in some selected private universities in South-west Nigeria. The results of his study indicated that there is significant relationship between work-contents and performance of academic staff in some selected Universities in South-west Nigeria. Ayd (2012) conducted the study to find the differences of the effect of motivation factors and hygiene factors on research performance of Foundation University members in Turkey on the number of articles published in Science Citation Index and Social Science Citation Index. The study was conducted on 150 academics in a Turkish Foundation University. The following results are obtained from the study: i) The perception of academics on the effect of hygiene factors which include salary, job security, company policy-administration, supervision, interpersonal relations, status and working conditions on research performance is positive except status, ii) The perception of academics on the effect of motivators which include the possibility of growth, work itself, responsibility, achievement, advancement and recognition on research performance is positive.

2.3 Theoretical Framework: The Herzberg Two-Factor Theory.

The theoretical frame work adopted for this present study is an exposition of the two factor theory of Frederick Herzberg (1959). This framework and its relevance to the study are discussed below:

This theory is also called the Motivation-Hygiene Theory or the dual-factor theory which was propounded by Frederick Herzberg in 1959. This American psychologist, who was very interested in people's motivation and job satisfaction, came up with the theory. He conducted his research by asking a group of people about their good and bad experiences at work. He was surprised that the group answered questions about their good experiences very differently from the ones about their bad experiences. Based on this, he developed the theory that people's job satisfaction depends on two kinds of factors. Factors for satisfaction (motivators/satisfiers) and factors for dissatisfaction (hygiene factors/ dissatisfies). Achievement, recognition, works-itself, responsibility and opportunities for growth all fall under motivators/ satisfiers. Hygiene factors/dissatisfiers are about salary, company policy, work security, working conditions, and the relationship with colleagues. In his theory, Herzberg claims these factors function on the same plane. In other words, satisfaction and dissatisfaction aren't polar opposites. Taking away an employee's dissatisfaction for example by offering a higher salary – doesn't necessarily mean the employee will then be satisfied. The employee is just no longer dissatisfied.

2.3.1 Two-Factor Theory

Herzberg (1967) argued that the factors that would lead to a satisfaction are often different from those that would lead to dissatisfaction. This conclusion was based on a series of interviews of workers. When asked to consider factors connected to a time when they felt satisfied with their jobs, individuals generally talked about intrinsic factors such as the work itself, responsibilities and achievements (motivators). Conversely, when workers were asked to consider factors that led to dissatisfaction, most individuals discussed extrinsic factors such as company policies, working conditions and pay (hygiene factors'). Herzberg further found that intrinsic factors were more strongly correlated with satisfaction, while extrinsic factors were more strongly correlated with dissatisfaction. Based on these findings, Herzberg argued

that elimination of hygiene factors from a job would only remove dissatisfaction, but not bring satisfaction. To bring out job satisfaction, the organization must focus on motivators, thus: making the work more interesting, challenging and personally rewarding.

2.3.1.1 Motivational Factors

Furthermore, Motivational factors- According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Therefore, Motivational factors include:

2.3.1.1.1 Achievement

According to Robbins (1988), achievement is a drive to excel, to achieve in relation to a set of standards and strive to succeed. On the other hand, Newstrom and Davis (1997) see achievement as a drive to overcome challenges and obstacles in the pursuit of goals. Achievement is present when employees have feelings of personal accomplishment or the need to accomplish. For achievement to be present as a motivation factor, job must be challenging and interesting. For the individual to experience achievement, he or she must be able to succeed, have abilities to solve job related problems and perform effectively. The manager can increase opportunity for on-job achievement by the delegation of authority and responsibility, involvement in planning and goal-setting, availability of information concerning performance and individual control of the quality of job performance. Achievement- oriented employees enjoy getting things done and moving to the next

objective. They place greater value on the level of their own capabilities. They seek job mastery, take pride in developing and using their problem-solving skills and strive to be creative. When confronted with obstacles in their work, these employees perform their jobs capably because of the inner satisfaction they feel for a job well done. It is important for managers to realize that duties should be delegated to their subordinates in order to increase their desire to achieve more. In turn, their subordinate's motivation would increase. Delegation of duties helps employees to utilize their talents and also contributes to personal growth and development (Marriner – Tomey, 1996). Based on this information about achievement, managers that implement the above points in their organizations facilitate job satisfaction and those managers that do not take into consideration the points mentioned above demotivate employees which could lead to failure in achieving organization's goals. In such situations, employees experience a lack of satisfaction and may absent themselves from the workplace.

2.3.1.1.2 Recognition

According to Gerber et al. (1998), recognition refers to the respect an employee enjoys among colleagues in the organization, which is the result of the status value of the job. It also refers to the recognition an organization can afford on employee for good performance. Recognition can come from the organization, managers, fellow employees or the public. Recognition may be provided in many forms such as verbal or written, praise, pay, increases and bonuses. When managers use recognition and rewards to encourage desired behaviors in their organization, they keep good employees in their organization. The management can use the following rewards to recognize and promote good work, give positive feedback, increase in salary, autonomy, opportunity to participate in goal-setting and decision making as well as peer recognition by announcing achievements at staff meetings and using the organization's newsletter to recognize achievements. The management can also give employees challenging

assignments and seek interesting opportunities for them either within the unit or somewhere else within the organization. Recognition promotes self-confidence and raises the self-esteem of employees whereby productivity is increased.

2.3.1.1.3 Responsibility

This refers to what must be done to complete a task and the obligation created by the assignment. Responsibilities are normally determined by the employer to facilitate achievement of goals, the management and the senior academics of departments should make sure that responsibilities are allocated according to expertise and abilities of the individual. Departments/units 'responsibilities should be specific as to whether there are daily or weekly responsibilities that employees should perform to prevent a person from being overloaded. The managers must make sure that responsibilities are standardized for each job level and that each employee has a copy of his or her job description (Muller, 1996). Generally, managers encourage subordinates to accept responsibility by making sure that they are aware of the capabilities and characteristics of their subordinates. If subordinates physical abilities are ignored during delegation of responsibilities in the unit, demotivating consequences may occur (Muller, 1996). When managers consider subordinate's knowledge and skills, they promote feelings of pride in the subordinates and in turn facilitate independent functioning. If subordinates capabilities, knowledge and skills are considered, employees enjoy their work and thus productivity will be raised to higher levels among employees.

2.3.1.1.4 Work Itself

According to Morrison (1993), work itself should be a challenging experience that encourages creativity and self-expression; he also advocated that work itself could be a

source of satisfaction. If this is true, Gibson, et.al. (1997) indicated that employees should be given opportunities to advance in their field of work so that they could accept responsibilities entrusted to them. Study leave can be provided for those employees with the desired skills and willingness to perform the job, who want to improve their skills and knowledge. Managers should make sure that employees are given adequate feedback on performed tasks to motivate them to work harder and better as well as to point out areas that needed attention and provided assistance when needed. Managers should also give employees bigger responsibilities, allow them to exercise autonomy and offer them challenging tasks as means of enhancing the quality of work life.

2.3.1.1.4 Growth and Development

This means the need to know more than yesterday, to put new knowledge into context and to maintain one's individuality even when under pressure (Morrison, 1993). Personal development refers to the personal and professional development by means of formal and informal training in line with his or her job requirements (Muller 1996). Growth and development of employees are of importance to the organization in order to ensure achievement of organizational goals. Marriner-Tomey (1996) saw staff development as continuing liberal education of the whole person to develop his or her potential fully. Managers of institutions are there to identify staff development needs in relation to organizational needs. Reference to the above-discussed information, organization should make sure that staff development does not take place at unit level and staff members should be encouraged to share information with each other. This will promote personal and professional growth. Staff development will increase employee's ability to perform in their current job as well as in their future jobs. Managers have the responsibility to ensure that the employees are trained to promote the quality of their lives, their prospects of work and labour mobility to improve productivity in the workplace and to provide employees with the

opportunities to acquire new skills (Skills Development Act, 1998). To emphasize the latter, an employee that has the necessary knowledge and skills feels comfortable because he is geared with the knowledge and skills and can take good decisions when faced with the job related problems.

2.3.1.2 Hygiene Factors

Likewise, Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent / if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include:

2.3.1.2.1 Organizational Policy and Administration

Organizational policy is the guide that clearly spells out responsibilities and prescribes action to be taken under a given set of circumstances (DiVincenti, 1986). Policies can be implied or expressed. It can also be written or in an oral form; whatever it is, managers are to make sure that policies are consistently applied because inconsistency leads to uncertainty, feelings of bias and preferential treatment and unfairness. Again, Marriner – Tomey (1996) advised that managers are to see that policies are reviewed periodically to ensure that they apply to current situations within the organization. However, Marriner –Tomey (2000) suggested that policies could be developed at unit level to help direct the functioning of employees in the unit. They can as well be developed at the organizational level. The important thing to note is that

whenever these policies are formulated, subordinates are given the chance to make their inputs so that they can feel that they were part of the development of those policies thereby becoming easier for them to follow such policies. It is imperative that management must make sure that every employee is aware of any changes in policies that are taking place within the organization. Communication of policies can be done orally but should be followed up by written copies of these policies, which are sent to employees to keep for further referrals. Marriner –Tomey (1996) postulated that communication of policies to staff members in written format, eliminates breakdowns that occurs when policy action are passed by ordinary words of mouth. Worthy of note again is that policies should be fairly applied to all employees so that they will not feel any discriminatory treatment, which automatically lead to dissatisfaction; but if they feel that policies are applied consistently to all employees, they will feel a sense of belonging to an organization. Communication of policies to employees is important. If policies are not communicated, employees find themselves in a difficult situation as they are expected to accomplish the organization's goals. Employees may feel frustrated because they do not have guidelines that spell out their responsibilities or form of action and they might experience job dissatisfaction. Communication of policies can be done at unit and organizational level. Some organizations do not involve their employees in policy formulation, which makes it difficult for employees to implement such policies because they were not involved in decision-making and do not always understand the reason behind set policies. Involvement of employees in policy formulation promotes understanding and motivation and leads to job satisfaction.

2.3.1.2.2 Supervision

According to McFarland and Morris (1984), supervision is a dynamic process in which employees are encouraged to participate regarding activities designed to meet organizational goals and aid in the development of an employee. Supervisors/heads of units or departments

also control work in their department. They further state that supervision is divided into technical skills – which may involve the use of knowledge, procedures, techniques and equipment to perform their task. These skills can be learned through training and education. Employees should possess these skills to ensure the achievement of organizational goals to prevent hazards and/or accidents that might arise due to lack of knowledge. Furthermore, McFarland, et al described conceptual skill as another important part of supervision, which involves knowledge and understanding of the job based on organizational goals and objectives. Therefore, it becomes imperative for managers to create a positive organizational climate where employees are encouraged to update their skills in order to give their best in their chosen career.

According to Carrell, Elbert and Hatfield (1998) satisfaction is promoted where there is good supervision and the employee perceives the supervisor as helpful, competent and effective. Poor supervision may arise within the work environment when the supervisor is insensitive, incompetent and uncaring, leading to a negative effect on employee's job satisfaction. Poor supervision includes unfair treatment by the supervisor and failure to correspond to employees' problems, which in turn lead to job dissatisfaction (Chung, 1997). An effective supervisor recognizes his employees' needs for responsibility, recognition and growth. A good supervisor supplies information and advice to employees when necessary and also emphasizes personal responsibility and accountability while providing a climate of freedom for work accomplishment.

McFarland, et al (1984) defined supervision as the process in which the subordinate is encouraged to participate in activities designed to meet organizational goals and to develop as an employee and as a person. If the work climate is such that employees do not get the support they need from their supervisors or they feel they are being treated unfairly, they tend not to trust their supervisors and fail to deliver as expected, thereby ending up experiencing

job dissatisfaction. In cases where employees receive support from their supervisors, they feel less dissatisfied and want to achieve more.

2.3.1.2.3 Working Conditions

According to Gerber, et al (1998), working conditions are created by the interaction of employees with their organizational environment. Working conditions include psychological work conditions and the physical layout of the job. The physical working conditions include the availability of facilities like protective clothing, equipment and appliances. Failure to provide these facilities makes it impossible for employees to carry out their jobs and thus promote job dissatisfaction because employees cannot perform their jobs in an easy non-obstructive way. However, the psychological contract includes the psychological expectations of both employees and their employers. Employees will perform better when they know what the employer expects from them and vice versa. They will be productive because they know the benefits they will get from their employer if their performance is satisfactory; but if they are not aware of what the employer expects from them, they will be unsure and less productive and feel dissatisfied. Physical layout of the job refers to the neatness, organization, convenience and attractiveness of the work environment. Luthans, (1998) says that if working conditions are good, for instance clean, and attractive surroundings, employees will find it easier to carry out their jobs. On the other hand, if the working conditions are poor like hot and noisy surroundings, employees will find it difficult to get their work done and thereby experience dissatisfaction.

2.3.1.2.4 Salaries

From the point of view of Morrison (1993) low salaries promote dissatisfaction and will make workers feel frustrated. Salaries are the actual money employees receive from their employers for the job done or services rendered. It becomes important, therefore, that employees be informed on how they will be compensated for good work. Gibson, et al (1997) indicated that they might perceive the amount of pay received by an employee as unfair or fair. Employees normally expect equity among the salaries that are received by them and their colleagues who hold the same post description. Employees often view their salaries as a reflection of how management views their contribution to the organization. Managers should communicate to employees how good performance is rewarded. Greenberg and Baron (1993) argue that organization's reward system are highly related to job satisfaction, which means it is important for the organization to make employees aware of these rewards so as to eliminate misunderstanding among the employer and employees. Unclear reward systems lead to conflict and unfair practices within the workplace. According to Chung (1997), poor salaries that are uncompetitive would lead to unhappiness and discontent. Organizations should try as much as possible to make salaries competitive because salary does not motivate employees to work hard and to experience job satisfaction. Uncompetitive salaries demotivate employees and lead to job dissatisfaction (Banjoko, 2006). Employees in organizations that provide uncompetitive salaries tend to leave their organizations and move out to other organizations that provide competitive salaries.

2.3.1.2.5 Status

Greenberg and Baron (1995) stated that status in organization is recognized as both formal and informal in nature. Formal status refers to attempts made to differentiate between the degree of formal and informal authority given to employees by an organization. This is accomplished through the use of status symbols – for instance symbols that reflect the position of an individual within an organization's hierarchy. Examples of status symbol

include job titles like Director and reserved parking spaces. Status symbols serve to remind organizational members of their relative roles, thereby reducing uncertainty and provide stability to the social order. On the other hand, informal status refers to prestige accorded individuals with certain characteristics that are not formally dictated by the organization. Halloram and Brenton (1987) stated that receiving a higher status is a symbol of success, thus people feel that they only experience success when they attain a higher status. Achieving a higher status brings feelings of true success, but only when feelings of genuine achievement are experienced. Genuine achievement requires constant challenge. When genuine challenges are not offered, it will result in stagnation and frustration. Lower level status does affect achievement because there is little opportunity for creativity, judgment and initiation to come into play. The higher the job levels, the greater the opportunity will be to tackle new problems. Judge, et al, (2001) states that people with a high need to achieve are likely to seek tasks where they are fully responsible, they set goals for themselves and value competent colleagues.

2.3.1.2.6 Interpersonal relations

The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.

2.3.2 The Relevance of Herzberg's Two- Factor Theory of Job Satisfaction to the Study (Applicability).

Herzberg's Two- Factor Theory of Job Satisfaction was essential and worthy to this study, being the only comprehensive theory of job satisfaction and work motivation that if adhered and applied appropriately would reduce the incessant grumbling and ineffectiveness among the academic staff in Nigerian Universities and increase the level of their academic performance, in term of teaching, supervision, research, publication and other community

services. In line with the Two-Factor Theory of Job Satisfaction, the State Universities operating in North-western Nigeria, thus: Kaduna State University; Kano State University of Technology; Umaru Musa Yaradua University; Sule Lamido University; among others, do adopt some factors of job satisfaction; namely: nature of academic work-contents, Promotion, leadership style, compensation, training and development as developed by Frederick Herzberg to improve the performance of their operational staff known as academic staff. This theory really captures the variables employed for this study, viz: the nature of academic work-contents, Promotion (Advancement/growth factor), training and development (growth and development factor), leadership style (supervision factor) and compensation in the areas of study. Therefore the adaption of Herzberg two-factor theory is significantly relevant in carrying out a study on the subject matter.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the essential components of research methodology adopted in the study, thus; research design, population and sample size as well as sampling technique, others are: sources of data, administration of instrument, and method of data analysis. These are discussed below.

3.2 Research Design

In this study, a cross-sectional survey research was used. It also comprised the use of questionnaire and interview methods. Cross-sectional design is used when information is to be collected only once (Babbie, 1989). The reason was to enable the researcher generalize from a sample to a population so that factual judgment could be made. The adoption of cross-sectional survey research can be justified on the bases of economy and the rapid turn-around in data collection (Creswell, 2003).

The study was designed to assess the effect of job satisfaction on Performance among the academic staff in Kaduna State University, Umaru Musa Yar'adua University, Sule Lamido University, and Kano University of Science and Technology. The independent variables relating to the job satisfaction were: Academic work itself, promotion/advancement, training

and development, leadership style, and compensation. The perceptions of respondents on these variables were expressed in quantitative terms. The five point Likert scale of agreement rating/ measurement of; strongly agreed, agreed, undecided, disagreed and strongly disagreed, was used for the independent and dependant variables respectively.

3.3 Sources of Data Collection

For the purpose of this study, data were generated from both primary and secondary sources. These sources and methods adopted are discussed below:

3.3.1 Primary Sources

For the purpose of this study, the primary data refer to the first hand data collected by the researcher from the field. These data were gathered through the instruments of questionnaire and interview.

i. Questionnaire

The questionnaire for this study comprised only close ended questions for easy coding, tabulation and subsequent analysis. The questionnaire was administered to academic staff in Kaduna State University, Umaru Musa Yar'adua University, Sule Lamido University, and Kano University of Science and Technology. The questionnaire method was justified on the bases of its reliability in providing the required information, In addition, it's economical as it permits wider coverage at a minimum cost. The questionnaire was adapted by the researcher for the purpose of gathering information for this study was divided into two sections; Section "A" was on personal data of respondents such as gender, age, educational qualification, marital status, academic Rank etc. Section "B" was to confirm or test the statement of hypotheses on the relationship between job

satisfaction and academic performance, in order to appropriately test these hypotheses with the information expected to generate in Section “B”, the researcher split the study variables into measurable properties as shown below using the regression model:

$$Y=f(X)$$

Where Y= Academic Staff Performance and

X= Job Satisfaction

However, Academic Staff Performance was operationalized into indicators and variables as;

$Y = y_1, y_2, y_3, \dots, y_n$

Where y_1 = Teaching and Project/thesis supervision

y_2 = Research and Publication.

y_3 = Community Service

Furthermore, Job Satisfaction was measured with indicators and variables given as follows: $X = X_1, X_2, X_3, X_4, X_5, \dots, X_n$.

X_1 = Work itself

X_2 = Leadership Style

X_3 = Training and Development

X_4 = Rewards/Compensation

X_5 = Promotion/Advancement

ii. Interview

The study also used a semi- structured interview to avoid the rigidity of highly structured schedules. The interview was also used to supplement the questionnaire and to give the researcher opportunity for further verification and confirmation of the generated information, more in-depth explanation, obtained using the first stated instrument (i.e. Questionnaire). In this study face-to-face interview was carried out with some academic staff in Kaduna State University, Umaru Musa Yar'adua University, Sule Lamido University and Kano University of Science and Technology. These academics were interviewed on the issues of determinants of job satisfaction as they affect the performance of academic staff in the selected State Universities.

The interview instrument was used due to its importance in complementing questionnaire instrument and it provides more in-depth information on the respondents and the situation which might not necessarily be generated using questionnaire alone. It also clarified some of the responses given in the questionnaire and verified some of the answers given in the questionnaire which might appear to be sceptical on the basis of data collected.

3.3.2 Secondary Data

For the purpose of this research, secondary data were used. Secondary data used for this study deal with the information which has already been generated and stored in text and files. The information obtained from secondary source maybe published or unpublished. The instruments of secondary data used include: Staff Condition of Service for the selected State Universities, National University Commission Statistical Digest, Kaduna State University Annual Reports, Umaru Musa Yar'adua University Annual Reports, Sule Lamido University Annual Reports, Kano University of Science and Technology Annual Reports, Kano University of Science and Technology Strategic Plan, Kaduna State University order of

proceedings, Umaru Musa Yar'adua order of proceedings, Sule Lamido University order of proceedings, Kano University of Science and Technology order of proceedings, scholarly articles, textbooks, unpublished thesis, published thesis, published research materials, websites and other related materials.

3.4 Population of the Study

The population for this study consists of all the academic staff in the four selected State Universities, these are: Kaduna State University; Umaru Musa Yar'adua University; Sule Lamido University; and Kano University of Science and Technology. Kaduna State University was chosen for this study because it was the best sought State University during the UTME enrolment in the study area (NUC Digest, 2017). The Kano State University of Technology was chosen because it is the first established State University operating in the northwest among its peers as University of Science and Technology. While for Sule Lamido University, it is relatively new in the study area. And Umaru Musa Yar'adua is being ranked the highest state university in the Northwest region in term of academic performance by National Universities Commission (NUC) during the last accreditation exercise in 2017 (NUC Digest, 2017).

More so, the selection of these Universities is to enrich the study of this nature with more adequate information about the determinants of job satisfaction of academics and their performance especially for universities operating under state levels, and to also have different experience of academics about academic work-contents, promotion, training and development, leadership style and compensation, and how they affect their performance in

their various university climate and settings. While for choosing academics as the study target population is due to the fact that academics staff are the blood and hub of any university. University system is meant primarily for academics, therefore, the development and progress of university system depends solely on how to retain and maintain the academics through enhancing their satisfiers and reducing their dissatisfiers, so that the intention of movement from university would be highly discouraged.

However, below is the statistical information regarding the selected university academic staff as at April, 2019.

Table 3.1 Population Size of the Study

University	Total Population of Academics
Kaduna State University	679
Umaru Musa Yar'adua University	555
Sule Lamido University	229
Kano University of Science and Technology	252
Total	1715

Source:Kaduna State University Annual Report (2019), Umaru Musa Yar'adua Annual Reports (2019) Sule Lamid University Annual Reports (2018) and Registry Department of Kano University of Science and Technology.

3.5 Sample Size

In determining the sample size of the population for the study, Daniel and Terrell (2006) advanced formula as expressed below is to be used:

$$n = \frac{z^2 \cdot r^2}{d^2}$$

Where z= level of confidence= 1.96(95%).

$r = \text{population of variability (variance)} = (\text{standard deviation})^2$

But r is always unknown and has to be estimated through: Pilot survey, similar studies and through the formula $V=R/6$. d = discrepancy i.e. the level of error to be tolerated between the true value and the estimated value. (See Adenike, 2011).

$$\begin{aligned}\text{Variance} &= \frac{\text{Range where Range}}{6} = \frac{\text{Highest - Lowest}}{6} \\ &= 679-229/6 = 450/6 = 60.33 \\ \text{APP} &= 75\end{aligned}$$

d is calculated using the formula: $r\sqrt{n} = \text{pilot survey}$

$$75\sqrt{100} = \frac{75}{10} = 7.5$$

$$\begin{aligned}\text{Therefore, } n &= \frac{z^2 \cdot r^2}{d^2} \\ &= \frac{(1.96)^2 \times (75)^2}{(7.5)^2} \\ &= \frac{3.8416 \times 5625}{56.25} \\ &= 21.669/56.25 \\ &= 384.16 \\ \text{APP} &= 384\end{aligned}$$

The above computation shows that Three Hundred and Eighty Four (384) is the sample size of the study. To distribute the sample size to the selected State Universities, the following proportion formula was used:

$$Y = PY \times SS / TPY$$

Where; Y= case study university

PY= population of case study university

TPY= total population of all selected universities

SS= sample size

Therefore, we distributed the sample size of Three Hundred and Eighty Four (384) to the selected State Universities using the above formula in the following manner;

(i). Kaduna State University; $679 \times 384 / 1715 = 152$

(ii). Umaru Musa Yar'adua University; $555 \times 384 / 1715 = 124$

(iii). Sule Lamido University; $229 \times 384 / 1715 = 51$

(iv). Kano University of Science and Technology; $252 \times 384 / 1715 = 56$

In order to minimize the sampling error and non-return of responses from our sampled respondents, the study increased 10% (n= 38) of the sample size to the samples distributed in the selected State Universities using same proportion formula;

(i). Kaduna State University; $152 \times 38 / 384 = 15$

(ii). Umaru Musa Yar'adua University; $124 \times 38 / 384 = 12$

(iii). Sule Lamido University; $51 \times 38 / 384 = 5$

(iv). Kano University of Science and Technology; $56 \times 38 / 384 = 6$

Table 3.2 Sample Size of the Study

S/N	University	Academic Staff (Population)	Sample Size	Plus 10% of the Sample Size
1	Kaduna State University	679	152	15
2	Umaru Musa Yar'adua University	555	124	12
3	Sule Lamido University	229	51	5
4	Kano University of Science and Technology	252	56	6
Total		1715	384	38

Researchers' Survey and Computation, 2019.

3.6 Sampling Techniques.

Stratified random sampling technique was used for this study. Most studies conducted on the constructs used convenience sampling technique because not everybody would be around as such whoever is around completes the questionnaire; but for this study, we used stratified random sampling because of the nature of the population of study and the behavioral pattern of the profession that they are more on ground than what obtains in the other Institutions. This work certified Cooper and Schinder (2006), criteria for usage of stratified random method namely: (a) increased sample's statistical efficiency; (b) adequacy of data for analyzing the various sub populations or strata; and the usage of different research methods and procedures for different strata. More so, the work ensured that stratified sampling was used in this study to ensure that the universities with their different numbers of academic staff are well represented.

3.7 Administration of Instruments

The questionnaires with closed ended questions were distributed to the academic staff of Kaduna State University, Umaru Musa Yar'adua University, Sule Lamido University and Kano University of Science and Technology to elicit information on the Faculty member perceptions about the determinants of job satisfaction using Five essential indicators (i.e. work contents, promotion/advancement, training and development, leadership style, and compensation), and their academic performance in the respective universities measured by their level of teaching, research/publications and community/societal services. The interview too was centered on assessment of the effects of job satisfaction on the Performance of academic staff in the selected State Universities operating in the Northwestern region, Nigeria.

3.8 Measurement of Reliability and Validity of Instrument

Measurement such as content validity and face validity were used to ensure internal validity. Data collected from the participants during the pilot study were evaluated to ensure that instrument measured the variables it is intended to measure.

i. Validity

For this study, experts in the field of personnel management and organizational behavior, that most of them are in the professorial cadre from the Department of Public Administration in Ahmadu Bello University and other academic institutions, reviewed the objectives of the study and questionnaire items to decide on the appropriateness of the test items and to ensure that all the questions asked in the questionnaire fully exhaust all that are implied by the research questions and hypotheses. The following took part in the evaluation of the content validity: a statistician, the researcher's supervisor, co-supervisor and the senior colleagues in the field. They examined each item and made judgments on the test items to ensure they represent adequate hypothetical content in correct proportions, paying particular attention to

their relevance to the subject matter and their coverage of the entire topic of study. The instruments used were tested for validity and found reliable, meaning no distorted results.

ii. Reliability

Reliability is the extent to which measurement of the test are repeated. Thus, this implies that measuring instrument results should be consistent when the instrument is repeated. It is the consistency between independent measurements of the same phenomenon. Reliability is then the stability, dependability and predictability of the measuring instrument. It is the accuracy or precision of a measuring instrument. There are four ways a researcher can possibly test for reliability.

However, in this study, a set of questions were used to measure the determinants of job satisfaction and performance of academics in the selected universities in the North-western region of Nigeria, thus the test-re-test method was adopted and the Cronbach alpha reliability co-efficient was measured. The method is easy and simple to apply because the respondents and the measuring instrument are the same. Copies of the questionnaires were distributed to the respondents and the process repeated after sometime.

Below is a summary table on scale reliability testing results conducted in the five determinants of academic job satisfaction on academic performance in the selected state universities, viz Kaduna State University, Umaru Musa Yar'adua University, Sule Lamido University and Kaduna University of Science and Technology.

Table 3.3 Summary Results on Scale Reliability Testing

S/N	Variables/Determinants	No of Items Included	Standardized Cronbach alpha Coefficient

1	Academic Work-contents	4 (Q6;Q7;Q8;Q9)	0.789
2	Promotion	4 (Q10;Q11;Q12;13)	0.785
3	Leadership Style	4 (Q14;Q15;Q16;Q17)	0.784
4	Training and Development	4 (Q18;Q19;Q20;Q21)	0.780
5	Compensation	3 (Q22;Q23;Q24)	0.787
6	Academic Performance	3 (Q25;Q26;Q27)	0.786
Total		22 (Q6-Q27)	0.795

Researcher' s Computation Result using SPSS Scale, 2020.

The above table indicated the internal consistency and reliability by a coefficient referred to as Cronbach alpha calculated as part of scale reliability testing. An alpha value greater or equal to 0.7 is generally seen as a good indicator of reliability (Hatcher, 1994). Having obtained the above mentioned coefficients and their values were greater than 0.7 which showed that the instruments used for the determinants of academic job satisfaction in the selected universities were strongly reliable. And also a grand coefficient of 0.795 obtained is a strong indicator of the stability of instrument overtime, which showed that the instrument is highly reliable.

Table 3.4 Normality Test Histogram

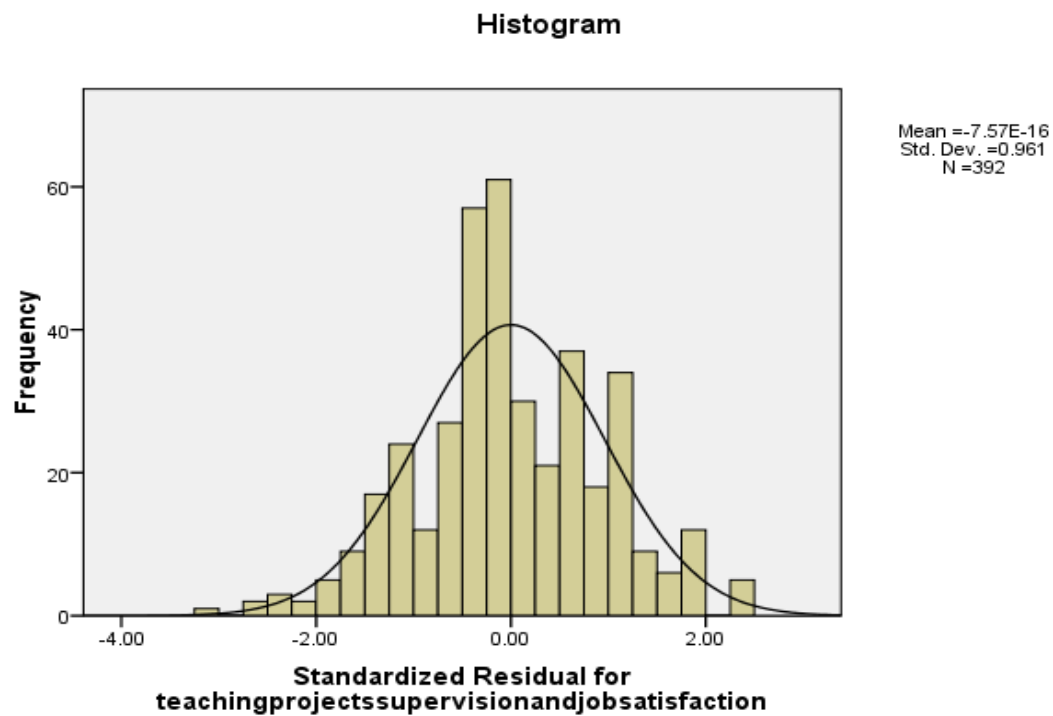


Table 3.5 Levene's Test of Equality of Error Variances

Dependent Variable

F	df1	df2	Sig.
5.710	118	273	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a.Design: Intercept + academic work-contents + promotion + leadership style + training and development + compensation

Table 3.6 Test of Normality Using Skewness and Kurtosis

Descriptives			Statistic	Std. Error
Standardized Residual for Academic Performance	Mean		.0000	.04853
	95% Confidence Interval for Mean	Lower Bound	-.0954	
		Upper Bound	.0954	
	5% Trimmed Mean		.0058	

Median	-.0315	
Variance	.923	
Std. Deviation	.96087	
Minimum	-3.21	
Maximum	2.39	
Range	5.60	
Interquartile Range	1.13	
Skewness	.098	.123
Kurtosis	.129	.246

The data on the above table showed that both skewness (0.098) and Kurtosis (0.129) values are less than the standard errors of 0.123 and 0.246 respectively, this is a clear indication that based on the data collected in the selected universities, viz Kaduna State University, Umaru Musa Yar'adua University, Sule Lamido University, and Kano University of Science and Technology, there is no significant degree of skewness and kurtosis in the data sets.

Table 3.6 Test of Normality Using Kolmogorov- Smirnov and Shapiro- Wilk

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Academic Performance	.064	392	.061	.992	392	.076

a. Lilliefors Significance Correction

The above table showed the result of normality from the study data sets. It's believed that these two methods of testing normality are of the significant importance especially when the study is on the cause- and- the effect or relationship. The Kolmogorov-smirnov method is

considered as more liberal while the Shapiro-Wilk is regarded as more efficient and appropriate for small and large data sets (Avwokeni, 2013). Therefore, the results from the table above showed that since the P- value of 0.064 and 0.076 FOR Kolmogorov-Smirnov and Shapiro-Wilk respectively are greater than 0.05. It could be concluded that there is no significant evidence from deviation of normal distribution.

3.9 Method of Data Analysis

The data were analyzed by making use of descriptive statistics and inferential statistics. The former will enable the researcher to synthesize and summarize the quantitative data. The descriptive statistical tools included the use of frequency tables and simple percentages in analyzing and interpreting the data collected. While the latter was used for testing the stated hypotheses, the study used Multiple Regression tool, with the aid of Statistics packages for Social Science known as SPSS, to measure the nature of relationship and contributions of independent variables on dependent variable, as well as the degree of relationships between the variables.

CHAPTER FOUR

GENERAL OVERVIEW OF ACADEMIC JOB SATISFACTION AND OPERATIONAL PATTERN OF THE SELECTED STATE UNIVERSITIES IN NORTH WESTERN ZONE, NIGERIA.

4.1 Introduction

University education is essentially a constituent element of economic, social, political and cultural development in any society chiefly because the role of a University everywhere is to produce well educated people, not only equipped with knowledge and skills, but also the critical and intellectual capacity to solve problems, analyses new and emerging trends, ask the relevant questions in the interest of the development of the community and the nation. It's

within the purview of the said mentioned reasons that majority of democratically determined elected Governors in Nigeria, from 1999 to date when the democratic rule seems stabilized, established various state universities in their respective states, among the state universities that were established to cater for the essential reasons for initiating university system are: Sule Lamido University, Kano State University of Technology, Kaduna State University and Umaru Musa Yar'adua University (the focal point of this research).

This chapter provides the historical, structural and operational overview of Sule Lamido University, Kafin Hausa (SLU), Kano State University of Technology, Wudil (KSTU), Kaduna State University, Kaduna (KASU) and Umaru Musa Yar'adua University, Katsina (UMYU). The chapter also provides information on the leadership roles of Vice Chancellors on the said universities.

4.2 Evolving Trends of Job Satisfaction in the Nigerian University system.

Job satisfaction of academic staff in the nigerian university system continues to be the major topics of research in the field of organisation behavior and human resource management known as personal management because it is assured that they exert significant influence on action and behavior in the academic environment. Job satisfaction concepts such as expectancy, regulation, job discription and self-regulation, job factors as specified on Fredrick Herzberg are often used to predict a wide range of faculty expressions relevant to the university . He or she is working like attitudes, teaching/research, perception, emotion and behaviour for example stress, workout, withdrawal, turnover,absenteeis, and performance, viz; research, teaching and community services.

The neglect of determinants of academic job satisfaction such as academic work-contents, advancement and promotion, training and development, leadership style, and compensation among others in the university system , affects the standard of education in

nigerian in the last decades which has not only retrogressing but also decaying very fast. There is no doubt whatsoever that, for the university system to function as efficiently and effectively as expected, the stakeholders need to work in harmony, collaborating with ASUU, to a great extent with a clear sense of focus having vision and mission. This guides the university in its development processes as well as its service to the society. In the same vein, the society needs to be in good condition and state of living. But this is not the concern of the stakeholders in Nigeria. Therefore, ASUU as a trade union, in order to fight for their rights, good working conditions in the universities and better living standards for the masses in society have been engaging in incessant strike actions so as to press home her demands (Maduewesi, 2002; Iyayi, 2002; Pemedede, 2007).

The Academic Staff Union of Universities (ASUU) has since the military regime of General Olusegun Obasanjo and the civilian administration of Alhaji Shehu Shagari through the successive military regimes (Buhari, Babangida, Abacha and Abdulsalami), taken up the duty of intellectuals, throughout the world, to promote the development of education in Nigeria (ASUU, 2013). This duty requires the creation of first-rate higher educational institutions, especially universities; a well-funded system with advanced and adequate teaching and research facilities, and internationally competitive remuneration to keep Nigerian academics in their country and attract other academics from all over the world (ASUU, 2013). Since the 1980s, ASUU has been engaging the Federal and State Governments on the need to reposition the Nigerian university system to effectively deliver on its mandate. This became imperative in the face of massive exodus of seasoned academics particularly to European and American universities; the deplorable state of facilities for research, teaching and learning; gross underfunding; and steady erosion of university autonomy and academic freedom by successive governments in Nigeria (Uzoh and Anigbogu, 2013). Giving ASUU's principle of achieving professional excellence, its contention on the issue of better pay and working

conditions for academics in Nigerian universities cannot be unjustifiable. The union negotiates from time to time for improvement on staff development grants, research grants, research fellowship fund and other academic grants and allowances directed towards manpower development in the system and the nation at large (ASUU,2000). This position of ASUU has not changed but the government appears to be insisting on its own style of solving the problems of brain drain, manpower development and quality in Nigerian university system (ASUU, 2000).

4.3 Histo-Evolutionary and Organizational Pattern of the Study areas

4.3.1 Historical Background of the Kaduna State University, Kaduna (KASU),

The Kaduna State University was established under the Kaduna State Law Number 3 promulgated on 21st May, 2004. The promulgation was a consequence of the obvious and felt need to boost higher education in the State and the country in general. The underlying factor is the fact that the demand for University education in Nigeria has, since the past few years, risen astronomically. This has been the basis of reform regarding the establishment and ownership of Universities by both the public and the private sector. Since the reforms, many State and Private Universities have been established (KASU, Annual Report, 2013).

Kaduna State has been a Centre of Learning from pre-colonial era to the present time. In terms of number, Kaduna State has maintained a large number of public schools comparable to any state in the northern region, both at the lower and higher level. However, the number of youths competing for higher education in the state far exceeds the available spaces in the catchment universities of the State. Human resources needs of the State in critical areas of development and growth such as agriculture, industry, engineering, medicine and law have therefore remained unfulfilled causing frustration among young men and women, their parents and guardians, potential employers and the general society as a whole. This growing need, arising from both the national trend and the inadequacy of the current University level

education to accommodate all who qualify and are able, calls for the establishment of a State owned University in Kaduna State.

Consequent upon these, the Kaduna State Government set up a Technical Committee to review the situation in detail and appraise the State Government on the desirability or otherwise of such an undertaking. The Committee was inaugurated on Friday, 24th January, 2003 and submitted its report on Monday, 12th May, 2003. Sequel to this the Kaduna State University was established on 21st May, 2004 with two campuses, one in Kaduna town and the other in Kafanchan. Academic activities commenced in 2005/2006 academic session at Kaduna campus with 3 Faculties, 17 Academic Departments, 19 Undergraduate Programmes and a College of Basic Studies. At present, the University has 2 Colleges, 2 Schools, 8 Faculties, 51 Academic Departments, 32 Undergraduate Programmes and 54 Postgraduate Programmes in the 2 campuses. This shows how the University has spectacularly grown over the years. According to statistics on number of applicants for admission into Nigerian Universities by Joint Admissions and Matriculation Board for 2017, KASU was the second most-sort-after State University in Nigeria. Our achievement so far, is not unconnected with the college of reputable academics that the University has been able to attract and the sound and robust administration it has been enjoying (KASU, Annual Report, 2015).

Functions and Objectives of Kaduna State University (KASU)

The objective as also specified in KASU Annual Report (2016) is to provide added opportunities for advancing the frontiers of learning, through teaching, research and community service by taking cognizance of the needs and aspirations of the people of Nigeria. These needs, fuelled by population growth in Nigeria, increased awareness of the importance of tertiary education and the need to accelerate the development of the necessary man-power for nation building, justified the need for establishment of many more universities

in Nigeria. Another reason is that, access to education has been the defining factor in the establishment of institutions of learning in Nigeria, which aim at addressing the challenges of inadequate spaces for eligible university applicants.

4.3.2 Historical Background of the Umaru Musa Yar’dua University, Katsina (UMYU)

Umaru Musa Yar’adua University, formerly known as Katsina State University, was established under the Katsina State Law No.7 of September, 2006. The Katsina State University was conceived to serve as a nucleus for socio-economic, technological and political development of the State by producing highly skilled human resource through conventional face-to-face and distance learning modes. It is the hope and aspiration of the Government and people of Katsina State to establish, nurture and develop a World Class University driven by modern Information and communication technology (ICT) culture. The University commenced academic programmes in January, 2007 at a temporary site located at Hassan Usman Katsina Polytechnic, Katsina (UMYU Annual Report, 2014).

The Katsina State House of Assembly on April 08 2009 passed a Law that changed the name of the University from Katsina State University to Umaru Musa Yar’adua University, Katsina. The renaming was in honour of the then immediate past State Governor and the then President of the Federal Republic of Nigeria, Alhaji Umaru Musa Yar’adua. The present permanent site, a land of 1029.33 hectares along Dutsin-Ma Road, Katsina was commissioned on April 09, 2009, a day after the renaming, by His Excellency, Alhaji Umaru Yar’adua, Late President of Federal Republic of Nigeria.

Umaru Musa Yar’adua University is a well-established University with good infrastructure and is significantly ICT driven, meeting the objectives for which it was established. The momentum of growth and development of the University achieved from its planning has been

significantly sustained. The Government of Katsina State continues to provide necessary funding for the sustenance and for keeping the pace of developmental plans of the University. Philosophically, a world-class university such as the Umaru Musa Yar'Adua University should be a reflection of the hard work, culture and values of the people of the State. The university shall thus serve as a vehicle for national unity, peaceful coexistence and scholarship where present and future leaders of our nation would be molded. As a university of the highest quality, it shall be open to men and women without discrimination on grounds of culture, race, religion and or socio-economic background (UMYU Annual Report, 2014).

Functions and Objectives of Umaru Musa Yar'dua University

The university shall be tailored towards the principle of equity, justice, fairness and above all, the universality of knowledge. The main preoccupation of the university shall be the search for knowledge through teaching and research, which would further translate it into a center of attraction for all those in search of noble ideas for societal development. The Umaru Musa Yar'Adua University shall further provide improved access to quality university education in Nigeria in view of the increasing demand for education through its innovative technology learning delivery modes. Also, welfare packages shall be made attractive to attract high quality teaching staff from all parts of the country and of the world.

The objectives of the University as specified in the UMYU Annual Report, (2010) are:

1. To serve as center of academic excellence through teaching, promotion of research, advancement of arts, science and technology and human resource development;
2. To provide regular courses of instruction in the humanities, the sciences and other spheres of learning of a standard required and expected of a university of the highest standing;

3. To encourage the advancement of learning and give all persons without distinction of race, religion, creed, sex or political persuasion, the opportunity of acquiring a higher education;
4. To encourage and promote scholarship and conduct research in all fields of learning and human endeavor;
5. To widen access of higher education through the adoption of dual mode of learning delivery, that is face-to-face and distant learning modes;
6. To promote sound moral principles, ethics, national unity, excellence and service to Allah;
7. To relate its activities to the cultural, social, religious and economic needs of the people of the State in particular, and Nigeria in general;
8. To offer opportunities to all persons for the pursuit of knowledge in all fields;
9. To develop high level human resource to meet the needs of the State and the nation as a whole;
10. To advance understanding of local and national development problems through research;
11. To advance the application of knowledge for the upliftment of the wellbeing of the people of the State in particular and Nigeria in general;
12. To undertake any other activities appropriate for a university of the highest standing.

4.3.3 Historical Background of the Sule Lamido University, Kafin Hausa (SLU)

The history of the University dates back to 22 June, 2010 when the State Executive Council, under the leadership of Governor (Dr) Sule Lamido, CON, constituted a 9-Member Technical

Committee chaired by Prof. Munzali Jibril, a former Executive Secretary of the National Universities Commission (NUC). The Committee was tasked to produce a blueprint for the University. The Committee submitted its report on 31 December, 2010 which included an Academic Brief and the Draft University Law. In February 2013, the State Executive Council approved the establishment of the then Jigawa State University at Kafin Hausa. The University was envisaged to be ICT-driven and entrepreneurial in orientation. The Academic Brief provided that the University should commence admissions in the 2013/2014 session and is to run through a four-phased five-year development to mature fully in the 59 Academic Departments and 261 programmes across the levels. To actualize the recommendations of Prof. Munzali Jibril's Committee, the State Governor, (Dr) Sule Lamido, CON, constituted a 10-Member University Implementation Committee in May 2013 chaired by Prof. Haruna Wakili, Honourable Commissioner, Ministry of Education, Science and Technology, Jigawa State. The Committee was mandated to serve as the University's Management and Governing Council until the two bodies were put in place. And 261 Programmes across the levels. The University was licensed by the NUC on 17 July, 2013 and this made it the 39 State-Owned University and 129 in the Nigerian University System. With the appointment of Management, Teaching and Non-Teaching Staff, academic activities began in earnest in September 2014 (SLU Strategic Report, 2015).

The report of the Technical Committee for the Blue Print of the Jigawa State University submitted to the Government in 2010 found that a number of conclusions were drawn from the statistical analysis of Jigawa State education data which justified the need to for a State University. These conclusions and other factors, viz: proximity and university education, pool of qualified candidates, need for qualified teachers, higher educational enrollment patterns, need for very rapid development, funding opportunities being lost, manpower development,

poor prospect for private universities, among others, provide ample justification for the establishment of a State University in Jigawa.

Conclusively, Sule Lamido University is backed by the state Law which was passed by the Jigawa State House of Assembly and signed into Law on 13th May, 2013, thereby giving the young University a legal standing as a corporate entity. The Law also repealed the Jigawa State University of Science and Technology and Jigawa State College of Remedial and Advanced Studies Laws of 2002 and 2012, respectively. This transferred the assets and liabilities of the defunct College to the University. In February 2014, the Jigawa State House of Assembly issued the First Amendment to the University Law by promulgating the State University (Amendment No. 1) Law. Again, in December 2014, the Jigawa State University, Kafin Hausa (Amendment No. 2) Law, renaming the University as Sule Lamido University, Kafin Hausa was passed by the House.

Functions and Objectives of Sule Lamido University

The University shall draw inspiration from a beacon of light to all the people of Jigawa State and shall dedicate itself to the creation of better living conditions for the people. The University shall do this through the application of knowledge and skills generated. The mission of the University is "to produce graduates sound in character and learning, at undergraduate and graduate levels, imbued with the spirit of service and dedicated to innovative applications of knowledge aimed at improving the lives of people within Jigawa State, the nation and humanity in general". And the Vision of the University is "to be a top

class University that provides a stimulating teaching, learning and research environment in pursuit of solutions to societal problems (SLU Strategic Report, 2015).

According to Strategic Report of SLU (2016), the University's main objectives are:

- (a) To make higher education more accessible to the people of Jigawa State in an environment that reflects the religious and socio-cultural values of the society.
- (b) To nurture quality graduates in all field of knowledge fully conscious of their history and duty to serve and empower their community to face its many challenges, by infusing in them the positive values that will build their characters as future leaders.
- (c) To recruit, develop and retain highly qualified teaching staff that will be committed to the ideals of research, teaching and community service.
- (d) To equip all students with entrepreneurship education and skills, so as to empower them to be job creators capable of adding value to the economy of and exploiting the natural resources of Jigawa State, rather than job seekers upon graduation.

4.3.4 Historical Background of Kano University of Science and Technology (KUST)

The process of establishing Kano University of Science and Technology (KUST) Wudil started in 1988 when the Kano State Government set up a Taskforce under the Chairmanship of Professor Ibrahim H. Umar, the erstwhile Vice Chancellor of Bayero University, Kano. The Taskforce submitted its report in February, 1988, recommending the establishment of the University. Subsequently, a Technical Committee was inaugurated in July, 1989 to study, in detail, the Report of the Task Force. Consequent upon this, an eleven (11)

member implementation Committee was appointed and assigned the responsibility for the smooth take-off of the University in October, 1991(KUST Strategic Report, 2018).

In the year 2000, an Implementation Committee for the take-up of the University was set up by the first administration of Governor Engr. Rabi'u Musa Kwankwaso. The University commenced academic activities in April, 2001. with six (6) programmes (Agriculture, Food Science and Technology Computer Science, Applied Mathematics, Pure Mathematics and Statistics) in two (2) Faculties, namely, Agriculture and Agricultural Technology (FAAAT) and Science and Science Education (FASSE) respectively. Presently, the University runs eighteen (18) programmes in five (5) Faculties namely Agriculture and Agricultural Technology (Agriculture and Food Science and Technology). Earth and Environmental Sciences (Architecture, Geography, Urban and Regional Planning and Geology), Engineering (Electrical, Civil and Mechanical), Mathematical and Computing Sciences (Mathematics, Computer Science and Statistics) and Science and Science Education (Biology. Chemistry, Physics Biochemistry, Microbiology and Science Education).This is in line with the Strategic and Physical Development Plan and in the spirit of the Vision and Mission Statement of the University 2005 and all the programmes were given interim accreditation. The subsequent visit in 2007 gave all the programmes Full Accreditation Kano University of Science and Technology. Wudil was among the first Universities to be subjected to Institutional accreditation by the National Universities Commission where the University scored B grade which is interim accreditation for five (5) years (KUST Strategic Report, 2018).

Functions and Objectives of Kano University of Science and Technology (KUST)

As also specified in KUST Strategic Report (2018), the guiding philosophy of Kano University of Science and Technology Wudil, shall be the provision of community based education that will facilitate the production of graduates who shall fulfill the

stipulated requirements in learning and character to graduate in their various fields of specialization. The graduates shall also be groomed in such a manner that they will be able to effectively function in the Community. And also the main objective of the Kano University of Science and Technology is to provide highly skilled manpower through research and training to meet the challenges of a fast changing world. The following functions are considered very critical by the Kano University of Science and Technology:

1. To maintain strong and relevant academic programmes
2. To attain excellence in teaching and learning
3. To facilitate qualitative and high impact research
4. To increase the funding base of the university
5. To greatly improve staff and students' welfare towards high productivity
6. To strengthen University's' governance for efficient service delivery
7. To enhance collaboration and international linkages.

4.4.1 Structural Formation/ Organizational Structure of Public University System in Nigeria.

There are four (5) organs of the University Viz:

- (i) University Governing Council
- (ii) University Senate
- (iii) The Management Committee
- (iv) Congregation
- (v) Convocation

University Governing Council

The Council is the supreme governing body of the university. It has responsibilities for policy formulation, financial regulation, property control and public relations. It is the employer of

labor and in that capacity it appoints all the principal officers except the Vice-Chancellor. All other categories of staff are appointed and promoted on its behalf, but subject to its approval, by two committees, namely the Senior Staff Appointments and Promotions Committee, and the Junior Staff Appointment and Promotions Committee. The council is headed by a Chairman, who is the university Pro-Chancellor. The functions and composition of council are set out in the Principal Law and Statute.

And for Governing Council to perform or discharge its main statutory functions or responsibilities, it is to be assisted by the following standing committees:

1. Finance and General Purposes Committee (F&GPC)
2. Development Committee (DC)
3. Tender's Board (TB)
4. Appointment and Promotions Committee (A&PC)
5. Senior Staff Disciplinary Committee (SSDC)
6. Budget Monitoring Committee (BMC)

University Senate

The Senate is the supreme authority on all academic matters and is chaired by the Vice-Chancellor. Members of Senate are drawn from among the staff of the University as provided by the law. Being an internal body and charged with such responsibilities in the academic sector, the Senate safeguards the principle of academic freedom and the quality of teaching and research. The Senate consist of the Vice-Chancellor; the Deputy Vice-Chancellors; the Deans of Faculties, Postgraduate School and Student Affairs; Professors; Head of Academic Departments/ Institutes/Centres and/or Units; the University Librarian and such teachers not being below the rank of Lecturer I and not being more than one third of the total number of non-elected members of the Senate elected by the

Congregation and at least one of whom shall come from each Faculty. The Registrar serves as Secretary to the Senate. To facilitate the discharge of its functions, the University Senate now has the following committees:

1. Committee of Deans and Directors (CDD)
2. Senate Business Committee (SBC)
3. Academic Development Committee (ADC)
4. University Research Committee (URC)
5. Examinations and Time Table Committee (E&TC)
6. Students Disciplinary Committee (SDC)
7. University Admission Committee (UAC)

The Management Committee

The Management Committee is a statutory body. It is thus mandatory for the Vice-Chancellor to consult it regularly, through holding regular (weekly) meetings before any major decision is reached. This is designed to enhance the democratic process in governance. The current council comprises these members: Vice Chancellor, Deputy Vice Chancellor, Academic, Deputy Vice Chancellor (Academic) ,Deputy Vice Chancellor, Administration, Registrar, Bursar ,University Librarian ,Provost, College of Medicine ,Deans, Directors and Chief Security Officer.

University Congregation

Congregation is the body consisting of the Officers of the University (other than the Chancellor and Pro-Chancellor) and all the senior staff of the University who hold a degree from a recognized University. The Vice-Chancellor shall be the Chairman of Congregation.

The Registrar, as Secretary to Congregation, shall keep a register in which shall enter the names of all members of Congregation.

Functions of Congregation:

1. The functions of Congregation shall be:

- a) To provide a forum for the discussion of any matter whatsoever affecting the overall wellbeing of the University and to make recommendations from time to time to the Council or the Senate on such of these as it thinks fit:
- b) To receive information from time to time as to the state of the University from the Vice-Chancellor or such other persons as he may nominate;
- c) To nominate or elect members of the Council and the Senate as prescribed by the Statutes.
- d) The Congregation may prescribe the mode of conducting its proceedings.

University Convocation

Convocation is the body comprising of the Principal Officers and Alumni of the University which serves as a platform for promoting a strong Alumni Association and for appointing a member to the University Governing Council. At the moment this organ is not constituted as the University is yet to graduate students who would constitute the Alumni.

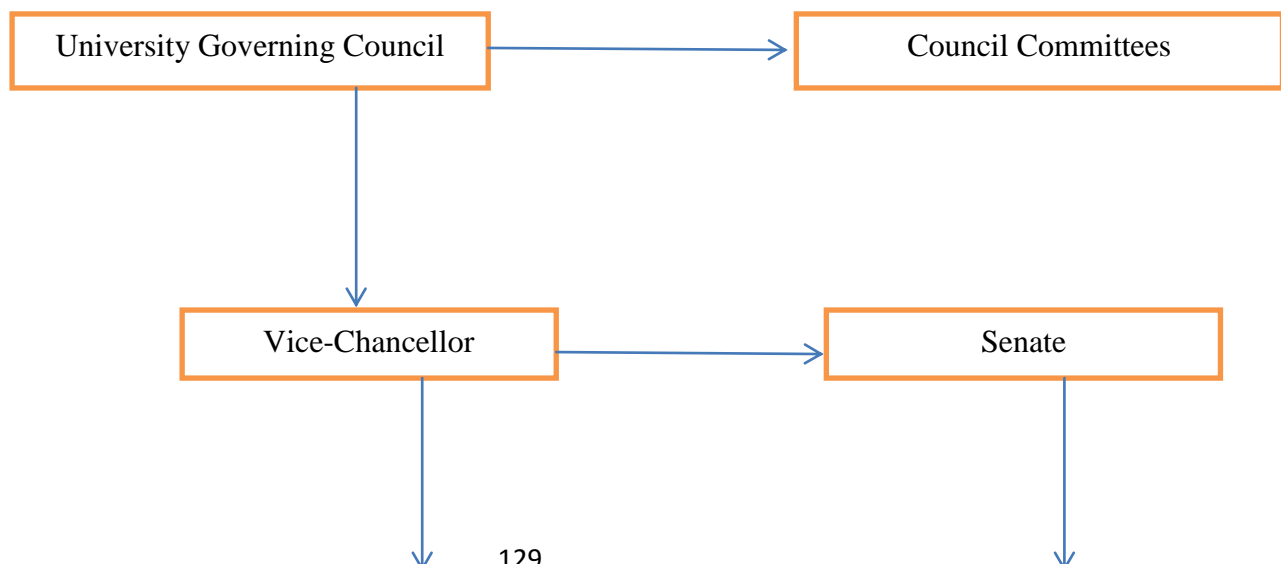
The University Central Administration

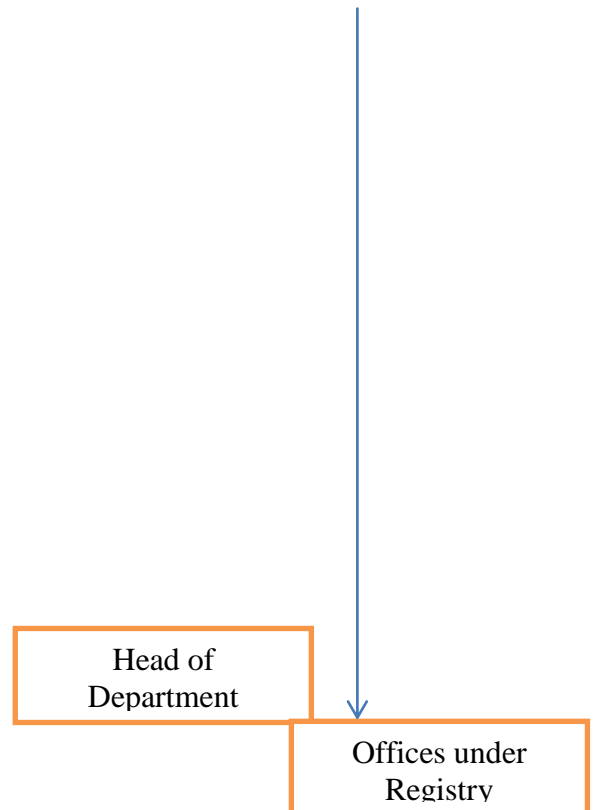
This term is usually used to refer to the tripod of the offices of the Vice-Chancellor, the Registrar and the Bursar.

- 1. Visitor: State Government is the proprietor of the University and naturally the Governor of the State is the Visitor to the University.

2. The Vice-Chancellor's Office: This houses the units which, are directly under the supervision of the Vice Chancellor and not being full departments on their own. These include Security Information, Information and Protocol, and Internal Audit.
3. The Registrar's Office: accommodates various sections to service the secretariat of the Council, Senate, University Tenders Board, etc. as well as to service various academic operations, establishment matters, student services, etc.
4. The Bursar's Office: otherwise known as the Bursary, maintains the various financial units and functions as set out in the Financial Procedure Manual of the University.
5. Committee of Deans: The Committee of Deans serves in an advisory capacity to the Vice Chancellor on the implementations of the University budget, staff training and development, conference attendance, University seminars and workshops and all matters of policy that deal with day-to-day management of the University.

4.4.2 ORGANOGRAM /ORGANIZATIONAL STRUCTURE OF PUBLIC UNIVERSITY SYSTEM IN NIGERIA





Source: (KASU Annual Report, 2017; UMYU Annual Report, 2018).

4.5 Issues of Job Satisfaction in the Study Areas

4.5.1 Issues and Challenges of job satisfaction in Kaduna State University.

Issues of job satisfaction in Kaduna State University has become one of the cardinal foundation of making Kaduna State a centre of learning. Kaduna State University considers staff job satisfaction especially academic staff known as operational staff in the university as very vital and essential. And it is believed that for Kaduna State University to keep pace with global technological development, and information and communication technology, the staff

issues in term of academicwork-contents as one of the factors or determinants of job satisfaction in the kaduna state univeristy should be considered paramount, this makes the university to continually provide adequate and modern computing facilities to all academic units of the university and also a number of facilities are being used for teaching and learning which include e-masks, power-point slides, analytical software.etc.

In term of advancement and promotion of academic staff towards achieving effective job satisfaction for academic staff, the kaduna state university as reported in it 2019 annual report A total of 98 academic staffs were promoted and advanced to different ranks during the year under review, in accordance with the universitys guidelines for promotion.Out of this number , 16 are in the professoriate cadre or ranks, 14 senior lecturers and the remaining 68 falls within the ranks of lecturer 1 and below.

Kaduna state univeristy has continued also to sponsor academic staff for higher degree training locally and abroad with the aim of motivating academic staff morale and committment(this is another significant factor of academic job satisfaction.). Kaduna State Univeristy reported in its 2019 annual report that 11 academic staffs were sponsored for PhD degree in selected top of the league foreign universities in Malaysia and Cyprus. As regard to local training and development total of 45 academic staffs were sponsored 36 for Ph.D and 9 for M.Sc various univdrsities in the country. As regard to local training and development, a total of 45 academics were sponsored: 36 for Ph.D and 9 for M.Sc at various Universities in the country. While In the same vein,20 staff were sponsored for international conference and 12 for local conference (see Appendix B.)

The university also reward its academic staff by enhancing its staff welfare, the university management has completed the necesssary arrangement for staff to be enrolled into national

health insurance scheme.(Annual report, 2019) which will afford staff and their families a better health care at subsidised rate (see Appendix C).

Though alot had been done by kaduna state university to boost the moral of academic staff for efficient and effective performance thus, teaching; research; and community services, but still it had been reported in th KASU Annual Report 2019, that some academic staff highly dissatisfied with the factors of job satisfaction and this led some academics to leave University known as brain train for university. KASU Annual Report (2019) showed that, in the year under review, a total of 69 staffs left the servuices of the university out of this number 61 resigned, 3 disengaged, 1 retired,7 had their appointment terminated and 3 died.

4.5.2 Issues of job satisfaction in Umar Musa Yar’adua University.

The issues of academic job satisfaction in Umaru Musa yar’adua university appeared critically important, which make the management of the university to day in dayout improve the significant factors seem to be of greatest paramount to satisfy and motivate the faculties within the university system. Thus, the university has been well aware of academic job itself to be performed in condusive atmosphere of the university. To achieve it the university between 2017 and 2019 as reported in UMYU annual report (2019) contructed and furnished various offices in different academic departments (example Biochemistry and bcotechnology etc).. It also contructed and furnished 150 capacity lecture theatre, and academic offices for the Faculty of Education, Faculty of Medicine, Faculty of Humanities and Faculty of Social and Management Science. The University Managementalso rehabilitated ICT blocks and furnished it with ICT facilities for easy research and teaching. The University Mnagement also procurred assorted Books, E-books, E-granary, equipments and library furnitures, all these to make the working condition of academic staff very conducive. The University Management as at 2019, had a total of one hundred and thirty-five academic staff (135)

awarded fellowship to study at local and foreign universities through various sponsorship, below is the summary of staff on training and development (page 26 2019). While in term of compensation, the university management's expenditure on academic staff is relatively sufficient, been made to make the academic job satisfaction very effective and efficient gear towards tremendous performance, viz: teaching; research; and community services. Look at the financial outlook of 2019 (see Appendix D).

4.5.3 Issues of job satisfaction in Sule Lamido University

Sule lamido University takes the issues of academic job satisfaction as very significant for the extent that the university believes that when the factors of job satisfaction or motivation, as specified in Frederick Herzberg models of two-factor, are enhanced, will certainly actualise the justification of its existence which affords the citizens of the state the opportunity to acquire higher education and allow the vibrant teeming youth in the state to remain competitive in both formal and informal job sector (SLU annual report, 2018), thereby increasing the supply of knowledge and skills needed for the growth of the economy of Jigawa State in particular and the nation at large (see Appendix E).

It is also reported the Sule Lamido University, Kafan-Hausa in its annual report (2018), for the University Management to enhance the working condition of its academic staff in the university and make their academic work-contents very attractive, the university embarked on construction works of academic staffs offices, furnishing works, where academic staffs offices were well furnished with ACs and additional shelves for books and journals keeping, procured more ICTs devices for academic activities as well as other equipment like photocopy machine, sporting equipment and updated books for efficient lecture delivery as well as staff welfare.

The academic staffs training and development in Sule Lamido University is being regarded as very critical to academic job satisfaction based on the report from the university been published in the SLU annual report (2019) , under the Tetfund the university is presently sponsoring thirty-three(33) scholars for post-graduate training outof which one (1) has completed his Ph.D twenty-seven(27) Ph.D and six(6) Masters ongoing (page99 ,2018). It is also reported that N120,000,000naira and N160,600,000 naira were allocated for 2017 and 2018 respectively for the purpose of academic staff training and development (see allocatin in the appendice). And special academic staff training fund were allocated by the University Management. While in term of advancement and promotion, the Sule Lamido testified in its annual report of 2019 that as one of its achievement, that the university management regularly does promotion and advancement for academic staff of the university as when due .

More so, the management of Sule Lamido university supports the academic staff activities in the university through effective leadership styles, and does carry academic staff along during making any decision concerning the development and survival of the university. Academic Staff Union of the university testified that during the manden convocation of the university. The compensation of academic staff in the said university is regarded as one of main factors of job satisfaction, it not being left behind by the management of the university. It is shown in the University Annual report(2019) that the personnel entitlement known as personanel cost was recieved from state government and spent appropriately. The academic performance in the university, thus, teaching; research and community services are relatively attained due to the improvement of the factors oand determinants of academic job satisfaction put in place by the Sule Lamido University.

Although Sule Lamido University has recorded some modest achieiment in respect to the level of its staff satisfaction especially academic staff, but still does experience some setbacks that could be considered as dissatisfiers to the faculties in discharging their academic

responsibilities towards effective academic performance, these challenges include; non completion of ongoing projects and slow pace in its execution, there is a dearth of office accommodation across departments of the university (SLU Annual Reports, 2019), which can seriously hamper smooth academic work-contents flow and comfort of academic staff, the university also being an emerging institution is still facing the challenges of attracting and retaining senior level manpower across cadre, particularly academic staff.

4.5.4 Issues of Job Satisfaction in Kano University of Science and Technology.

Kano University of Science and Technology Wudil, takes the issues of satisfying and motivating academic staff as very essential, this basically made the University Management to acquire high-skilled manpower, through effecting training and rigorous research to meet the critical challenges of a fast-changing world. The University Management provided academic staff offices, ICT facilities, training and development for academic staff through TETFund and State Government intervention. An adequate but relative compensation had been allocated by the State Government to improve the level of academic satisfaction in the University. Though despite the above claims of improving welfare as specified in the university strategic plan of 2016 to 2020, the Management of Kano University of Science and Technology Wudil (KUST) has been angrily accused the University Management by the academic staff through Academic Staff Union of University, KUST Branch, for financial misconduct, poor funding for training and development and poor academic staff welfare. (Mukhtar, 2020).

CHAPTER FIVE

DATA PRESENTATION AND ANALYSES

5.1 Introduction

The purpose of this chapter is to provide the results of the empirical research findings. The main aim of the research was to assess the effect of Job Satisfaction on

performance among the Academic Staff in some Selected State Universities within the North West Zone of Nigeria. Four State Universities were visited and all of them co-operated. In all, 422 copies of questionnaires were administered to the selected State Universities, but a total of 392 questionnaires were duly returned and appropriately filled. This represents a response rate of 92.9%. An analysis of the questionnaires by total responses showed that Kaduna State University has the highest response rate of 158 (40.3%); Umaru Musa Yar'adu University has 127 (32.4%); Sule Lamido University has 56 (14.3%) and Kano University of Science and Technology has 51 (13%). Therefore the whole 392 questionnaires retrieved were used in the analysis of this study.

5.2 Administration of Questionnaire

A total of four Hundred and twenty two (422) questionnaires which is the sample size (including 10% added to avoid non-returns or sampling errors) for the study were administered on the academic staff of KASU, UMYU, KUST and SLU. The number of questionnaire administered on the academic staff of each of State University in North West Zone was not arbitrarily determined but based on their academic staff population as indicated in table 3.1 in chapter three. Out of these total, 392 were filled and returned. This represents 92.9% of the total number of questionnaires administered. The rate of return of the questionnaires by each of the State University was presented in table 5.1 below.

Table 5.1; the Rate of Return of Questionnaire by Respondents from State Universities in North West Zone

S/N	University	Total No. of Questionnaires Administered, plus 10%	Total No. of Questionnaires Returned	Percentage (%) of Questionnaires Returned
1	Kaduna State University (KASU)	167	158	80.2

2	Umaru Musa Yar'adu University (UMYU)	136	127	92..3
3	Kano University of Science and Technology (KUST)	62	56	90.3
4	Sule Lamido University (SLU)	56	51	91.1
	Total	422	392	92.9

Source: Researcher's Survey, December, 2019

From table 5.1 above 422 questionnaires were administered to staff respondents out of which 392 were returned given 92.93% rate of returns. Out of the 392 questionnaire returned 392 were duly completed given 92.9% rate of responses of the Academic staff respondents.

5.3 Profile of Respondents

In this section, the researchers reported the some important demographic profile of the sample, showing the sample distribution in terms of Gender, Age Group, Marital Status, Years in Service and Rank or level of respondents.

Table 5.2: Gender Status of Respondents

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Male	117	74.1	83	65.4	37	72.5	35	62.5	272	69.41%

Female	41	25.9	44	34.6	14	27.5	21	37.5	120	30.6
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.2 presents the gender distribution of the sample. The sample was representative of a larger number of male respondents to that of female respondents. Male respondents comprised of 69.4% (n = 272) compared to 30.6% (n = 120) female respondents. Even though the male sample was higher, the female population was equally excited.

The table above also shows some variation of respondents in term of gender among the academic staff of State Universities in Northwest Region. For KASU, majority of respondents representing 74.1% (n = 117) were male while the remaining 25.9% (n = 41) were female. The Data from KASU supported the analysis indicated in the above table with the used of our Grand total of the respondents that majority of respondents in the said University were male. This is a clear indication that workforce of the academic staff skewed largely to the male direction, and this also showed that male academics gave more information on how they perceives factors or determinants of job satisfaction that might likely affect their academic performance in the University. Then for UMYU, 65.4% (n =83) of respondents were male while the remaining 34.6% (n =44) of respondents were female, this opinion also complemented our interpretation using the Grand Total depicted on the above table. It would be deduced that data generated from Umaru Musa Yar'adua University were given by Male academics, this is a clear revelation of how lecturers were more concerned about any study that appears relevant to the determinants of their job satisfaction, because it helps them to become highly satisfied in discharging their academic responsibility more effectively and appropriately. Then for SLU, majority of respondents representing also 72.5% (n = 37) were also male while the remaining 27.5% (n =14) were female. It has been

obviously indicated in the Sule Lamido University that male gender from academics provided majority of data required for this study. This is an indication of male passion of revealing more information about the factors or determinants of job satisfaction and academic performance in their University. And for KUST too, majority of respondents representing 62.5% (n = 35) were male, whereas the remaining 37.5% (n = 37.5) were male. The data from Kano University of Science and Technology clearly indicated that when it comes to issues of academic job satisfaction and performance, male academics were in fore front to provide meaningful information to the researcher, it is because male are always concerned about how their satisfaction level be improved towards achieving academic performance.

Table 5.3: Age Group of Respondents

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
21-30yrs	13	8.2	18	14.2	7	13.7	7	12.5	45	11.5
31-40yrs	88	55.7	60	47.2	15	29.4	29	51.8	192	49
41-50yrs	25	15.8	28	22	19	37.3	15	26.8	87	22.2
50yrs and above	32	20.3	21	16.5	10	19.6	5	8.9	68	17.3
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.3 illustrates the age group of respondents, in which the majority of respondents (n = 192 or 49%) fall in the age category of 31-40 years. This is followed by 87 (22.2%) of the respondents in the age category of 41-50 years. The age category of 21-30 years old, constitutes 11.5% (n = 45) of the sample while the remaining 17.3% (n =68) of respondents

fall in the age range of 50 years and above. From the ensuing results it can therefore be concluded that the majority of the academic staffs participating in the study are relatively young, ranging between the ages of 31-40 years old.

Although there are different age categories among Academic Staff in State Universities, situated in Northwest region. For KASU, majority of respondents representing 55.7% (n =88) were between the range of 31-40 years old, 15.8% (n = 25) were between 41-50 years old, 8.2% (n =13) were between 21-30 years old and the remaining 20.3% (n =32) were 50 years and above. There is a clear indication that majority of respondents from Kaduna State University were youth, and they used their youthful academi experience and vibrant energy to fill this questionnaire, and supplied the needed information about their experience on the factors concerning academic job satisfaction, viz- a- viz academic performance, it also implied that this age category of youth in Kaduna State University were highly determined to secure the growth and development of the university that they want to have academic career in it.

For UMYU, majority of respondents representing 47.2% (n =60) were between the age of 31-40 years, 22% (n =28) were between 41-50 years, 14.2% (n =18) were between 21-30 years old and the remaining 16.5% (n =21) were 50 years and above. From the information or data obtained from Umaru Musa Yar'adua University, there is an indication that majority of respondents fell between the ages of 31 to 40. This shows that they were youth with the potential experience of knowing what are the real satisfiers and dissatisfiers in Umaru Musa Yar'adua University, and they pretty knew what are the motivating factors that will likely make them more able and willing to perform their academic duties or responsibiity towards academic performance in their University.

For SLU, majority of respondents representing 37.3% (n =19) were between the age of 41-50 years, 29.4% (n =15) were between 31-40 years, 13.7% (n =7) were between 21-30 years old and the remaining 19.6% (n =10) were 50 years and above. The Data from Sule Lamid University indicated that the youthful faculties supplied more needed information concerning how they do feel about the determinants of academic job satisfaction, and how they affect their academic performance, this also revealed how young academic are becoming highly determined in having secured career in Sule Lamid University, provided that their information on job satisfaction and performance are taken into consideration.

And for KUST, majority of respondents representing 51.8% (n =29) were between the age of 31-40 years, 26.8% (n =15) were between 41-50 years, 12.5% (n =7) were between 21-30 years old and the remaining 8.9% (n =5) were 50 years and above. From the above data generated from Kano State University of Science and Technology, there is an indication of majority of respondents were young academic too looking at their age range category, they sought to fill the distributed questionnaires due to the fact that the topic of the study is significantly relevant to their academic career, and providing necessary information on academic job satisfaction and academic performance happened to be one of their academic concern in the Kano State University of Science and Technology. The disaggregated data from the said universities as portrayed on the above table relatively complement the analysis just made using the aggregated or grand total data in the above paragraph.

Table 5.4: Marital Status of Respondents

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)

Married	112	70.9	70	55.1	21	41.2	39	69.6	242	61.7
Single	33	20.9	43	33.9	22	43.1	13	23.2	111	28.3
Divorced	13	8.2	14	11	8	15.7	4	7.2	39	10
TOTAL	158	100	121	100	57	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.4 illustrates that of the 392 respondents who participated in the study, two hundred and forty two (61.7%) of the respondents are married, one hundred and eleven (27.9%) are single, and the remaining thirty nine (10.2%) are divorced. It can be therefore concluded that majority of our sample that participated in the study were married. They are more likely to have experienced job satisfaction in the academic environment due to their relative stability in their social wellbeing.

As shown in table 5.4 above, for KASU, 70.9% (n =112) of the sample respondents were married, 20.9% (n = 17) were single while 8.2% (n =7) were divorced. Thus, the majority (70.9%) of the respondents were married. It could be clearly realised that majority of respondents in Kaduna State University were married, and they are more responsible to the extent that when given a needed information on determinants of job satisfaction and academic performance, they would definately more considerate to providing adequate content and process factored to be determinants of academic job satisfaction, they did so because they were saddled with both household responsibility and academic responsibility.

For UMYU, 55.1% (n =70) of the sample respondents were married, 33.9% (n = 43) were single while 11% (n =14) were divorced. Thus, the majority (55.1%) of the respondents were married. It could be realised from the table above that, married academics in Umaru Musa Yar'adua University were more responsive to the questionnaires distributed in the said university; this is an indication of their considerable concern to provide any information

needed in relation to academic job satisfaction and academic performance in Umaru Musa Yar'adua University, as a married academic who is conventionally more reasonable when it comes to the affairs of his/her livelihood viz- a-viz academic duties.

For SLU, 41.2% (n =21) of the sample respondents were married, 43.1% (n = 22) were single while 15.7% (n =8) were divorced. Thus, the majority (43.1%) of the respondents were single. It could be seen that majority of respondent in Sule lamido University were single, this showed that, the University geographical setting was located in a very far and remote area, so that married academics would find it very difficult to settle their family in the University community, therefore when generating the necessary information, majority of respondents there were single academics that have less responsibility concerning their household, as such the study used the information of academic job satisfaction and academic performance generated from single academic for this study.

And for KUST, 69.6% (n =39) of the sample respondents were married, 23.2% (n = 13) were single while 5.4% (n =4) were divorced. Thus, the majority (69.6%) of the respondents were married. There is an indication of the majority of respondents in Kano State University of Science and Technology were married, and their responsibility of being married made them to provide adequately relevant information on the factors believed were affecting their level of academic job satisfaction and how they would invariably improve their level of academic performance.

Table 5.5: Years in Service of Respondents

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)

1-5yrs	66	41.8	60	47.2	27	52.9	23	48.2	176	48.6
6-10yrs	66	41.7	41	33.9	18	42.9	16	25	146	35.9
11-20yrs	71	44.9	45	35.4	14	27.5	10	17.9	43	13
21-30yrs	12	7.6	12	9.4	9	17.6	7	8.9	27	2.5
30yrs and above	9	5.7	10	7.9	1	2	7	8.9	27	2.5
TOTAL	158	100	121	100	51	100	56	100	315	100

Source: Researcher's Survey, November, 2019

The data in table 5.5 above indicates that majority (48.22%; n =153) of the respondents had spent between 1 – 5 years in the State Universities, while 6 – 10 and 11 – 15 years in State Universities had 35.9% (n = 113) and 13% (n = 39) respectively. And the remaining 2.5 %(n =10)had spent 16 years and above. However, the four State Universities had a greater percentage (48.6%) of their staff within the 1 – 5 years of service.

The same table 5.5 shows the percentages of various state universities. For KASU, majority of respondents representing 44.8% (n = 43) had spent between 1- 5 years in the University, then 41.7% (n = 40) had spent between 6-10 years, 8.3% (n =8), while the remaining 5.2 %(n = 5) had spent 16 years and above. It could be clearly seen that majority of the respondents from Kaduna State University spent 1-5 years in service with the university as academic staff, this shows that they were eager to give an information concerning the academic job satisfaction and academic performance in their university, because they are relatively new in the system and their concerns are whatever the information they give would be considered very significant to their academic career and growth.

For UMYU, majority of respondents representing 48.8% (n = 59) had spent between 1- 5 years in the University, then 33.9% (n = 41) had spent between 6-10 years, 17.3% (n =21), while none of respondents had spent 16 years and above because the University was established not more than 16 years ago. It could be observed that the data from Umaru Musa

Yar'adu University, majority of respondents spent not more than 5 years in service; this showed that they are new in the university system, and they are more concerned about their academic job satisfaction so that they grow a significant and happiest career with tremendous growth in academia.

Then For SLU, majority of respondents representing 57.1% (n = 24) had spent between 1- 5 years in the University, then 42.9% (n = 18) had spent between 6-10 years, while none of respondents had spent between 11- 15 years or 16 years and above because the University was established not more than 11 years ago. There is also a clear indication from the date generated from Sule Lamido University that majority of respondents spent not more than five (5) years in the system as academic staff. These showed that their main feelings and perceptions on academic job satisfaction and academic performance in the University are essential, because they are relatively new to the University, and they provided more information that would think will make them easily grown and developed in the University, having seen them as the majority in the Sule Lamido University, being relatively new University in term of establishment.

And For KUST, majority of respondents representing 48.2% (n = 27) had spent between 1- 5 years in the University, then 25% (n = 14) had spent between 6-10 years, 17.9% (n =10), while the remaining 8.9 % (n = 5) had spent 16 years and above. It could be inferred that majority of the respondents from Kano State University of Science and Technology had spent between 1-5 years as academics in the system. This in an indication of those academics that were newly employed have more concern about academic job satisfaction and academic performance in the University, this will also help those academics to have relevant growth and development when their satisfiers are being improved and dissatisfiers de-escalated.

Table 5.6: Academic Rank of Respondents

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Professor	2	1.3	2	1.6	1	2	1	1.8	6	2.3
Reader	27	17.1	23	18.1	10	19.6	10	17.9	70	14.2
Senior Lecturer	78	49.4	65	51.2	29	56.9	14	25	85	27
Lecturer I & below	51	32.3	37	29.2	11	20.6	31	55.4	178	56.5
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

The data in table 5.6 above indicates that 2.3% 9 (n =7) of the sample respondents were professors, 14.2% (n = 45) of respondents were readers, 27% (n = 85) of sample respondents were senior lecturers while the remaining majority of respondents representing 56.5(n = 178) were lecturers 1 and below which include Lecturers 2, Assistant Lecturers and Graduate Assistants. The table shows that majority of respondents were Lecturer 1 and below, it might be concluded that those category of academic staff were always appeared less busy when it comes to filling the questionnaires because of their limitations in teaching to only Undergraduate Students or professional postgraduate programmes, unlike their senior colleagues who are always on one assignment or the other like going for sabbatical, NUC accreditations, Visiting lecturing job, training people with higher qualifications, among others.

The Table 5.6 also illustrates the academic ranks of various State University in Northwest region. For KASU, majority of sample respondents representing 54.2% (n = 52) were lecturers 1 and below, 28.1% (n =27) of sample respondents were senior lecturers, 15.6% (n

=15) of respondents were readers, and the remaining 2.1% (n = 2) of sample respondents were professors. It could be observed that majority of respondents from Kaduna State University were lecturers one and below, this showed that there is an indication that junior academics have less work overload, and they are always on the ground to give their responses on the nature of academic job satisfaction and academic performance in the said university, so that their satisfaction level with their academic job would be improved towards discharging their academic responsibilities.

For UMYU, majority of sample respondents representing 58.7% (n = 74) were lecturers 1 and below, 27.3% (n =33) of sample respondents were senior lecturers, 18.2% (n =22) of respondents were readers, and the remaining 1.7% (n = 2) of sample respondents were professors. For SLU, majority of sample respondents representing 52.4% (n = 22) were lecturers 1 and below, 26.2% (n =11) of sample respondents were senior lecturers, 19% (n =8) of respondents were readers, and the remaining 2.4% (n = 1) of sample respondents were professors. The table above showed that majority of respondents from Sule Lamido University were young academics with special passion on academic job, this is also an indication that the factors of academic job satisfaction and academic performance in Sule Lamido University concern more young lecturers or academics due to the fact that they supplied more relevant information than any senior academics in the university for the purpose of this study.

For KUST, majority of sample respondents representing 41.1% (n = 23) were lecturers 1 and below, 37.5% (n =21) of sample respondents were senior lecturers, 17.9% (n =10) of respondents were readers, and the remaining 1.8% (n = 1) of sample respondents were professors. It is clearly observed that the majority of respondents from Kano State University of Science and Technology were lecturers one, lecturers two, assistant lecturers and graduate assistants. This showed clearly an indication of their satisfaction level with academics is

paramount to their academic survival and growth, this makes them to adequately respond to the distribution questionnaires largely.

5.4 Indicators of Job Satisfaction and Academic Performance in the area of study

Table 5.7: Feeling Sense of Pride with my Work in My University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	32	20.3	28	22	8	15.7	9	19.1	77	19.6
Agree	72	46.8	53	41.7	25	49	24	42.9	176	45
Undecided	43	27.2	38	29.9	12	23.5	18	32.1	111	28.2
Disagree	1	0.6	5	3.9	4	7.8	4	7.1	14	3.6
Strongly Disagree	8	5.1	3	2.4	2	3.9	1	1.8	14	3.6
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

From Table 5.7 above it can be seen that majority of the respondents totalling 176 (45%) and 77 (19.6%) agreed and strongly agreed with the opinion that they were feeling sense of pride in doing their job in their respective State Universities. However, 14 (3.6%) respondents and 14 (3.6%) respondents have divergent and opposing views in which they disagreed and strongly disagreed with the assertion respectively. while 111 respondents representing 28.2% were indecisive.

The Table 5.7 above also shows the different opinions of respective State Universities in Northwest regions. For KASU, majority of respondents representing 46.8% (n = 72) and

20.3% (n = 32) were agreed and strongly agreed with the feeling of sense of pride with their job in their respective Universities. Whereas 0.6% (n = 1) and 5.1% (n = 8) of sample respondents disagreed and strongly disagreed with the assertion which says there is feeling of sense of pride with the job of academic staff in the said University, and the remaining 30.2% (n = 29) remained undecided on the said assertion. It could be realized that majority of respondents in Kaduna State University agreed that they felt sense of pride with the academics work-contents which is considered as one of the factors of academic job satisfaction that has a likelihood of affecting academic performance.

For UMYU, majority of respondents representing 41.7% (n = 53) and 22.2% (n = 28) were agreed and strongly agreed respectively with the feeling of sense of pride with their job in its respective University. Whereas 3.9% (n = 5) and 2.4% (n = 3) of sample respondents disagreed and strongly disagreed respectively with the assertion which says there is feeling of sense of pride with the job of academic staff in State University, and the remaining 29.9% (n = 38) remained undecided on the said assertion. It could be clearly observed from the above table that majority of respondent in Umaru Musa Yar'adua University felt sense of pride with the academic work-contents, this is a clear indication that feeling sense of pride with work gives them academic job satisfaction which might likely affect their academic performance in their University.

Then for SLU, The data in table 5.6 above indicates that 15.5% (n = 8) of sample respondents strongly agreed that there was a feeling of sense of pride with the job or work, while 49% (n = 25) of respondents agreed. On the other hand 7.8% (n = 4) of sample respondents disagreed and 3.9% (n = 2) representing a respondent strongly disagreed. While the remaining 23.5% (n = 12) were undecided with the assertion. From the above table, the majority of respondents in Sule Lamido University testified with the feeling of sense of pride with academic work-

contents, this helps them to become more satisfied with the academic job and perform their academic work effectively.

And for KUST, majority of respondents representing 42.9% (n = 24) agreed with the assertion that there was a feeling of sense of pride with the job in their University, then 16.1% (n = 9) of the respondents strongly agreed with the assertion, whereas 7.1% (n = 4) and 1.8% (n = 1) of the respondents disagreed and strongly disagreed respectively. While the remaining 32.1% (n = 18) were indecisive with the said assertion. It could be observed that majority of respondents from Kano University of Science and Technology that agreed that there was a feeling of sense of pride with the academic work-contents in the university which has been an indication of academic job satisfaction and the likelihood of being affected with it in term of academic performance is very high in the university.

Table 5.8: The work is very Interesting and Challenging in My University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	52	32.9	41	32.3	11	21.6	19	33.9	123	31.4
Agree	84	53.2	64	50.4	27	52.9	28	50	203	51.8
Undecided	19	12	19	15	11	21.6	7	12.5	56	14.3
Disagree	–	–	3	2.4	–	–	1	1.8	4	1
Strongly Disagree	3	1.9	–	–	2	3.9	1	1.8	6	1.5
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.8 above indicates that majority of the respondents representing 51.8% (n = 203) are in agreement with the opinion that the work is very Interesting and Challenging in their University, 31.4% (n = 123) of respondents strongly supported the agreement with the said opinion, 1% (n = 4) of respondents and 1.5%(n = 6) of respondents disagreed and strongly disagreed with the opinion that says work or job is very interesting and challenging in their universities. While the remaining 14.3% (n = 56) of sample respondents seemed indecisive. It can therefore be concluded that, since the majority of sample respondents amounted to 51.8% were in agreement, academic staff in State Universities operating in Northwest region viewed their lecturing job as very interesting and challenging.

Table 5.8 also disaggregates the differed opinions of respective State Universities. For KASU, 32.9% (n =52) of respondents and 53.2% (n = 84) of the majority of respondents strongly agreed and agreed respectively that work in their university is very interesting and challenging, while 12% (n = 19) of respondents were undecided and only three respondents representing 1.9% disagreed with the assertion. And the table shows that none of the respondents strongly disagreed with the stated opinion. It could be seen from the majority of respondents from Kaduna State University that the academic job was very interesting and challenging, this is an indication of academic work-contents that determines the academic level of job satisfaction and could affect the academic performance in the University.

Then for UMYU, 32.3% (n =41) of respondents and 50.4% (n = 64) of the majority of respondents strongly agreed and agreed respectively that work in their university is very interesting and challenging, while 15% (n = 19) of respondents were undecided and only three respondents representing 2.4% strongly disagreed with the assertion. And none of respondents strongly disagreed with the opinion. It could be observed from the majority of respondents from Umaru Musa Yar'adua University that the academic job was very interesting and challenging, this is an indication of academic work-contents that determines

the academic level of job satisfaction and could affect the academic performance in the University.

While for SLU, 21.6% (n =11) of sample respondents and 52.9% (n = 27) of the majority of respondents strongly agreed and agreed respectively that work in their university is very interesting and challenging, while 21.6% (n = 11) of respondents were undecided and only two respondents representing 3.9% disagreed with the assertion. It could be realized from the majority of respondents from Sule Lamido University that the academic job was very interesting and challenging, this is an indication of academic work-contents that determines the academic level of job satisfaction and could affect the academic performance in the University.

And for KUST, 33.9% (n =19) of respondents and 50% (n = 28) of the majority of respondents strongly agreed and agreed respectively that work in their university is very interesting and challenging, 3.6% (n = 2) were in disagreement with the opinion. While 12.5% (n = 7) of respondents were undecided. It could be seen from the majority of respondents from Kano University of Science and Technology that the academic job was very interesting and challenging, this is an indication of academic work-contents that determines the academic level of job satisfaction and could affect the academic performance in the University.

Table 5.9: Feeling Positive and Favorable with my Work in My University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly	39	24.7	38	29.9	20	39.2	19	33.9	117	29.8

Agree										
Agree	84	55.1	61	48	24	47.1	23	41.1	195	49.7
Undecided	25	15.8	24	18.9	6	11.8	13	23.2	68	17.3
Disagree	4	2.5	2	1.6	–	–	1	1.8	7	1.8
Strongly Disagree	3	1.9	2	1.6	1	2.9	0	0	5	1.4
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

From Table 5.9 depicts that majority of the respondents totalling 195 (49.7%) and 117 (29.8%) agreed and strongly agreed with the opinion that they were feeling positive and favourable with their Universities' work, However, 7 (1.8%) respondents and 5 (1.4%) respondents have divergent and opposing views in which they disagreed and strongly disagreed with the assertion respectively. while 61 respondents representing 19.4% are indecisive.

The Table 5.9 above also shows the different opinions of respective State Universities in Northwest regions. For KASU, majority of respondents representing 55.1% (n = 87) and 24.7% (n = 39) were agreed and strongly agreed with the feeling of positivity and favourability of the work itself in their University. Whereas 2.5% (n = 4) and 1.9% (n = 3) of sample respondents disagreed and strongly disagreed with the assertion which says there is feeling of positivity and favourability with work itself, and the remaining 15.8% (n = 25) remained undecided on the said assertion. It could be observed that in the Kaduna State University that majority of respondents agreed that they felt positive and favourable about the academic work-contents in their University. This is an indication of an academic job satisfaction that might likely affect the academic performance in their University.

For UMYU, majority of respondents representing 48% (n = 61) and 29.9% (n = 38) were agreed and strongly agreed respectively with the opinion. Whereas 1.6% (n = 2) and 1.6% (n

= 2) of sample respondents disagreed and strongly disagreed respectively with the assertion, and the remaining 18.9.6% (n = 24) remained undecided on the said assertion. It could be observed that in the Umaru Musa Yar'adua University that majority of respondents agreed that they felt positive and favourable about the academic work-contents in their University. This is an indication of an academic job satisfaction that might likely affect the academic performance in their University.

Then for SLU, The data in table 5.9 above indicates that 39.2% (n = 19) of sample respondents strongly agreed that there was a feeling of positivity and favourability with the work itself, while 47.1% (n =19) of respondents agreed. On the other hand 2% (n = 1) of sample respondents strongly disagreed. While the remaining 11.8% (n =13) were undecided with the assertion. It could be realised that in the Sule Lamid University that majority of respondents agreed that they felt positive and favourable about the academic work-contents in their University. This is an indication of an academic job satisfaction that might likely affect the academic performance in their University.

And for KUST, majority of respondents representing 41.1% (n = 23) agreed with the assertion that there was a feeling of positivity and favourability with work itself in their University, then 33.9% (n = 19) of the respondents strongly agreed with the assertion, whereas 1.8% (n = 1) of the respondents disagreed and the remaining 23.2% (n = 13) of respondents were indecisive with the said assertion.It could be seen that in the Kano University of Science and Technology that majority of respondents agreed that they felt positive and favourable about the academic work-contents in their University. This is an indication of an academic job satisfaction that might likely affect the academic performance in their University.

Table 5.10: Feeling Satisfied with my Work/job in My University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	39	24.7	25	19.7	8	15.7	16	28.6	88	22.4
Agree	87	55.1	77	60.6	37	72.5	31	55.4	231	58.9
Undecided	25	15.8	8	6.3	3	5.9	2	3.6	38	9.7
Disagree	3	1.9	14	11	2	3.9	7	12.5	26	6.6
Strongly Disagree	4	2.5	3	2.4	1	2	0	0	9	2.4
TOTAL	158	100	127	100	42	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.10 above indicates that majority of the respondents representing 58.9% (n = 231) are in agreement with the opinion that they felt satisfied with work itself in their University, 22.4% (n = 88) of respondents strongly supported the agreement with the said opinion, 6.6% (n = 26) of respondents and 2.4%(n = 9) of respondents disagreed and strongly disagreed with the opinion that says they feel satisfied with work itself in their universities. While the remaining 9.7% (n = 28) of sample respondents seemed indecisive. It can therefore be concluded that, since the majority of sample respondents were in agreement, academic staff in State Universities operating in Northwest region viewed that they were satisfied with work itself which had the tendency of improving their academic performance in their respective Universities.

Table 5.10 also disaggregates the differed opinions of respective State Universities.

For KASU, 24.7% (n =39) of respondents and 55.1% (n = 87) of the majority of respondents strongly agreed and agreed respectively that they were satisfied with work itself their university, while 15.8% (n = 25) of respondents were undecided and 1.9% (n =3) of sample respondents disagreed with the assertion, and only 2.5% (n =4) of respondents show their strong disagreement with the satisfaction of work itself in their University. It could be inferred from the data generated from Kaduna State University that majority of respondents were satisfied with general academic work-contents in their University. This is an indication of academic job satisfaction that has likelihood of affecting academic performance.

Then for UMYU, 19.7% (n =25) of respondents and 60.6% (n = 77) of the majority of respondents strongly agreed and agreed respectively that they were satisfied with work itself in their university, while 6.3% (n = 8) of respondents were undecided and 11% (n =14) of sample respondents disagreed with the assertion, but only 2.4% (n =3) of respondents show their strong disagreement with the satisfaction of work itself in their University. It could be made a judgment from the data generated from Umaru Musa Yar'adu University that majority of respondents were satisfied with general academic work-contents in their University. This is an indication of academic job satisfaction that has likelihood of affecting academic performance.

While for SLU, 15.7 % (n =8) of respondents and 72.5% (n = 37) of the majority of respondents strongly agreed and agreed respectively that they were satisfied with work itself in their university, while 5.9% (n = 3) of respondents were undecided and only 3.9% (n =2) of sample respondents disagreed with the assertion and 2.2% (n =1) Of respondents show their strong disagreement with the satisfaction of work itself in their University. It could be seen from the data generated from Sule Lamido University that majority of respondents were satisfied with general academic work-contents in their University. This is an indication of academic job satisfaction that has likelihood of affecting academic performance.

And for KUST, 28.6 %(n =16) of respondents and 55.4% (n = 31) of the majority of respondents strongly agreed and agreed respectively that they were satisfied with work itself in their university, while 3.6% (n = 2) of respondents were undecided and 12.5% (n =7) of sample respondents disagreed with the assertion and none of sample respondents shows his or her strong disagreement with the satisfaction of work itself in their University. It could be realized from the data generated from Kano University of Science and Technology that majority of respondents were satisfied with general academic work-contents in their University. This is an indication of academic job satisfaction that has likelihood of affecting academic performance.

Table 5.11: Awareness with Promotion Policy/Criterion/procedure in My University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	46	29.1	37	29.1	13	25.5	19	33.9	115	29.3
Agree	64	40.5	64	50.4	27	52.9	29	51.8	184	46.9
Undecided	42	26.6	22	17.3	7	13.7	8	14.3	79	20.1
Disagree	3	1.9	4	3.2	3	5.9	0	0	10	2.6
Strongly Disagree	3	1.9	–	–	1	2	0	0	4	1
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.11 depicts that majority of sample respondents totalling 184(46.9%) and 115 (29.3%) agreed and strongly agreed with the opinion that they were in loop with the promotion policy and procedures in their Universities, However, 10 (2.6%) respondents and 4 (1%)

respondents have divergent and opposing views in which they disagreed and strongly disagreed with the assertion respectively. while 79 respondents representing 20.1% are indecisive.

The Table 5.11 above also shows the different opinions of respective State Universities in Northwest regions. For KASU, majority of respondents representing 40.5% (n = 64) and 29.1% (n = 46) were agreed and strongly agreed with their awareness for promotion policy/criterion and procedure in their University. Whereas 1.9% (n = 3) and 1.9% (n = 3) of sample respondents disagreed and strongly disagreed with the assertion which says there staff are well aware with the promotion policy and procedure in their University, and the remaining 26.6% (n = 42) remained undecided on the said assertion. As the data showed from Kaduna State University that majority of respondents agreed that they were aware with the promotion policy and criteria viz-a-viz procedure for their University. This is an indication that, since promotion is regarded as one of the significant determinants of academic job satisfaction towards academic performance, the academic staff in the University have greater tendency of performing their academic duties effectively.

For UMYU, majority of respondents representing 50.4% (n = 64) and 29.1% (n = 37) were agreed and strongly agreed with their awareness for promotion policy/criterion and procedure in their University. Whereas 2% (n = 4) sample respondents disagreed and strongly disagreed with the assertion which says there staff are well aware with the promotion policy and procedure in their University, and the remaining 17.3% (n = 22) remained undecided on the said assertion. As the data showed from Umaru Musa Yar'adua University that majority of respondents agreed that they were aware with the promotion policy and criteria as well as procedure for their University. This is an indication that, since promotion is regarded as one of the significant determinants of academic job satisfaction towards academic performance, the academic staff in the University, being satisfied with the promotion procedures, have

greater tendency of performing their academic duties effectively. Then for SLU, The data in table 5.10 above indicates that 25.5% (n = 13) of sample respondents strongly agreed that staff were aware with the promotion policy and procedure in their University, while 52.9% (n =27) of respondents agreed with the assertion. On the other hand 5.9% (n = 3) of sample respondents strongly disagreed and 2 %(n = 1) strongly disagreed. While the remaining 13.7% (n =7) were undecided with the assertion. It could be observed that the data obtained from Sule Lamido University that majority of respondents agreed that they were aware with the promotion policy and criteria as well as procedure for their University. This is an indication that, since promotion is regarded as one of the significant determinants of academic job satisfaction towards academic performance, the academic staff in the University, being satisfied with the promotion procedures, have greater tendency of performing their academic duties effectively.

And for KUST, 33.9% (n = 19) of sample respondents strongly agreed that staff were aware with the promotion policy and procedure in their University, while 51.8% (n =29) of respondents agreed with the assertion. On the other hand none of sample respondents disagreed or strongly disagreed with the assertion. While the remaining 14.4% (n =8) were undecided with the assertion. It could be realised that the data from Kano University of Science and Technology that majority of respondents agreed that they were aware with the promotion policy and criteria as well as procedure for their University. This is an indication that, since promotion is regarded as one of the significant determinants of academic job satisfaction towards academic performance, the academic staff in the University, being satisfied with the promotion procedures, have greater tendency of performing their academic duties effectively.

Table 5.12: Promotion exercise is based on the condition of service guidelines in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	61	38.6	54	42.5	19	37.3	27	48.2	161	41.1
Agree	54	34.2	46	36.2	18	35.3	18	32.1	136	34.6
Undecided	36	22.8	22	17.3	12	23.5	8	4.3	78	20
Disagree	4	2.5	2	1.6	1	2.8	2	3.6	9	2.3
Strongly Disagree	3	1.9	3	2.4	1	2.0	1	1.8	8	2
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.12 above indicates that majority of the respondents representing 41.1% (n = 161) are in strong agreement with the opinion that the promotion exercise was based on condition of service their State Universities, 34.6% (n = 136) of respondents showed their agreement with the said opinion, 2.3% (n =9) of respondents and 2%(n = 8) of respondents disagreed and strongly disagreed with the opinion that says promotion exercise was based on condition of service in their universities. While the remaining 20% (n = 78) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing to 75.7% were in agreement, academic staff in State Universities operating in Northwest region viewed that promotion exercise was based on condition of service which had the tendency of encouraging academic performance in their respective Universities.

Table 5.12 shows various responses from different State Universities in Northwest region. For KASU, 38.6% (n =61) of respondents and 34.2% (n = 54) of the respondents strongly

agreed and agreed respectively that promotion exercise was based on the condition of service guidelines in their university, while 22.8% (n = 36) of respondents were undecided and 2.5% (n =4) of sample respondents disagreed with the assertion, another 1.9% (n =3) of respondents show their strong disagreement with the promotion exercise in said University was based on condition of service guidelines. It is observed that majority of respondents in Kaduna State University strongly agreed that promotion exercise in their University was based on University Staff Condition of Service and Regulations. This showed that the staff were satisfied with the exercise, since it's based on the staff condition which they were all familiar with, and this is an indication of promotion and advancement that determines the academic job satisfaction which has likelihood of affecting academic performance.

Then for UMYU, 42.5% (n =54) of respondents and 36.2% (n = 46) of the respondents strongly agreed and agreed respectively that promotion exercise was based on the condition of service guidelines in their university, while 17.3% (n = 22) of respondents were undecided and 1.6% (n =2) of sample respondents disagreed with the assertion, and 2.4% (n =3) of respondents show their strong disagreement with the promotion exercise in said University was based on condition of service guidelines. It could realised that majority of respondents in Umaru Musa Yar'adua University strongly agreed that promotion exercise in their University was based on University Staff Condition of Service and Regulations. This showed that the staff were satisfied with the exercise, since it's based on the staff condition which they were all familiar with, and this is an indication of promotion and advancement that determines the academic job satisfaction which has likelihood of affecting academic performance.

While for SLU, 37.3% (n =19) of respondents and 35.3% (n = 18) of the respondents strongly agreed and agreed respectively that promotion exercise was based on the condition of service guidelines in their university, while 23.5% (n = 12) of respondents were undecided and 2% (n =1) of sample respondents disagreed with the assertion, and another 2% (n =1) of respondents

show their strong disagreement with the promotion exercise in said University was based on condition of service guidelines. It could be seen from the above table that majority of respondents in Sule Lamido University strongly agreed that promotion exercise in their University was based on University Staff Condition of Service and Regulations. This showed that the staff were satisfied with the exercise, since it's based on the staff condition which they were all familiar with, and this is an indication of promotion and advancement that determines the academic job satisfaction which has likelihood of affecting academic performance.

And for KUST, 48.2% (n =27) of respondents and 32.1% (n = 18) of the respondents strongly agreed and agreed respectively that promotion exercise was based on the condition of service guidelines in their university, while 14.3% (n = 8) of respondents were undecided and 3.6% (n =2) of sample respondents disagreed with the assertion, and the remaining 1.8% (n =1) of respondents show their strong disagreement with the promotion exercise in said University was based on condition of service guidelines. It could be observed that majority of respondents in Kano University of Science and Technology strongly agreed that promotion exercise in their University was based on University Staff Condition of Service and Regulations. This showed that the staff were satisfied with the exercise, since it's based on the staff condition which they were all familiar with, and this is an indication of promotion and advancement that determines the academic job satisfaction which has likelihood of affecting academic performance.

Table 5.13: Adequate Opportunities for Promotion and Career Development in my University

Kaduna State University(KASU)	Umaru Musa Yar'adu University (UMYU)	Sule Lamido University (SLU)	Kano University of Science & Technology (KUST)	Aggregate/Grand Total
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OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	41	25.9	39	30.7	19	37.3	20	35.7	119	30.4
Agree	86	54.4	75	59.1	19	37.3	31	55.4	211	53.8
Undecided	16	10.1	8	6.3	10	19.6	4	7.1	38	9.7
Disagree	12	7.6	3	2.4	2	3.9	1	1.8	18	4.6
Strongly Disagree	3	1.9	2	1.6	1	2	0	0	6	1.5
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.13 above illustrates that majority of the respondents representing 53.89% (n = 211) are in strong agreement with the opinion that there was an adequate opportunities for promotion and career development in their State Universities, 30.4% (n = 119) of respondents showed their agreement with the said opinion, 4.6% (n =18) of respondents and 1.5%(n = 6) of respondents disagreed and strongly disagreed with the opinion that says promotion exercise was based on condition of service in their universities. While the remaining 9.7% (n = 38) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 85.3% were in agreement, academic staff in State Universities operating in Northwest region viewed that there is adequate opportunities for promotion and career development, in which we believe is one of the determining factor of job satisfaction likely to improve academic performance in their respective Universities.

Table 5.13 also shows the responses of different State Universities in Northwest region. For KASU, 25.9% (n =41) of sample respondents and 54.4% (n = 86) of the majority of respondents strongly agreed and agreed respectively that there was adequate opportunity for

promotion and career development in their university, while 10.1% (n = 16) of respondents were undecided and 7.6% (n =12) of sample respondents disagreed with the assertion, and 1.9% (n =3) of respondents show their strong disagreement with the assertion that says there is adequate opportunity for promotion and career development in said University. It could be observed that majority of respondents in Kaduna State University agreed that every academic staff have adequate opportunity for promotion and advancement, this is an indication that opportunity for growth and development in the University has always been adequate, which is considered as one of the indicators of promotion viz- a- viz academic job satisfaction that might likely affect the academic performance in the said university.

Then for UMYU,30.7% (n =39) of sample respondents and 59.1% (n = 75) of the majority of respondents strongly agreed and agreed respectively that there was adequate opportunity for promotion and career development in their university, while 6.3% (n = 8) of respondents were undecided and 2.4% (n =3) of sample respondents disagreed with the assertion, and 1.6% (n =2) of respondents show their strong disagreement with the assertion that says there is adequate opportunity for promotion and career development in said University. It could be seen that majority of respondents in Umaru Musa Yar'adua University agreed that every academic staff have adequate opportunity for promotion and advancement, this is an indication that opportunity for growth and development in the University has always been adequate, which is considered as one of the indicators of promotion as well as academic job satisfaction that might likely affect the academic performance in the said university.

While for SLU, 37.3% (n =19) of sample respondents and 37.3% (n = 19) of the majority of respondents strongly agreed and agreed respectively that there was adequate opportunity for promotion and career development in their university, while 19.6% (n = 10) of respondents were undecided and 3.9% (n =2) of sample respondents disagreed with the assertion, and another 2% (n =1) of respondents show their strong disagreement with the assertion that says

there is adequate opportunity for promotion and career development in said University. It could be observed that majority of respondents in Sule Lamido University agreed that every academic staff have adequate opportunity for promotion and advancement, this is an indication that opportunity for growth and development in the University has always been adequate, which is considered as one of the indicators of promotion as well as academic job satisfaction that might likely affect the academic performance in the said university.

And for KUST, 35.7% (n =20) of sample respondents and 55.4% (n = 31) of the majority of respondents strongly agreed and agreed respectively that there was adequate opportunity for promotion and career development in their university, while 7.1% (n = 4) of respondents were undecided and 1.8% (n =1) of sample respondents disagreed with the assertion, none of respondents shows their strong disagreement with the assertion that says there is adequate opportunity for promotion and career development in said University. It could be observed that majority of respondents in Kano University of Science and Technology agreed that every academic staff have adequate opportunity for promotion and advancement, this is an indication that opportunity for growth and development in the University has always been adequate, which is considered as one of the indicators of promotion likewise academic job satisfaction that might likely affect the academic performance in the said university.

Table 5.14: Generally Satisfied with the Practice of Promotion in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	25	15.8	24	18.9	11	21.6	19	33.8	19	20.2
Agree	109	69	87	68.5	28	54.9	32	57.1	256	65.3

Undecided	13	8.2	9	7.1	4	7.8	2	3.6	28	7.1
Disagree	10	63	6	4.7	6	11.8	2	3.6	24	6.1
Strongly Disagree	1	0.6	1	0.8	2	3.9	1	1.8	5	1.3
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.14 above portrays that majority of the respondents representing 65.3% (n = 256) were in agreement with the opinion that they are generally satisfied with the practice of promotion in their respective State Universities, 20.2% (n = 79) of respondents showed their strong agreement with the said assertion, 6.1% (n = 24) of respondents and 1.3% (n = 5) of respondents disagreed and strongly disagreed with the opinion that there is general satisfaction with the practice of promotion exercise in their universities. While the remaining 7.1% (n = 28) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 85.4% were in agreement, academic staff in State Universities operating in Northwest region viewed that there is a general satisfaction with the practice of promotion, in which we believe is one of the determining factor of job satisfaction likely to improve academic performance in their respective Universities.

Table 5.14 also shows the responses of different State Universities in Northwest region. For KASU, 15.8% (n = 25) of sample respondents and 69% (n = 109) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with the practice of promotion in their University, while 8.2% (n = 13) of respondents were undecided and 6.3% (n = 10) of sample respondents disagreed with the assertion, and 0.1% (n = 1) of respondents show their strong disagreement with the assertion that says there is general satisfaction with the practice of promotion in said University. It could be inferred that

majority of respondents in Kaduna State University were generally satisfied with the practice of promotion in their University. This showed an indication that since one of the determinants of academic job satisfaction in their University is being achieved, the likelihood of affecting their academic performance is very high.

Then for UMYU, 18.9% (n =24) of sample respondents and 68.5% (n = 87) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with the practice of promotion in their University, while 7.1% (n = 9) of respondents were undecided and 4.7% (n =6) of sample respondents disagreed with the assertion, and 0.8% (n = 1) of respondents show their strong disagreement with the assertion that says there is general satisfaction with the practice of promotion in said University. It could be observed that majority of respondents in Umaru Musa Yar'adua University were generally satisfied with the practice of promotion in their University. This showed an indication that since one of the determinants of academic job satisfaction in their University is being achieved, the likelihood of affecting their academic performance is very high.

While for SLU, 21.6% (n =11) of the majority of sample respondents and 54.9% (n = 28) of the sample respondents strongly agreed and agreed respectively that they were generally satisfied with the practice of promotion in their University, while 7.8% (n = 4) of respondents were undecided and 11.8% (n =6) of sample respondents disagreed with the assertion, and 3.9% (n = 2) of respondents show their strong disagreement with the assertion that says there is general satisfaction with the practice of promotion in said University. It could be realised that majority of respondents in Sule Lamido University were generally satisfied with the practice of promotion in their University. This showed an indication that since one of the determinants of academic job satisfaction in their University is being achieved, the likelihood of affecting their academic performance is very high.

And for KUST, 33.9% (n =19) of sample respondents and 57.1% (n = 32) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with the practice of promotion in their University, while 3.6% (n = 2) of respondents were undecided and 3.6% (n =2) of sample respondents disagreed with the assertion, and 1% (n = 1.8) of respondents show their strong disagreement with the assertion that says there is general satisfaction with the practice of promotion in said University. It could be seen that majority of respondents in Kano University of Science and Technology were generally satisfied with the practice of promotion in their University. This showed an indication that since one of the determinants of academic job satisfaction in their University is being achieved, the likelihood of affecting their academic performance is very high.

Table 5.15: The Leadership Style support Lecturing Profession in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	22	13.9	26	20.4	8	15.7	14	25	70	17.9
Agree	86	54.4	66	52	34	66.7	23	41.1	209	53.3
Undecided	43	27.2	24	18.9	3	5.9	11	19.6	82	20.9
Disagree	4	2.5	3	2.4	0	5.9	3	5.4	10	2.6
Strongly Disagree	3	1.9	8	6.3	6	11.8	4	7.1	21	5.3
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.15 above shows that majority of the respondents representing 53.3% (n = 209) were in agreement with the opinion that leadership style supports lecturing profession in their State Universities, 17.9% (n = 70) of respondents showed their strong agreement with the said opinion, 2.6% (n = 10) of respondents and 5.3% (n = 21) of respondents disagreed and strongly disagreed with the opinion that says leadership style supports lecturing profession in their respective universities. While the remaining 20.9% (n = 82) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 83.6% were in agreement, academic staff in State Universities operating in Northwest region viewed that leadership style supports lecturing profession which is always considered as a function of job satisfaction with the likelihood of improving academic performance in Universities.

Table 5.15 also shows the responses of different State Universities in Northwest region. For KASU, 13.9% (n = 22) of sample respondents and 54.4% (n = 86) of the majority of respondents strongly agreed and agreed respectively that leadership style supports lecturing profession in their university, while 27.2% (n = 43) of respondents were undecided, then 2.5% (n = 3) of sample respondents disagreed with the assertion, and 2.5% (n = 4) of respondents show their strong disagreement with the assertion that says leadership style support lecturing profession in said University. It could be clearly observed that majority of respondents in Kaduna State University agreed that the leadership style in their University supported the academic profession. This is a clear revelation that academics in the University believed that the leadership style shown by their Heads and other management members is supportive, and it's considered as one of the indices of leadership style which determines the academic job satisfaction, and might likely affect the academic performance.

Then for UMYU, 20.4% (n = 24) of sample respondents and 52% (n = 66) of the majority of respondents strongly agreed and agreed respectively that leadership style supports lecturing

profession in their university, while 18.9% (n = 24) of respondents were undecided, then 6.3% (n =8) of sample respondents strongly disagreed with the assertion, and none of respondents show his or her disagreement with the assertion that says leadership style support lecturing profession in said University. It could be observed from the above table that majority of respondents in Umaru Musa Yar'adua State University agreed that the leadership style in their University supported the academic profession. This is a clear indication that academics in the University believed that the leadership style shown by their Heads and other management members is supportive, and its considered as one of the indices of leadership style which determines the academic job satisfaction, and might likely affect the academic performance.

While for SLU, 15.7% (n =8) of sample respondents and 66.7% (n = 8) of the majority of respondents strongly agreed and agreed respectively that leadership style supports lecturing profession in their university, while 5.9% (n = 3) of respondents were undecided, then 11.8% (n =6) of sample respondents strongly disagreed with the assertion, and none of respondents show his or her disagreement with the assertion that says leadership style support lecturing profession in said University. It could be realized that from the above table that majority of respondents in Sule Lamido University agreed that the leadership style in their University supported the academic profession. This is a clear revelation that academics in the University believed that the leadership style shown by their Heads and other management members is supportive, and its considered as one of the indices of leadership style which determines the academic job satisfaction, and might likely affect the academic performance.

And for KUST, 25% (n =14) of sample respondents and 41.1% (n = 23) of the majority of respondents strongly agreed and agreed respectively that leadership style supports lecturing profession in their university, while 19.6% (n = 11) of respondents were undecided, then 5.4% (n =3) of sample respondents disagreed with the assertion, and 7.1% (n =5) of

respondents show their strong disagreement with the assertion that says leadership style support lecturing profession in said University. It could be seen from the above table, that majority of respondents in Kano University of Science and Technology agreed that the leadership style in their University supported the academic profession. This is a clear revelation that academics in the University believed that the leadership style shown by their Heads and other management members is supportive, and it's considered as one of the indices of leadership style which determines the academic job satisfaction, and might likely affect the academic performance.

Table 5.16: Demonstration of Effective Leadership Skills in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	39	24.7	36	28.3	7	13.7	24	42.9	106	27
Agree	87	55.1	66	52	32	62.7	19	33.9	204	52
Undecided	24	18.8	18	14.2	8	15.7	8	14.3	58	14.8
Disagree	1	0.6	0	0	2	3.9	2	3.6	9	2.3
Strongly Disagree	7	4.4	7	5.5	2	3.9	3	5.4	19	4.8
TOTAL	158	100	121	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.16 above shows that majority of the respondents representing 52% (n = 204) were in agreement with the opinion that there is demonstration of effective leadership skills in their State Universities, 27% (n = 106) of respondents showed their strong agreement with the said opinion, 2.3% (n =9) of respondents and 5.8%(n = 19) of respondents disagreed and

strongly disagreed with the opinion that there is demonstration of effective leadership skills in their respective universities. While the remaining 14.8% (n = 58) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 77.2% were in agreement, academic staff in State Universities operating in Northwest region believed that there is demonstration of effective leadership skills in their Universities which is always considered as one of the significant determinant of job satisfaction with the likelihood of improving academic performance in Universities.

Table 5.16 also shows the responses of different State Universities in Northwest region. For KASU, 24% (n =39) of sample respondents and 55.1% (n = 87) of the majority of respondents strongly agreed and agreed respectively that there is demonstration of effective leadership skills in their university, while 15.2% (n = 24) of respondents were undecided, then 0.6% (n =1) of sample respondents disagreed with the assertion, and 4.4% (n =7) of respondents show their strong disagreement with the assertion that there is demonstration of effective leadership skills in the said University. It could be seen from the above table that majority of respondents in Kaduna State University agreed that there was a demonstration of effective leadership skills in the University. This is an indication that academics in the university demonstrate effective leadership style which is seen as an indicator of academic job satisfaction which could affect the academic performance.

Then for UMYU, 28.3% (n =36) of sample respondents and 52% (n = 66) of the majority of respondents strongly agreed and agreed respectively that there is demonstration of effective leadership skills in their university, while 14.2% (n = 18) of respondents were undecided, then 5.5% (n =7) of sample respondents strongly disagreed with the assertion, and none of respondents his or her disagreement with the assertion that there is demonstration of effective leadership skills in the said University. It could be seen from the above table that majority of respondents in Umaru Musa Yar'adu University agreed that there was a demonstration of

effective leadership skills in the University. This is an indication that academics in the university demonstrate effective leadership style which is seen as an indicator of academic job satisfaction which could affect the academic performance.

While for SLU, 13.7% (n =7) of sample respondents and 62.7% (n = 32) of the majority of respondents strongly agreed and agreed respectively that there is demonstration of effective leadership skills in their university, while 15.7% (n = 8) of respondents were undecided, then 3.9% (n =2) of sample respondents disagreed with the assertion, and 3.9% (n =2) of respondents show their strong disagreement with the assertion that there is demonstration of effective leadership skills in the said University. It could be observed from the above table that majority of respondents in Sule Lamido University agreed that there was a demonstration of effective leadership skills in the University. This is an indication that academics in the university demonstrate effective leadership style which is seen as an indicator of academic job satisfaction which could affect the academic performance.

And for KUST, 42.9% (n =24) of the majority of sample respondents and 33.9% (n = 19) of respondents strongly agreed and agreed respectively that there is demonstration of effective leadership skills in their university, while 14.3% (n = 8) of respondents were undecided, then 3.6% (n =1) of sample respondents disagreed with the assertion, and 5.4% (n =3) of respondents show their strong disagreement with the assertion that there is demonstration of effective leadership skills in the said University. It could be observed from the above table that majority of respondents in Kano University of Science and Technology agreed that there was a demonstration of effective leadership skills in the University. This is an indication that academics in the university demonstrate effective leadership style which is seen as an indicator of academic job satisfaction which could affect the academic performance.

Table 5.17: Being Impressed by the Leadership Style in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	55	34.8	42	33.1	9	27.7	16	28.9	128	32.7
Agree	81	51.3	65	51.2	25	49	26	46.4	193	49.2
Undecided	11	7	14	11	8	15.7	14	17.9	47	12
Disagree	4	2.5	1	0.8	0	0	0	0	5	1.3
Strongly Disagree	7	4.4	5	3.9	3	5.9	4	7.1	19	4.8
TOTAL	158	100	127	100	57	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.17 above shows that majority of the respondents representing 49.2% (n = 193) were in agreement with the opinion that they were impressed by the leadership style of their immediate superior in their Universities, 32.7% (n = 128) of respondents showed their strong agreement with the said opinion, 1.3 (n =5) of respondents and 4.8%(n = 19) of respondents disagreed and strongly disagreed with the opinion that they were impressed by the leadership style of immediate superior in their respective universities. While the remaining 13.7% (n = 47) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 81.3% were in agreement, academic staff in State Universities operating in Northwest region believed that they were impressed by the leadership style of immediate superior in their Universities which is always considered as one of the significant determinant of job satisfaction with the likelihood of improving academic performance in Universities.

Table 5.17 also shows the responses of different State Universities in Northwest region. For KASU, 34.8% (n =55) of sample respondents and 51.3% (n = 81) of the majority of respondents strongly agreed and agreed respectively that they were impressed by the leadership style of immediate superior in their university, while 7% (n = 11) of respondents were undecided, then 2.5% (n =4) of sample respondents disagreed with the assertion, and 4.4% (n =7) of respondents show their strong disagreement with the assertion that says they are impressed by the leadership style of immediate superior in the said University. It could be realized that majority of respondents in Kaduna State University agreed that they were impressed with the leadership styles of their respective Heads in the University. This is a clear indication the academic satisfaction in relation to leadership style is obtained and could affect their academic performance.

Then for UMYU, 33.1% (n =42) of sample respondents and 51.2% (n = 65) of the majority of respondents strongly agreed and agreed respectively that they were impressed by the leadership style of immediate superior in their university, while 11% (n = 14) of respondents were undecided, then 0.8% (n =1) of sample respondents disagreed with the assertion, and the remaining 3.9% (n = 5) strongly disagreed with the assertion that says they are impressed by the leadership style of immediate superior in the said University. It could be realized that majority of respondents in Umaru Musa Yar'adu University agreed that they were impressed with the leadership styles of their respective Heads in the University. This is a clear indication the academic satisfaction in relation to leadership style is obtained and could affect their academic performance.

While for SLU, 27.7% (n =15) of sample respondents and 49% (n = 25) of the majority of respondents strongly agreed and agreed respectively that they were impressed by the leadership style of immediate superior in their university, while 15.7% (n = 8) of respondents were undecided, then 5.9% (n =3) of sample respondents strongly disagreed with the

assertion, and none of the respondents shows his or her disagreement with the assertion that says they were impressed by the leadership style of immediate superior in the said University. It could be observed that majority of respondents in Sule Lamido University agreed that they were impressed with the leadership styles of their respective Heads in the University. This is a clear indication the academic satisfaction in relation to leadership style is obtained and could affect their academic performance.

And for KUST, 28.6% (n =16) of sample respondents and 46.4% (n = 26) of the majority of respondents strongly agreed and agreed respectively that they are impressed by the leadership style of immediate superior in their university, while 17.9% (n = 10) of respondents were undecided, then 7.1% (n =4) of sample respondents disagreed with the assertion, and none of respondents shows his or her disagreement with the assertion that says they are impressed by the leadership style of immediate superior in the said University. It could be realized that majority of respondents in Kano University of Science and Technology agreed that they were impressed with the leadership styles of their respective Heads in the University. This is a clear indication the academic satisfaction in relation to leadership style is obtained and could affect their academic performance.

Table 5.18: Generally Satisfied with the Leadership Style in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)

Strongly Agree	20	12.7	34	26.8	14	27.5	20	35.7	88	22.4
Agree	74	46.8	63	49.6	25	49	26	46.4	188	47.9
Undecided	44	27.8	22	17.3	8	15.7	7	12.5	81	20.6
Disagree	13	8.2	3	2.4	1	2	0	0	17	4.3
Strongly Disagree	7	4.4	5	3.9	3	5.9	3	5.4	18	4.8
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.18 above shows that majority of the respondents representing 47.9% (n = 188) were in agreement with the opinion that they were generally satisfied with the level of leadership style in their State Universities, 22.4% (n = 88) of respondents showed their strong agreement with the said opinion, 4.3% (n = 17) of respondents and 4.8%(n = 18) of respondents disagreed and strongly disagreed with the opinion that generally satisfied with the level of leadership style in their respective universities. While the remaining 20.6% (n = 81) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 71.1% were in agreement, academic staff in State Universities operating in Northwest region believed that they were generally satisfied with the level leadership style which is always considered as one of the significant determinant of job satisfaction with the likelihood of improving academic performance in Universities.

Table 5.18 also shows the responses of different State Universities in Northwest region. For KASU, 12.7% (n =20) of sample respondents and 46.8% (n = 74) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with the level of leadership style in their university, while 27.8% (n = 44) of respondents were undecided, then 8.2% (n =13) of sample respondents disagreed with the assertion, and 4.4% (n = 7) of respondents show their strong disagreement with the assertion that says they were

generally satisfied with the level of leadership style in the said University. It could be realized that majority of respondents in Kaduna State University agreed that were satisfied with leadership styles of their respective Heads in the University. This is a clear indication the academic satisfaction in relation to leadership style is obtained and could affect their academic performance.

Then for UMYU, 26.8% (n =34) of sample respondents and 49.6% (n = 63) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with the level of leadership style in their university, while 17.3% (n = 22) of respondents were undecided, then 2.4% (n =3) of sample respondents disagreed with the assertion, and 3.9% (n =5) of respondents show their strong disagreement with the assertion that says they were generally satisfied with the level of leadership style in the said University. It could be realized that majority of respondents in Umaru Musa Yar'adu University agreed that were satisfied with leadership styles of their respective Heads in the University. This is a clear indication the academic satisfaction in relation to leadership style is obtained and could affect their academic performance.

While for SLU, 27.5% (n =14) of sample respondents and 49% (n = 25) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with the level of leadership style in their university, while 15.7% (n = 8) of respondents were undecided, then 2% (n =1) of sample respondents disagreed with the assertion, and 5.9% (n =3) of respondents show their strong disagreement with the assertion that says they were generally satisfied with the level of leadership style in the said University. It could be realized that majority of respondents in Sule Lamido University agreed that they were satisfied with leadership styles of their respective Heads in the University. This is a clear indication the academic satisfaction in relation to leadership style is obtained and could affect their academic performance.

And for KUST, 35.7% (n =20) of sample respondents and 46.4% (n = 26) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with the level of leadership style in their university, while 12.5% (n = 5) of respondents were undecided, then 5.4% (n =3) of sample respondents strongly disagreed with the assertion, and none of the respondents shows his or her disagreement with the assertion that says they were generally satisfied with the level of leadership style in the said University. It could be observed that majority of respondents in Kano University of Science and Technology agreed that they were satisfied with leadership styles of their respective Heads in the University. This is a clear indication the academic satisfaction in relation to leadership style is obtained and could affect their academic performance.

Table 5.19: Training & Development are in Consonance with Staff Needs in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	13	8.2	23	18.1	4	7.8	14	25	54	13.8
Agree	76	48.1	58	45.7	26	51	21	37.5	181	46.2
Undecided	54	34.2	29	22.8	11	21.6	17	30.4	111	28.3
Disagree	12	7.6	11	8.7	6	11.8	2	3.6	15	3.8
Strongly Disagree	3	1.9	6	4.7	4	7.8	2	3.6	15	3.8
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.19 above shows that majority of the respondents representing 46.2% (n = 181) agreed that training and development are in consonance with staff needs in their Universities, 13.8% (n = 54) of respondents strongly agreed that training and development are in consonance with staff needs in their Universities, 3.8% (n = 15) of respondents and 7.9% (n = 31) of respondents disagreed and strongly disagreed with the opinion that says training and development are in consonance with staff needs in their respective universities. While the remaining 28.3% (n = 111) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 59.1% were in agreement, academic staff in State Universities operating in Northwest region believed that says training and development are in consonance with staff needs which is always considered as one of the significant determinant of job satisfaction with the likelihood of improving academic performance in Universities.

Table 5.19 also shows the responses of different State Universities in Northwest region. For KASU, 8.2% (n = 13) of sample respondents and 49.1% (n = 76) of the majority of respondents strongly agreed and agreed respectively that training and development are in consonance with staff needs in their university, while 34.2% (n = 54) of respondents were undecided, then 7.6% (n = 12) of sample respondents disagreed with the assertion, and 1.9% (n = 3) of respondents show their strong disagreement with the assertion that says training and development are in consonance with staff needs in the said University. It could be observed that majority of respondents in Kaduna State University were in agreement with that assertion that training and development is in consonance with the academic needs. This is a clear indication that career growth and development is related to the academic field and need of academic staff, this might likely affect the performance of academic staff in Kaduna State University.

Then for UMYU, 18.1% (n = 23) of sample respondents and 45.7% (n = 58) of the majority of respondents strongly agreed and agreed respectively that training and development are in consonance with staff needs in their university, while 22.8% (n = 29) of respondents were undecided, then 8.7% (n = 11) of sample respondents disagreed with the assertion, and 4.7% (n = 6) of respondents show their strong disagreement with the assertion that says training and development are in consonance with staff needs in the said University. It could be observed that majority of respondents in Umaru Musa Yar'adua University were in agreement with that assertion that training and development is in consonance with the academic needs. This is a clear indication that career growth and development is related to the academic field and need of academic staff, this might likely affect the performance of academic staff in Umaru Musa Yar'adua University.

While for SLU, 7.8% (n = 4) of sample respondents and 51% (n = 26) of the majority of respondents strongly agreed and agreed respectively that training and development are in consonance with staff needs in their university, while 21.6% (n = 11) of respondents were undecided, then 11.8% (n = 6) of sample respondents disagreed with the assertion, and 7.8% (n = 4) of respondents show their strong disagreement with the assertion that says training and development are in consonance with staff needs in the said University. It could be observed that majority of respondents in Sule Lamido University were in agreement with that assertion that training and development is in consonance with the academic needs. This is a clear indication that career growth and development is related to the academic field and need of academic staff, this might likely affect the performance of academic staff in Sule Lamido University.

And for KUST, 19.6% (n = 11) of sample respondents and 50% (n = 28) of the majority of respondents strongly agreed and agreed respectively that training and development are in consonance with staff needs in their university, while 16.1% (n = 9) of respondents were

undecided, then 7.1% (n = 4) of sample respondents disagreed with the assertion, and 7.1% (n = 4) of respondents show their strong disagreement with the assertion that says training and development are in consonance with staff needs in the said University. It could be observed that majority of respondents in Kano University of Science and Technology were in agreement with that assertion that training and development is in consonance with the academic needs. This is a clear indication that career growth and development is related to the academic field and need of academic staff, this might likely affect the performance of academic staff in Kano University of Science and Technology.

Table 5.20: Equal Opportunity for Training & Development in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	8	5.1	17	13.4	2	3.9	14	25	41	10.5
Agree	91	57.6	53	41.7	23	45.1	21	37.5	188	47.9
Undecided	41	25.9	47	37	17	33.3	17	30.4	122	31.1
Disagree	15	9.5	7	5.5	8	15.7	2	3.6	32	8.2
Strongly Disagree		1.9	3	2.4	0	0	2	3.6	9	2.3
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.20 above shows that majority of the respondents representing 47.9% (n = 188) agreed that there was equal opportunity for training and development in their Universities, 10.5% (n = 41) of respondents strongly agreed that there was equal opportunity for training and

development in their Universities, 8.2% (n = 32) of respondents and 2.3%(n = 9) of respondents disagreed and strongly disagreed with the opinion that says there is equal opportunity for training and development in their respective universities. While the remaining 31.1% (n = 122) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 67.4% were in agreement, academic staff in State Universities operating in Northwest region believed that says there is equal opportunity for training and development which is always considered as one of the significant determinant of job satisfaction with the likelihood of improving academic performance in Universities.

Table 5.20 also shows the responses of different State Universities in Northwest region. For KASU, 5.1% (n = 8) of sample respondents and 57.6% (n = 91) of the majority of respondents strongly agreed and agreed respectively that there was equal opportunity for training and development in their university, while 25.9% (n = 41) of respondents were undecided, then 9.5% (n =15) of sample respondents disagreed with the assertion, and 1.9% (n = 3) of respondents show their strong disagreement with the assertion that says there is equal opportunity for training and development in the said University. It could be seen that from the above table, that majority of respondent in Kaduna State University agreed that there was an equal opportunity for training and development in the university. This is an indication that there is a fairness and equity among the academic staff in Kaduna State University when it comes to career growth and career development; this has a tendency of affecting the satisfaction level of academic staff towards performing their academic duties.

Then for UMYU, 13.4% (n = 17) of sample respondents and 41.7% (n = 53) of the majority of respondents strongly agreed and agreed respectively that there was equal opportunity for training and development in their university, while 37% (n = 47) of respondents were undecided, then 5.5% (n =7) of sample respondents disagreed with the assertion, and 2.4% (n

= 3) of respondents show their strong disagreement with the assertion that says there is equal opportunity for training and development in the said University. It could be seen that from the above table, that majority of respondent in Umaru Musa Yar'adua University agreed that there was an equal opportunity for training and development in the university. This is an indication that there is a fairness and equity among the academic staff in Umaru Musa Yar'adua University when it comes to career growth and career development; this has a tendency of affecting the satisfaction level of academic staff towards performing their academic duties.

While for SLU, 3.9% (n = 2) of sample respondents and 45.1% (n = 23) of the majority of respondents strongly agreed and agreed respectively that there was equal opportunity for training and development in their university, while 33.3% (n = 17) of respondents were undecided, then 15.7% (n = 8) of sample respondents disagreed with the assertion, and 2.4% (n = 1) of respondents show their strong disagreement with the assertion that says there is equal opportunity for training and development in the said University. It could be seen that from the above table, that majority of respondent in Sule Lamido University agreed that there was an equal opportunity for training and development in the university. This is an indication that there is a fairness and equity among the academic staff in Sule Lamido University when it comes to career growth and career development; this has a tendency of affecting the satisfaction level of academic staff towards performing their academic duties.

And for KUST, 25% (n = 14) of sample respondents and 37.5% (n = 21) of the majority of respondents strongly agreed and agreed respectively that there was equal opportunity for training and development in their university, while 30.4% (n = 17) of respondents were undecided, then 3.6% (n = 2) of sample respondents disagreed with the assertion, and 3.6% (n = 2) of respondents show their strong disagreement with the assertion that says there is equal opportunity for training and development in the said University. It could be seen that from the

above table, that majority of respondent in Kano University of Science and Technology agreed that there was an equal opportunity for training and development in the university. This is an indication that there is a fairness and equity among the academic staff in Kano University of Science and Technology when it comes to career growth and career development; this has a tendency of affecting the satisfaction level of academic staff towards performing their academic duties.

Table 5.21: Adequate Training & Development in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	43	27.2	24	18.9	1	2	11	19.6	79	20.2
Agree	61	38.6	45	35.4	22	43.1	20	35.7	148	37.8
Undecided	36	22.8	18	14.2	19	37.3	7	12.5	80	20.4
Disagree	18	11.4	39	30.4	8	15.7	16	28.6	81	20.7
Strongly Disagree	0	0	1	0.8	1	2	2	3.5	4	0.1
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.21 above illustrates that majority of the respondents representing 37.8% (n = 148) agreed that there was adequate training and development in their Universities, 20.2% (n = 79) of respondents strongly agreed that there was adequate training and development in their Universities, 20.7% (n = 81) of respondents and 0.9%(n = 4) of respondents disagreed and strongly disagreed with the opinion that says there is adequate training and development in their respective universities. While the remaining 20.4% (n = 80) of sample respondents

appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 58.7% were in agreement, academic staff in State Universities operating in Northwest region believed that says there is adequate training and development which is always considered as one of the significant determinant of job satisfaction with the likelihood of improving academic performance in Universities.

Table 5.21 also shows the responses of different State Universities in Northwest region. For KASU, 27.2% (n = 43) of sample respondents and 38.6% (n = 61) of the majority of respondents strongly agreed and agreed respectively that there was adequate training and development in their university, while 22.8% (n = 36) of respondents were undecided, then 11.4% (n = 18) of sample respondents disagreed with the assertion, none of respondents show their strong disagreement with the assertion that says there is adequate training and development in the said University. It could be observed that majority of respondents in Kaduna State University agreed that there is an adequate training and development in their university. This is an indication of availability of career growth and development in Kaduna State University which has tendency of improving the performance of academic staff in the university.

Then for UMYU, 18.9% (n = 24) of sample respondents and 35.4% (n = 45) of the majority of respondents strongly agreed and agreed respectively that there was adequate training and development in their university, while 14.2% (n = 18) of respondents were undecided, then 30.7% (n = 39) of sample respondents disagreed with the assertion, and 0.8% (n = 1) of respondents show their strong disagreement with the assertion that says there is adequate training and development in the said University. It could be observed that majority of respondents in Umaru Musa Yar'adua University agreed that there is an adequate training and development in their university. This is an indication of availability of career growth and

development in Umaru Musa Yar'adua University which has tendency of improving the performance of academic staff in the university.

While for SLU, 2% (n = 1) of sample respondents and 43.1% (n = 22) of the majority of respondents strongly agreed and agreed respectively that there was adequate training and development in their university, while 37.3% (n = 19) of respondents were undecided, then 15.7 (n =8) of sample respondents disagreed with the assertion, and 2% (n = 1) of respondents show their strong disagreement with the assertion that says there is adequate training and development in the said University. It could be observed that majority of respondents in Sule Lamido University agreed that there is an adequate training and development in their university. This is an indication of availability of career growth and development in Sule Lamido University which has tendency of improving the performance of academic staff in the university.

And for KUST, 19.6% (n = 11) of sample respondents and 35.7% (n = 20) of the majority of respondents strongly agreed and agreed respectively that there was adequate training and development in their university, while 12.5% (n = 7) of respondents were undecided, then 28.6% (n = 16) of sample respondents disagreed with the assertion, and 3.6% (n = 2) of respondents show their strong disagreement with the assertion that says there is adequate training and development in the said University. It could be observed that majority of respondents in Kano University of Science and Technology agreed that there is an adequate training and development in their university. This is an indication of availability of career growth and development in Kano University of Science and Technology which has tendency of improving the performance of academic staff in the university.

Table 5.22: Generally satisfied with the level of Training & Development in my University

Kaduna State	Umaru Musa	Sule Lamido	Kano	Aggregate/Grand
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University(KASU)			Yar'adu University (UMYU)		University (SLU)		University of Science & Technology (KUST)		Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	14	8.9	14	11	9	17.6	9	16.1	46	11.7
Agree	82	51.9	57	44.9	21	41.2	26	46.4	186	47.4
Undecided	44	27.8	45	35.4	12	23.5	15	26.8	116	29.6
Disagree	18	11.4	9	1	8	15.7	4	7.1	39	9.9
Strongly Disagree	0	0	2	1.6	1	2	2	3.6	5	1.4
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.22 above reveals that majority of the respondents representing 47.4% (n = 186) agreed that they were generally satisfied with the level of training and development in their Universities, 11.7% (n = 46) of respondents strongly agreed that were generally satisfied with the level of training and development in their Universities, 9.9% (n = 39) of respondents and 1.4%(n =5) of respondents disagreed and strongly disagreed with the opinion that says there general satisfaction with training and development in their respective universities. While the remaining 29.6% (n = 116) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 60% were in agreement, academic staff in State Universities operating in Northwest region believed that says there is general satisfaction with the training and development, which is always considered as one of the significant determinant of job satisfaction with the likelihood of improving academic performance in Universities.

Table 5.22 also shows the responses of different State Universities in Northwest region. For KASU, 8.9% (n = 14) of sample respondents and 51.9% (n = 82) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with the level of training and development in their university, while 27.8% (n = 44) of respondents were undecided, then 11.4% (n = 18) of sample respondents disagreed with the assertion, and none of respondents show their strong disagreement with the assertion that says there is a general satisfaction with training and development in the said University. It could be realized that majority of respondents in Kaduna State University agreed that were satisfied with training and development in the University. This is a clear indication the academic satisfaction that whenever the academic staff is satisfied with training and development, there will be an adequate career growth and development which have a greater tendency of affecting performance of academic staff in the university.

Then for UMYU, 11% (n = 14) of sample respondents and 44% (n = 57) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with the level of training and development in their university, while 35.4% (n = 45) of respondents were undecided, then 7.1% (n = 9) of sample respondents disagreed with the assertion, and 1.6% (n = 2) of respondents show their strong disagreement with the assertion that says there is a general satisfaction with training and development in the said University. It could be realized that majority of respondents in Umaru Musa Yar'adua University agreed that were satisfied with training and development in the University. This is a clear indication the academic satisfaction that whenever the academic staff is satisfied with training and development, there will be an adequate career growth and development which have a greater tendency of affecting performance of academic staff in the university.

While for SLU, 17.6% (n = 9) of sample respondents and 41.2% (n = 21) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with

the level of training and development in their university, while 23.5% (n = 12) of respondents were undecided, then 15.7% (n = 8) of sample respondents disagreed with the assertion, and 2% (n = 1) of respondents show their strong disagreement with the assertion that says there is a general satisfaction with training and development in the said University. It could be realized that majority of respondents in Sule Lamido University agreed that were satisfied with training and development in the University. This is a clear indication the academic satisfaction that whenever the academic staff is satisfied with training and development, there will be an adequate career growth and development which have a greater tendency of affecting performance of academic staff in the university.

And for KUST, 16.1% (n = 9) of sample respondents and 46.4% (n = 26) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with the level of training and development in their university, while 26.8% (n = 15) of respondents were undecided, then 7.1% (n = 4) of sample respondents disagreed with the assertion, and 3.6% (n = 2) of respondents show their strong disagreement with the assertion that says there is a general satisfaction with training and development in the said University. It could be realized that majority of respondents in Kano University of Science and Technology agreed that were satisfied with training and development in the University. This is a clear indication the academic satisfaction that whenever the academic staff is satisfied with training and development, there will be an adequate career growth and development which have a greater tendency of affecting performance of academic staff in the university.

Table 5.23: Adequate Benefits & Compensation in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)

Strongly Agree	23	14.6	26	20.5	3	5.9	16	28.6	68	17.3
Agree	62	39.2	43	33.9	26	51	18	32.1	149	38
Undecided	39	24.7	45	35.4	14	27.5	18	32.1	116	29.6
Disagree	31	19.6	10	7.9	8	15.7	3	5.4	52	13.3
Strongly Disagree	3	1.9	3	2.4	0	4	1	1.8	7	1.8
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.23 above indicates that majority of the respondents representing 38% (n = 149) are in agreement with the opinion that there was adequate benefits and rewards in their Universities, 17.3% (n = 68) of respondents strongly supported the agreement, 13.3% (n = 52) of respondents and 1.8%(n = 7) of respondents disagreed and strongly disagreed with the opinion that says there is adequate benefits and rewards in their universities. While the remaining 29.6% (n = 116) of sample respondents seemed indecisive. It can therefore be concluded that, since the majority of sample respondents representing 54.9% were in agreement, academic staff in State Universities operating in Northwest region believed that there is adequate benefits and rewards in their respective Universities.

Table 5.23 also disaggregates the different opinions of respective State Universities. For KASU, 14.6% (n =23) of respondents and 39.2% (n = 62) of the majority of respondents strongly agreed and agreed respectively that there was adequate benefit and reward in their University, while 24.7% (n = 39) of respondents were undecided, then 19.6 (n = 31) of sample respondents disagreed with the assertion and the remaining 1.9% (n = 3) of the respondents strongly disagreed with the stated opinion. It could be observed that majority of respondents in Kaduna State University agreed that there was an adequate compensation in

term of rewards and benefits. This is an indication that academic in Kaduna State University has much opportunity of being compensated and rewarded, which has likelihood of affecting their performance academically.

Then for UMYU, 25.5% (n = 26) of respondents and 33.9% (n = 43) of the majority of respondents strongly agreed and agreed respectively that there was adequate benefit and reward in their University, while 35.4% (n = 45) of respondents were undecided, then 7.9% (n = 10) of sample respondents disagreed with the assertion and the remaining 2.4% (n = 3) of the respondents strongly disagreed with the stated opinion. It could be observed that majority of respondents in Umaru Musa Yar'adua University agreed that there was an adequate compensation in term of rewards and benefits. This is an indication that academic staff in Umaru Musa Yar'adua University has much opportunity of being compensated and rewarded, which has likelihood of affecting their performance academically.

While for SLU, 5.9% (n = 3) of respondents and 51% (n = 26) of the majority of respondents strongly agreed and agreed respectively that there was adequate benefit and reward in their University, while 27.5% (n = 14) of respondents were undecided, then 15.7% (n = 8) of sample respondents disagreed with the assertion and none of the respondents strongly disagreed with the stated opinion. It could be observed that majority of respondents in Sule Lamido University agreed that there was an adequate compensation in term of rewards and benefits. This is an indication that academician in Sule Lamido University has much opportunity of being compensated and rewarded, which has likelihood of affecting their performance academically.

And for KUST, 28.6% (n = 16) of respondents and 32.1% (n = 18) of the majority of respondents strongly agreed and agreed respectively that there is adequate benefits and rewards in their University, while 32.1% (n = 18) of respondents were undecided, then 5.4%

(n = 3) of sample respondents disagreed with the assertion and the remaining 1.8% (n = 1) of the respondents strongly disagreed with the stated opinion. It could be observed that majority of respondents in Kano University of Science and Technology agreed that there was an adequate compensation in term of rewards and benefits. This is an indication that academicians in Kano University of Science and Technology has much opportunity of being compensated and rewarded, which has likelihood of affecting their performance academically.

Table 5.24: Appropriate Recognition & Compensation in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	29	18.4	22	17.3	8	15.7	13	23.2	72	18.3
Agree	51	32.3	68	53.5	18	35.3	30	53.6	167	42.6
Undecided	51	32.3	24	18.9	12	23.5	9	16.1	96	24.5
Disagree	27	17.1	12	9.4	13	25.5	4	7.2	56	14.3
Strongly Disagree	0	0	1	0.8	0	0	0	0	1	0.3
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.24 above reveals that majority of the respondents representing 42.6% (n = 167) agreed that there was appropriate recognition and rewards in their Universities, 18.3% (n = 72) of respondents strongly agreed that there was appropriate recognition and rewards in their Universities, 14.3% (n = 56) of respondents and 0.3% (n = 1) of respondents disagreed and strongly disagreed with the opinion that says there is appropriate recognition and rewards in

their respective universities. While the remaining 24.5% (n = 96) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 61.5% were in agreement, academic staff in State Universities operating in Northwest region believed that says was appropriate recognition and rewards, which is always considered as one of the significant determinant of job satisfaction with the likelihood of improving academic performance in Universities.

Table 5.24 also shows the responses of different State Universities in Northwest region. For KASU, 18.4% (n = 29) of sample respondents and 32.3% (n = 51) of the majority of respondents strongly agreed and agreed respectively that there was appropriate recognition and rewards in their university, while 32.3% (n = 51) of respondents were undecided, then 17.7% (n = 27) of sample respondents disagreed with the assertion, and none of respondents show their strong disagreement with the assertion that says that there is appropriate recognition and rewards in the said University. It could be realized from that above table that majority of respondents in Kaduna State University agreed that there was an appropriate recognition and compensation in the university. This is an indication of one of the significant indices of compensation which determines the effect of academic job satisfaction on performance of academic staff of Kaduna State University.

Then for UMYU, 17.3% (n = 22) of sample respondents and 53.5% (n = 68) of the majority of respondents strongly agreed and agreed respectively that there was appropriate recognition and rewards in their university, while 18.9% (n = 24) of respondents were undecided, then 9.4% (n = 12) of sample respondents disagreed with the assertion, and 0.8% (n = 1) of respondents show their strong disagreement with the assertion that says that there is appropriate recognition and rewards in the said University. It could be realized from that above table that majority of respondents in Umar Musa Yar'adua University agreed that there was an appropriate recognition and compensation in the university. This is an indication of

one of the significant indices of compensation which determines the effect of academic job satisfaction on performance of academic staff of Umar Musa Yar'adua University.

While for SLU, 15.7% (n = 8) of sample respondents and 35.3% (n = 18) of the sample respondents strongly agreed and agreed respectively that there was appropriate recognition and rewards in their university, while 23.5% (n = 12) of respondents were undecided, then 25.5% (n = 13) of sample respondents disagreed with the assertion, and none of respondents show their strong disagreement with the assertion that says that there is appropriate recognition and rewards in the said University. It could be realized from that above table that majority of respondents in Sule Lamido University agreed that there was an appropriate recognition and compensation in the university. This is an indication of one of the significant indices of compensation which determines the effect of academic job satisfaction on performance of academic staff of Sule Lamido University.

And for KUST, 16.1% (n = 9) of sample respondents and 55.4% (n = 31) of the majority of respondents strongly agreed and agreed respectively that there was appropriate recognition and rewards in their university, while 16.1% (n = 9) of respondents were undecided, then 5.4% (n = 3) of sample respondents disagreed with the assertion, and 7.2% (n = 4) of respondents show their strong disagreement with the assertion that says that there is appropriate recognition and rewards in the said University. It could be realized from that above table that majority of respondents in Kano University of Science and Technology agreed that there was an appropriate recognition and compensation in the university. This is an indication of one of the significant indices of compensation which determines the effect of academic job satisfaction on performance of academic staff of Kano University of Science and Technology.

Table 5.25: Generally satisfied with the System of Compensation & Recognition in my University

Kaduna State University(KASU)			Umaru Musa Yar'adu University (UMYU)		Sule Lamido University (SLU)		Kano University of Science & Technology (KUST)		Aggregate/Grand Total	
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	25	15.8	20	15.7	9	17.6	9	16.1	63	16.2
Agree	74	46.8	71	55.9	14	27.5	31	55.4	190	48.5
Undecided	35	22.2	22	17.3	15	29.4	9	16.1	81	20.8
Disagree	24	15.2	10	7.9	12	23.5	3	5.4	49	12.6
Strongly Disagree	0	0	4	3.2	1	2	4	7.2	9	1.9
TOTAL	158	100	127	100	51	100	56	100	398	100

Source: Researcher's Survey, November, 2019

Table 5.25 shows that majority of the respondents representing 48.5% (n = 190) agreed that there general satisfaction with system of rewards and recognition in their Universities, 16.2% (n = 63) of respondents strongly agreed that there general satisfaction with system of rewards and recognition in their Universities, 12.6% (n = 49) of respondents and 1.9%(n = 9) of respondents disagreed and strongly disagreed with the opinion that says there general satisfaction with system of rewards and recognition in their respective universities. While the remaining 20.8% (n = 81) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 64.3% were in agreement, academic staff in State Universities operating in Northwest region believed that says is general satisfaction with system of rewards and recognition, which is always considered as one of the significant determinant of job satisfaction with the likelihood of improving academic performance in Universities.

Table 5.25 also shows the responses of different State Universities in Northwest region. For KASU, 15.8% (n = 25) of sample respondents and 46.8% (n = 74) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with system of rewards and recognition in their university, while 22.2% (n = 35) of respondents were undecided, then 15.2% (n = 24) of sample respondents disagreed with the assertion, and none of respondents show their strong disagreement with the assertion that says there is general satisfaction with system of rewards and recognition in the said University. It could be realized that from the above table which shows majority of respondents in Kaduna State University agreed that they were generally satisfied with compensation system and recognition of the university. This is an indication that compensation factor affected that job satisfaction in Kaduna State University, and it might likely affects the performance of academic staff in the university. Then for UMYU, 15.7% (n = 20) of sample respondents and 55.9% (n = 71) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with system of rewards and recognition in their university, while 17.3% (n = 22) of respondents were undecided, then 7.9% (n = 10) of sample respondents disagreed with the assertion, and 3.2 (n = 4) of respondents show their strong disagreement with the assertion that says there is general satisfaction with system of rewards and recognition in the said University. It could be realized that from the above table which shows majority of respondents in Umaru Musa Yar'adua University agreed that they were generally satisfied with compensation system and recognition of the university. This is an indication that compensation factor affected that job satisfaction in Umaru Musa Yar'adua University, and it might likely affects the performance of academic staff in the university.

While for SLU, 17.6% (n = 9) of sample respondents and 27.5% (n = 14) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with system of rewards and recognition in their university, while 29% (n = 15) of respondents

were undecided, then 23.5% (n = 12) of sample respondents disagreed with the assertion, and 2% (n = 1) of respondents show their strong disagreement with the assertion that says there is general satisfaction with system of rewards and recognition in the said University. It could be realized that from the above table which shows majority of respondents in Sule Lamido University agreed that they were generally satisfied with compensation system and recognition of the university. This is an indication that compensation factor affected that job satisfaction in Sule Lamido University, and it might likely affects the performance of academic staff in the university.

And for KUST, 16.1% (n = 9) of sample respondents and 55.4% (n = 31) of the majority of respondents strongly agreed and agreed respectively that they were generally satisfied with system of rewards and recognition in their university, while 16.1% (n = 9) of respondents were undecided, then 5.4% (n = 3) of sample respondents disagreed with the assertion, and 7.2% (n = 4) of respondents show their strong disagreement with the assertion that says there is general satisfaction with system of compensation and recognition in the said University. It could be realized that from the above table which shows majority of respondents in Kano University of Science and Technology agreed that they were generally satisfied with compensation system and recognition of the university. This is an indication that compensation factor affected that job satisfaction in Kano University of Science and Technology, and it might likely affects the performance of academic staff in the university.

Table 5.26: Teaching/Project/thesis supervision is related to the Level of Job Satisfaction in my University

Kaduna State University(KASU)	Umaru Musa Yar'adu University (UMYU)	Sule Lamido University (SLU)	Kano University of Science & Technology	Aggregate/Grand Total
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							(KUST)			
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	29	18.4	20	15.7	11	21.6	9	16.1	71	18.1
Agree	86	54.4	57	44.9	18	35.3	21	37.5	182	46.4
Undecided	40	25.3	46	36.2	12	23.5	21	37.5	119	30.4
Disagree	0	0	4	3.1	9	17.6	3	5.4	16	4.1
Strongly Disagree	3	1.9	0	0	1	2	2	3.6	6	1
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.26 shows that majority of the respondents representing 46.4% (n = 182) agreed that teaching/project/thesis supervision were related to the level of job satisfaction in their Universities, 18.1% (n = 71) of respondents strongly agreed that teaching/project/thesis supervision were related to the level of job satisfaction in their Universities, 4.1% (n = 16) of respondents and 1%(n = 6) of respondents disagreed and strongly disagreed with the opinion that says teaching/project/thesis supervision are related to the level of job satisfaction in their respective universities. While the remaining 30.4% (n = 119) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 62.6% were in agreement, academic staff in State Universities operating in Northwest region believed that teaching/project/thesis supervision are related to the level of job satisfaction. Therefore for academic performance to be sustained, their level of job satisfaction should be improved.

Table 5.26 also shows the responses of different State Universities in Northwest region. For KASU, 18.4% (n = 29) of sample respondents and 54.4% (n = 86) of the majority of respondents strongly agreed and agreed respectively that teaching/project/thesis supervision

are related to the level of job satisfaction in their university, while 25.3% (n = 40) of respondents were undecided, then 1.9% (n = 1) of sample respondents disagreed with the assertion, and none of respondents show their strong disagreement with the assertion that says teaching/project/thesis supervision are related to the level of job satisfaction in the said University. It could be observed that from the above table that majority of respondents in Kaduna State University agreed that teaching and or supervision of thesis are related to the level of job satisfaction of academic in the university. This is an indication that the teaching or supervision of thesis is always explained by the satisfaction level of academic staff in Kaduna State University.

Then for UMYU, 15.7% (n = 20) of sample respondents and 44.9% (n = 57) of the majority of respondents strongly agreed and agreed respectively that teaching/project/thesis supervision are related to the level of job satisfaction in their university, while 36.2% (n = 46) of respondents were undecided, then 3.1% (n = 4) of sample respondents disagreed with the assertion, and none of respondents show their strong disagreement with the assertion that says teaching/project/thesis supervision are related to the level of job satisfaction in the said University. It could be observed that from the above table that majority of respondents in Umaru Musa Yar'adu University agreed that teaching and or supervision of thesis are related to the level of job satisfaction of academic in the university. This is an indication that the teaching or supervision of thesis is always explained by the satisfaction level of academic staff in Umaru Musa Yar'adu University.

While for SLU, 21.6% (n = 11) of sample respondents and 35.3% (n = 16) of the majority of respondents strongly agreed and agreed respectively that teaching/project/thesis supervision are related to the level of job satisfaction in their university, while 23.8% (n = 12) of respondents were undecided, then 17.6% (n = 9) of sample respondents disagreed with the assertion, and 2% (n = 1) of respondents show their strong disagreement with the assertion

that says teaching/project/thesis supervision are related to the level of job satisfaction in the said University. It could be observed that from the above table that majority of respondents in Sule Lamido University agreed that teaching and or supervision of thesis are related to the level of job satisfaction of academic in the university. This is an indication that the teaching or supervision of thesis is always explained by the satisfaction level of academic staff in Sule Lamido University.

And for KUST, 16.1% (n = 9) of sample respondents and 37.5% (n = 21) of the majority of respondents strongly agreed and agreed respectively that teaching/project/thesis supervision are related to the level of job satisfaction in their university, while 37.5% (n = 21) of respondents were undecided, then 5.4% (n = 3) of sample respondents disagreed with the assertion, and 3.6% (n = 2) of respondents show their strong disagreement with the assertion that says teaching/project/thesis supervision are related to the level of job satisfaction in the said University. It could be observed that from the above table that majority of respondents in Kano University of Science and Technology agreed that teaching and or supervision of thesis are related to the level of job satisfaction of academic in the university. This is an indication that the teaching or supervision of thesis is always explained by the satisfaction level of academic staff in Kano University of Science and Technology.

Table 5.27: Research & Publications are the Functions of Job Satisfaction my University

Kaduna State University(KASU)	Umaru Musa Yar'adu University (UMYU)	Sule Lamido University (SLU)	Kano University of Science & Technology	Aggregate/Grand Total
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							(KUST)			
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	47	29.7	30	23.6	7	13.7	12	21.4	96	25.4
Agree	93	58.2	57	44.9	30	58.8	23	41.1	203	51.8
Undecided	15	9.5	34	26.8	12	23.5	16	28.6	77	19.6
Disagree	0	0	1	0.8	2	4	1	1.8	4	1.1
Strongly Disagree	3	1.9	5	3.9	0	0	4	7.1	12	3
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.27 shows that majority of the respondents representing 51.8% (n = 203) agreed that research and publications were related to and functions of the level of job satisfaction in their Universities, 24.5% (n = 96) of respondents strongly agreed that research and publications were related to and functions of the level of job satisfaction in their Universities, 1.1% (n = 4) of respondents and 3%(n = 12) of respondents disagreed and strongly disagreed with the opinion that says research and publications were related to and or functions of the level of job satisfaction in their respective universities. While the remaining 19.6% (n = 77) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 75.2% were in agreement, academic staff in State Universities operating in Northwest region believed that research and publications were related to and or functions of the level of job satisfaction. Therefore for academic performance to be sustained, their level of job satisfaction should be improved.

Table 5.27 also shows the responses of different State Universities in Northwest region. For KASU, 29.7% (n = 347) of sample respondents and 58.9% (n = 93) of the majority of respondents strongly agreed and agreed respectively that research and publications were

related to and or functions of the level of job satisfaction in their university, while 9.5% (n = 15) of respondents were undecided, then 1.9% (n = 3) of sample respondents disagreed with the assertion, and none of respondents shows disagreement with the assertion that says research and publications were related to and functions of the level of job satisfaction in their University. It could be seen that from the above table that majority of respondents in Kaduna State University agreed that research and publication are the functions of the level of satisfaction of academic staff in the university. This is an indication that the performance of academic staff in Kaduna State University in term of research and publication are explained by the level of satisfaction of academic staff in the university.

Then for UMYU, 23.6% (n = 30) of sample respondents and 44.9% (n = 57) of the majority of respondents strongly agreed and agreed respectively that research and publications were related to and or functions of the level of job satisfaction in their university, while 26.8% (n = 34) of respondents were undecided, then 0.8% (n = 1) of sample respondents disagreed with the assertion, and 3.9% (n = 5) of respondents show their strong disagreement with the assertion that says research and publications were related to and functions of the level of job satisfaction in their University. It could be seen that from the above table that majority of respondents in Umaru Musa Yar'adua University agreed that research and publication are the functions of the level of satisfaction of academic staff in the university. This is an indication that the performance of academic staff in Umaru Musa Yar'adua in term of research and publication are explained by the level of satisfaction of academic staff in the university.

While for SLU, 13.7% (n = 7) of sample respondents and 58.8% (n = 30) of the majority of respondents strongly agreed and agreed respectively that research and publications were related to and or functions of the level of job satisfaction in their university, while 23.5% (n = 12) of respondents were undecided, then 4% (n = 2) of sample respondents disagreed with the assertion, and none of respondents show their strong disagreement with the assertion that

says research and publications were related to and functions of the level of job satisfaction in their University. It could be seen that from the above table that majority of respondents in Sule Lamido University agreed that research and publication are the functions of the level of satisfaction of academic staff in the university. This is an indication that the performance of academic staff in Sule Lamido University in term of research and publication are explained by the level of satisfaction of academic staff in the university.

And for KUST, 21.4% (n = 12) of sample respondents and 41.1% (n = 23) of the majority of respondents strongly agreed and agreed respectively that research and publications were related to and or functions of the level of job satisfaction in their university, while 28.6% (n = 16) of respondents were undecided, then 1.8% (n = 1) of sample respondents disagreed with the assertion, and 7.1% (n = 4) of respondents show their strong disagreement with the assertion that says research and publications were related to and functions of the level of job satisfaction in their University. It could be seen that from the above table that majority of respondents in Kano University of Science and Technology agreed that research and publication are the functions of the level of satisfaction of academic staff in the university. This is an indication that the performance of academic staff in Kano University of Science and Technology in term of research and publication are explained by the level of satisfaction of academic staff in the university.

Table 5.28: Community Services are Dependent to the Level of Job Satisfaction in my University

Kaduna State University(KASU)	Umaru Musa Yar'adu University (UMYU)	Sule Lamido University (SLU)	Kano University of Science & Technology	Aggregate/Grand Total
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							(KUST)			
OPTION	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)	Freq. (N)	Pct. (%)
Strongly Agree	65	41.1	56	44.1	10	19.6	19	33.9	150	38.2
Agree	66	41.8	53	41.7	32	62.7	30	53.6	181	46.2
Undecided	16	10.4	10	7.9	8	15.7	5	8.9	39	9.9
Disagree	11	7	7	5.5	0	0	2	3.6	20	5.1
Strongly Disagree	0	0	1	0.8	1	2.0	0	0	2	0.6
TOTAL	158	100	127	100	51	100	56	100	392	100

Source: Researcher's Survey, November, 2019

Table 5.28 shows that majority of the respondents representing 46.2% (n = 181) agreed that community services are dependents to the level of job satisfaction in their Universities, 38.2% (n = 150) of respondents strongly agreed that community services are dependents to the level of job satisfaction in their Universities, 5.1% (n = 20) of respondents and 0.6%(n = 2) of respondents disagreed and strongly disagreed with the opinion that says community services are dependents to the level of job satisfaction in their Universities While the remaining 9.9% (n = 39) of sample respondents appeared indecisive. It can therefore be concluded that, since the majority of sample respondents representing 84.4% were in agreement, academic staff in State Universities operating in Northwest region believed that community services are dependents to the level of job satisfaction. Therefore for academic performance to be sustained, their level of job satisfaction should be improved.

Table 5.28 also shows the responses of different State Universities in Northwest region. For KASU, 41.1% (n = 65) of the majority of sample respondents and 41.8% (n = 66) of sample respondents strongly agreed and agreed respectively that community services are dependents to the level of job satisfaction in their Universities, while 10.1% (n = 16) of respondents were

undecided, then 7% (n = 11) of sample respondents disagreed with the assertion, and none of respondents shows strong disagreement with the assertion that says community services are dependents to the level of job satisfaction in their Universities. It could be observed from the above table that majority of the respondents in Kaduna State University agreed that community services rendered by academic staff are dependent on the level of job satisfaction of the academics in the university. This is an indication that the community services of academic staff in Kaduna State University are explained by the level of job satisfaction of the academics in the university.

Then for UMYU, 44.1% (n = 56) of the majority of sample respondents and 41.7% (n = 53) of sample respondents strongly agreed and agreed respectively that community services are dependents to the level of job satisfaction in their Universities, while 7.9% (n = 10) of respondents were undecided, then 5.5% (n = 7) of sample respondents disagreed with the assertion, and 0.8% (n = 1) of respondents show their strong disagreement with the assertion that says community services are dependents to the level of job satisfaction in their Universities. It could be observed from the above table that majority of the respondents in Umaru Musa Yar'adua University agreed that community services rendered by academic staff are dependent on the level of job satisfaction of the academics in the university. This is an indication that the community services of academic staff in Umaru Musa Yar'adu University are explained by the level of job satisfaction of the academics in the university.

While for SLU, 19.6% (n = 10) of the majority of sample respondents and 62.7% (n = 32) of sample respondents strongly agreed and agreed respectively that community services are dependents to the level of job satisfaction in their Universities, while 15.7% (n = 8) of respondents were undecided, then 2% (n = 1) of sample respondents strongly disagreed with the assertion, and none of respondents shows his or her disagreement with the assertion that says community services are dependents to the level of job satisfaction in their Universities. It

could be observed from the above table that majority of the respondents in Sule Lamido University agreed that community services rendered by academic staff are dependent on the level of job satisfaction of the academics in the university. This is an indication that the community services of academic staff in Sule Lamido University are explained by the level of job satisfaction of the academics in the university.

And for KUST, 33.9% (n = 19) of the majority of sample respondents and 53.6% (n = 30) of sample respondents strongly agreed and agreed respectively that community services are dependents to the level of job satisfaction in their Universities, while 8.9% (n = 5) of respondents were undecided, then 3.6% (n = 2) of sample respondents disagreed with the assertion, and none of respondent shows his or her strong disagreement with the assertion that says community services are dependents to the level of job satisfaction in their Universities. It could be realised from the above table that majority of the respondents in Kano University of Science and Technology agreed that community services rendered by academic staff are dependent on the level of job satisfaction of the academics in the university. This is an indication that the community services of academic staff in Kano University of Science and Technology are explained by the level of job satisfaction of the academics in the university.

Interview Report

Attempts were made to interview some key members of the selected state universities viz; Kaduna State University (KASU); Umaru Musa Yar'adua University (UMYU); Sule Lamido University (SLU); and Kano University of Science and Technology (KUST) Katsina. The questions asked and the results from these interviewees were presented as follows:

Q1. What factor you think determine the job satisfaction of academic staff in your University?

Kaduna State University (KASU) :

“job satisfaction of academic staff is a critical issue which must not be joked with in the university setting. Academic job satisfaction is a product of a number of factors such as academic freedom, academic job flexibility and research. That means the job satisfaction of academic staff should not be regimented and they be made flexible such that further research activities and community services should not be affected in a significant way” Said Senate Member (Prof) from Department of Political Science.

Umaru Musa Yar’adua University(UMYU) :

“Well, the job satisfaction to me is the job-itself of academic staff using the university system as the case maybe, the line functions lies with academics and they derive so much pleasure of being in the job. In essence, job satisfaction of academic staff is achieved with an academic staff teaches, conducts research and embarks on community services that have meaningful impact on the humanity”, Opined Lecturer 1 (Dr) from Department of Biological Science.

Sule Lamido University (SLU):

“The factors that could determine job satisfaction of academic staff based on my experience can be innate and environmental. That means any factors that has to do with my inner psychological feelings, emotions and perception like pleasurable effect of the lecturing job, and how someone outside the university respects the academic job, as well as what impact does the job have on the community and the society at large. On the other hand, environmental factors such as conducive working atmosphere like offices and ICT research facilities, monetary values assigned to the job like salary, research grants and allowances, etc”, Said Lecturer 1 (Mrs) from the Department of Accounting.

Kano University of Science and Technology (KUST) :

“Actually the factors that can determine the job satisfaction of academic in this university, whenever our promotion, training and pay are being made, the satisfaction level would

definitely be high, and can surely lead to teach very well, do our research and publish more academic papers.....,” said Assitant Lectuer (Mr) from Mathmatics and Computer Department.

Q2. What do you think are the causes of job satisfaction in your University?

Kaduna State University (KASU) :

“The causes of job satisfaction as mentioned earlier include but not limited to the nature of the job itself, job security, fair compensation, access to research grants, training allowances,flexible personnel policy and consultative management style....” Opined Senate Member (Prof) from Department of Political Science.

Umaru Musa Yar’adua University(UMYU) :

"Job satisfaction is greatly caused basically by how much is paid for that job, however, there are certain factors that cause job satisfaction such as better promotion policies and practices, lack of work overload, leadership policy, etc.....” Said Lecturer 1 (Dr) from Department of Biological Science.

Sule Lamido University (SLU) :

“If one attempts to understand job satisfaction and the causes responsible for it in the University system, one would have to make reference to situations of academics in other countries and how they they enjoy better life condition, better service condition and better flexibility of work with adequate research facilities, funds and opportunity for publication of theri research findings in internally well recognized citation journals. For one to understand and better appreciate causes of academic job satisfaction, one need to ask and be able to find answers to why the incessant academic movility known as brain drain of academics from Nigerian Universities to other foreign universities? Why do academic staff in the Nigerian Universities leave thier jobs and join high paying enterprises in Nigeria? Why do academic

staff engage in so many extra work that jeopardize their primary responsibilities. Our ability to answer these and many other questions would enable us to find out the causes of job satisfaction/ dissatisfaction among academic staff in Nigerian Universities.....,” Opined Lecturer 1 (Mrs) from the Department of Accounting.

Kano University of Science and Technology (KUST) :

“My opinion on the causes of job satisfaction in my university here are basically many, for example when academic staff is given fellowship to further his studies with more allowances like TETFund grants, or when an academic staff is due for promotion and he is promoted timely and in accordance with promotion guideline, or when an academic staff is paid his salary more regularly without any delay, and when his Head of Department is practicing good quality of leadership, i think these are the causes of job satisfaction to my opinion.,” Said Assistant Lecturer (Mr) from Mathematics and Computer Department.

Q3. Briefly tell us your view about the following factors in your university.

- (a). The nature of academic work-itself
- (b). Promotion
- (c). Leadership style
- (d). Training and development
- (e). Compensation

Kaduna State University (KASU) :

“The nature of academic work itself: When you talk about the academic work-contents, you simply refers to the work and some factors surrounding the academic job that either make it

attractive or otherwise. In my own university, the academic job is attractive by outsiders but once one joins and becomes an academician, he/she begin to feel the pain in it and may start to think of leaving the job. On the issue of promotion: the promotioon exercise is done regularly, so whoever is qualified, get promoted. Moreover, it is through the one would achieve his career growth and progression. So generally promotion exercise for academic staff in this university is fair. While compensation in my university, to be honest with you, the level of compensation for academic is very poor to retain them, and get them committed in discharging their responsibilities. For it to be good enough, it has to be reviewed periodically to meet up the rising cost of living, inflation and competative to other high paying public sector institutions. Leadership style is very critical as you know, we had some challenges with previous academic leadership in our university. But in recent time, we have a new leadership which is proactive in ensuring that the university is run effectively. And for training and development, though the university has good training policy, but it seems its faced with the challenge of resources and rely heavily on TETFund which does not go around for all academic staff in my university.” Said Senate Member (Prof) from Department of Political Science.

Umaru Musa Yar’adua University:

“the nature of academic work-contents in my university is very challenging but interesting to the extent that makes academic staff highly committed to perform their academic duties; the promotion in my university is adequate and it’s done at the end of each year calendar, I.e October, it is done also in accordance with promotion guidelines as specified in the university condition of service; leadership style is not as supportive as in some universities, there is so much division among our leaders in my university; training and development in my university is selective and not fair, especially when someone is looking for Tetfund sponsorship, but if its self-sponsored fellowship, its easily be approved; while compensation

in my university is relatively adequate, academic staff are being paid their salary, but its insufficient when an academic staff talk about his allowances other than his salary.” Said Lecturer 1 (Dr) from Department of Biological Science.

Sule Lamido University (SLU):

“the nature of academic work-contents in my university is very amazing and outstanding, we academics are very passionate about lecturing job due to its flexibility; Then Promotion exercise in my university is done on regular basis in accordance with the promotion guidelines, without much delay, an academic staff can grow and develop easily so far as you have the required qualifications; then, leadership style in my university is good because our leaders are showing us very good character, and they often incorporate young academics into research and academic publications so that young academic can have a good career growth and development in academic environment; while training and development in my university is relative good because there is much opportunity for training and development, but must be done within the purview of your discipline and specialization; and Compensation in my university appears fair, there is regular payment of salary and some allowances, but with an exception of training allowances due to the paucity of funds.” Said Lecturer 1 (Mrs) from the Department of Accounting.

Kano University of Science and Technology (KUST):

“The nature of academic work-contents in my university give us pride and courage to learn a lot of new things, and prepares us on how to face so many challenges that are outside the academic environment; promotion and advancement in my university is adequate with much opportunity, as far as you have relevant academic qualification, you can easily get promoted and advanced in my university; then leadership style in my university is not encouraging, because of the attitudes of our leaders which seem nonchalant and not supportive, the style of their leadership is more of putting much blame on their young academics when things go on

the opposite direction; while training and development is adequate, and it's given as soon as you applied it, because the university is in need of academic staff with higher qualification; and on the issue of compensation, there is a regular payment of salary and other allowances but getting Tetfund allowance for training is always meant for opportunistic academics who are in good time with management.” Said Assitant Lectuer (Mr) from Mathmatics and Computer Department.

Data Analysis

Having presented and interpreted the data generated, the data analysis through the hypotheses testing that guided the study are carried out in this section and will be done using linear regression model. The hypotheses and their decision are discussed below:

Decision Rules

The below hypotheses formulated would be tested using Multiple Regression model of analysis through the following decisions;

- i. The hypotheses will all be tested at 5% level of significance
- ii. If the P-Value is less than 0.05 (5%), it implies significance. Thus, we reject the null hypothesis (H_0).
- iii. If the P-Value is greater than 0.05 (5%), it implies no significance. Thus, we accept the null hypothesis (H_0).
- iv. If the calculated t-value is greater than the critical t-value, thus, we reject the null hypothesis and vise- versa, thus, we accept the null hypothesis.

Regression Results

Table 5. 28

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
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1	.661 ^a	.436	.429	1.54625	1.936
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a. Predictors: (Constant), Compensation, Promotion, Leadershipstyle, Trainingdevelopment, Jobcontent

b. Dependent Variable: AcademicPerformance

Table 5. 29 ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	714.794	5	142.959	59.793	.000 ^a
	Residual	922.880	386	2.391		
	Total	1637.673	391			

a. Predictors: (Constant), Compensation, Promotion, Leadershipstyle, Trainingdevelopment, Jobcontent

b. Dependent Variable: AcademicPerformance

Table 5.30 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.102	.711		5.771	.000		
	Jobcontent	.116	.055	.103	2.131	.054	.630	1.588
	Promotion	-.095	.051	-.089	-1.857	.064	.641	1.559
	Leadershipstyle	.052	.030	.073	1.768	.078	.860	1.163
	Trainingdevelopment	.246	.041	.287	5.988	.000	.637	1.569
	Compensation	.377	.043	.422	8.785	.000	.634	1.578

a. Dependent Variable: AcademicPerformance

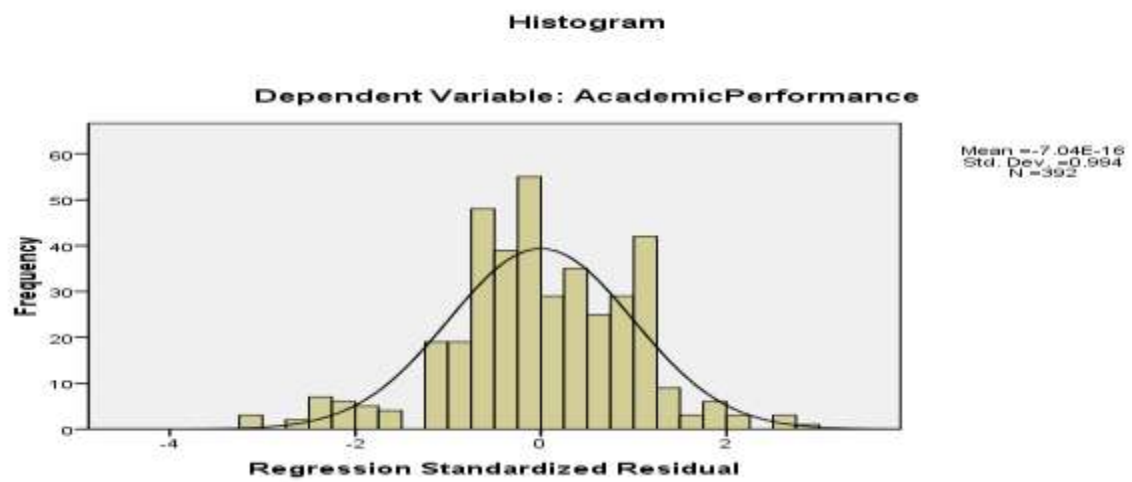


Figure 5. 1

Normal P-P Plot of Regression Standardized Residual

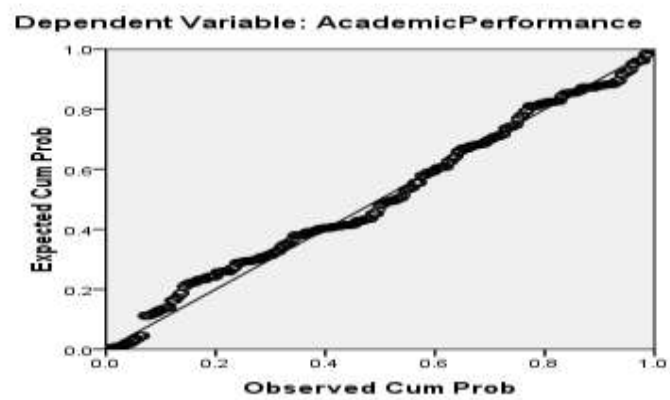


Figure 5. 2

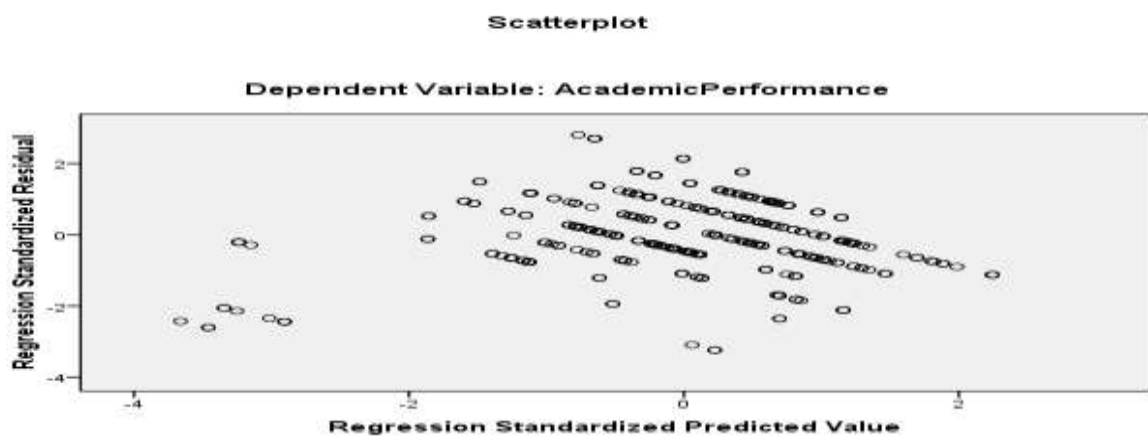


Figure 5. 3

Assumptions of Multiple Regressions

When running a Multiple Regression, there are several assumptions that need to be checked and see whether the data is relevantly met the assumptions, so that the analysis could be reliable and valid. This study checked the several assumptions which are to be presented bellow considering the above regression results presented:

➤ **Linearity:**

Figure 5.2 above shows that the relationship between independent variables and dependent variable were modeled by straight line, suggesting that the link or relationship between these variables is linear, with the aid of Scatterplots used for this study; the study concluded that this assumption of linearity had been met.

➤ **Normality:**

A very important assumption in multiple regressions is that the dependent variable is normally distributed. Normality is used to describe a symmetrical, bell-shaped curve, which has the greatest frequency of scores around in the middle combined with smaller frequencies towards the extremes. Figure 5.1 shows the histogram chart appears symmetrical and bell-shaped, suggesting that the assumption of normality for this study was met.

➤ **Autocorrelation & Independence:**

The study used Durbin Watson to test autocorrelation which is considered one of the important assumptions of multiple regression model. Table 5.28 shows that Durbin Watson value is 1.936, suggesting that the value is within the range of 0-4, and its believed that the Durbin Watson value of 2.0 means there is no autocorrelation detected in the sample.

➤ **Collinearity:**

The study adopted Variance Inflation Factor (VIF) to test the collinearity and also to test the absence of multicollinearity for the study. Table 5.30 shows the VIF values for each individual variable, and none of the individual variable value reaches 10 as its value, this shows that there is an absence of multicollinearity in the study. This gives the study more chances to employ multiple regressions in making its analysis. It could also be concluded that the assumption of collinearity was fulfilled.

➤ **Homoscedasticity:**

The study used P.P Plot to test the absence of heteroscedasticity, which is the situation where error term in the relationship between independent variables and the dependent variable is the same across all values of the dependent variables. Figure 5.2 shows that the assumption of homoscedasticity was met in this study. This gives a study an upper hand to adopt the multiple regression tools for making its inferences and analyses.

5.5 Test of Hypotheses:

The study has five hypotheses, and they were all designed in null forms.

H₀₁: The Nature of work-content has no significant effect on the performance of academic staff in the selected State Universities in Northwestern Nigeria.

Table 5.30 presents regression analysis of the effect of the nature of academic work-contents on performance of academic staff in the selected State Universities. From the result on table 5.30, the parameter estimate complies with prior expectation which explains that performance of academic staff is dependent on the nature of academic work-contents. The finding has established that taking the nature of academic work-contents to be constant at zero (0), academic performance will be 4.102. The table shows the unstandardized coefficient of the nature of academic work-contents to be 0.116 meaning that a unit increase in the nature of academic work-contents will lead to a 0.116 unit increase in performance of academic staff in the selected State Universities. The regression coefficient of 0.116 is statistically insignificant

($t = 2.131$, $P > 0.05$) indicating that the nature of academic work-contents has no significant effect on the performance of academic in the selected State Universities. The estimated coefficient of correlation (R) in table 5.28 was 0.661, signifying that there is a moderate and positive correlation between the nature of academic work-contents and academic performance. The coefficient of determination (R^2) was 0.436 which implies that the nature of academic work-contents explained that about 43% of variability in performance of academic staff in the selected State Universities. The decision rule (having 4 degrees of freedom with two-tailed test) is that, since the calculated t - value (2.131) is lower than the critical t - value (2.776). Therefore the null hypothesis one (1) which states that work- content has no significant effect on the performance of academic staff in the selected State Universities is here by accepted.

H₀₂:Promotion has no significant effect on the performance of academic staff in the selected State Universities.

The Table 5.30 shows that the finding from regression analysis has established that taking promotion to be constant at zero (0), the performance of academic in the selected State Universities would be 4.102. The table shows the unstandardized coefficient of the promotion to be -0.095 meaning that a unit increase in promotion will lead to a 0.095- unit decrease in performance of academic staff in the selected State Universities. The regression coefficient of -0.095 is statistically insignificant ($t = - 1.857$, $P > 0.05$) indicating that promotion has negative (inverse) effect on the performance of academic in the selected State Universities. The estimated coefficient of correlation (R) was 0.661 signifying that there is a moderate negative correlation between the promotion and academic performance. The coefficient of determination (R^2) was 0.436 which implies that the promotion explained that about 43% of variability in performance of academic staff in the selected State Universities. The decision rule (having 4 degrees of freedom with two-tailed test) is that, since the

calculated t- value (-1.857) is lower than the critical t- value (-2.776). Therefore the null hypothesis two (2) which states that promotion has no significant effect on the performance of academic staff in the selected State Universities is here by accepted.

H₀₃: Leadership Style has no significant effect on the performance of academic staff in the selected State Universities.

Table 5.30 presents regression analysis of the effect of the leadership style on performance of academic staff in the selected State Universities. From the result on table 5.30, the parameter estimate complies with prior expectation which explains that performance of academic staff is dependent on leadership style. The finding has established that taking the leadership style to be constant at zero (0), academic performance will be 4.102. The table shows that the unstandardized coefficient of the leadership style is 0.052 meaning that a unit increase in leadership style will lead to a 0.052- unit increase in performance of academic staff in the selected State Universities. The regression coefficient of 0.052 is statistically insignificant ($t=1.768$, $P > 0.05$) indicating that the leadership style has no effect on the performance of academic in the selected State Universities. The estimated coefficient of correlation (R) was 0.661 signifying that there is a moderate correlation between leadership style and academic performance. The coefficient of determination (R^2) was 0.436 which implies that the leadership style explained about 43% of variability in performance of academic staff in the selected State Universities. The decision rule (having 4 degrees of freedom with two-tailed test) is that, since the calculated t- value (1.768) is lower than the critical t- value (2.776). Therefore the null hypothesis three (3) which states that leadership style has no significant effect on the performance of academic staff in the selected State Universities is here by accepted.

H₀₄ : Training and development has no significant effect on the performance of academic staff in the selected State Universities in Northwestern Nigeria.

Table 5.30 shows regression analysis of the effect of training and development on performance of academic staff in Kaduna State University. Based on the result in Table 5.30, the parameter estimate complies with prior expectation which explains that performance of academic staff in the selected State Universities is dependent on training and development received by academics. The result indicates that taking training and development to be constant at zero, performance of academic staff in the selected State Universities will be 4.102. The table 5.30 also shows that the unstandardized coefficient of training and development was 0.246 meaning that a unit increase in training and development causes an increase in the performance of academic staff in the selected State Universities by 0.246 units. The regression coefficient of 0.246 is statistically significant ($t = 5.988$, $P < 0.05$) demonstrating that training and development has significant effect on the performance of academic staff in the selected State Universities. The estimated coefficient of correlation (R) was 0.661 signifying that there is a moderate correlation between leadership style and academic performance. The coefficient of determination (R^2) was 0.436 which implies that the training and development explained about 43% of variability in performance of academic staff in the selected State Universities. The decision rule with 4 degrees of freedom using two-tailed test observes that, since the calculated t -value (5.988) is greater than the critical t -value (2.776). Therefore the null hypothesis four (4) which states that training & development has no significant effect on the performance of academic staff in the selected State Universities is here by rejected.

H₀₅ : Compensation has no significant effect on the performance of academic staff in the selected State Universities in Northwestern Nigeria.

Table 5.30 presents regression analysis of the effect of compensation on performance of academic staff in the selected State Universities. From the result on table 5.30, the parameter estimate complies with prior expectation which explains that performance of academic staff is dependent on compensation. The finding has established that taking compensation to be constant at zero (0), academic performance will be 4.102. The table shows the unstandardized coefficient of the compensation to be 0.377 meaning that a unit increase in compensation will lead to a 0.377- unit increase in performance of academic staff in the selected State Universities. The regression coefficient of 0.377 is statistically significant ($t = 8.785$, $P < 0.05$) indicating that compensation has positive effect on the performance of academic in the selected State Universities. The estimated coefficient of correlation (R) was 0.661 signifying that there is a moderate correlation between leadership style and academic performance. The coefficient of determination (R^2) was 0.436 which implies that the compensation explained about 43% of variability in performance of academic staff in the selected State Universities. The decision rule with 4 degrees of freedom using two-tailed test is that, since the calculated t - value (8.785) is greater than the critical t - value (2.776). Therefore the null hypothesis five (5) which states that compensation has no significant effect on the performance of academic staff in the selected State Universities is here by rejected.

However, the overall significance of the entire model goodness of fits as measured by F - statistics shows that the calculated F -statistics is $F(5, 386) = 59.793$, $P = 0.000$, it's therefore statistically significant at $P\text{-value} < 0.05$.

Discussion of Major Findings

This study is carried out with the aim of assessing the effect of job satisfaction on the performance of academic staff in some selected State Universities in Northwestern Nigeria.

Data were collected, analyzed and results presented to enable the researcher provide valid answers to the research questions in the study. The data analysis and test of hypotheses carried out in the study revealed some fundamental significant findings concerning the effect of job satisfaction on the performance of academic staff in some selected State Universities in Northwestern Nigeria. The following findings were revealed:

- i. That the nature of academic work-content has no significant effect on performance of academic staff in the selected State Universities in Northwestern Nigeria ($\beta=0.116$; $t=2.131$; $P>0.05$). The finding from the selected State Universities was in agreement with the study of Adenike (2017) who carried out a study to examine the relationship exists in the level of job satisfaction between academic staff in private and public tertiary institutions in Nigeria. And found that there is no significant relationship between the level of work-content and the employee performance of Landmark University and University of Ilorin. The finding is also in agreement with the findings of Jerome & Ayooluwa (2019) who in their study on relationship between motivation and job satisfaction in Private University in Southwest Nigeria, found that there is no significant relationship between job- contents and the level of job satisfaction which made their performance very low. The finding is consistent with the findings of Mehrad (2015) who carried out study to determine the effects of job satisfaction on the performance of academic staff in University of Putra Malaysia (UPM), and he found that low level of satisfaction with work-contents undermined the level of academic staff in the said University. In essence, the likely reason for this insignificant result could be attributed to the much time being spent on administrative activities, viz: departmental/ faculty meetings, level coordination, registration and screening of new students among others, these often make the

work-content more tedious which gives academic staff a slight dissatisfaction, and can easily change the behavior of academic staff in the selected universities.

- ii. That promotion has no significant effect on the performance of academic staff in the selected State Universities in Northwestern Nigeria ($\beta=-0.095$; $t=-0.089$; $P>0.05$). The finding is in agreement with the study of Mike (2015) who assessed the effect of promotion practices on the employee commitment in the banking industry in Kenya. Correlation results revealed that promotion had weak relationship with employee commitment that lead to performance and productivity. It is also supported by Anna and Onoyase (2017) who investigated motivation and job performance of Tertiary Institutions in Nigeria. They found that there was no significant relationship between lecturers' promotion and job satisfaction which led to academic performance. In effect, the likely reason why promotion has no significant effect on academic performance in the selected State Universities could be attributed to inadequate opportunity or sponsorship of academics to attend workshops, seminars and conferences, academics in the said Universities, academic staff are to use their monthly salaries to pay for the conferences, workshops and seminars which are considered as necessary criteria for academic promotion and career growth or development in their respective universities.
- iii. That leadership style has no significant effect on performance of academic staff in the selected State Universities in Northwestern Nigeria ($\beta=0.052$; $t=1.768$; $P>0.05$). This finding is in harmony with the findings of Flora (2019) who conducted a research survey on leadership style as correlate job satisfaction in academic libraries in Delta State. And her results indicated that there was a low positive relationship between leadership style and job performance. This finding

also corroborates with the findings of Munirat (2017) who carried out a study on the effects of leadership style on employee performance in Nigerian Universities; namely: Usman Dnafodio University, Federal University of Technology, Owerri, Adamawa State University, Mubi, Federal University of Technology, Akure, University of Jos and University of Port Harcourt. And she established an insignificant impact of leadership style on performance of academics in the Nigerian Universities.

- iv. That training & development has significant effect on performance of academic staff in all the selected State Universities ($\beta=0.246$; $t=5.988$; $P<0.05$). The finding from the selected Universities is in covenant with the findings of Halidu (2015) who carried out on the impact of training and development on workers' productivity in some selected Nigerian Universities. He found that training and development programmes improve employees' skills and performance. The finding also corroborates with the findings of Mohammed, Zainab & Muawiyya (2018) who carried out a study on the effect of training and development on employees' productivity among academic staff of Kano State Polytechnic Nigeria. They revealed that training methods, training design and training delivery service has significant and positive effect on employees' productivity among academic staff of Kano Polytechnic, Nigeria. The finding of Mohammed (2015) also supported the finding of this study on training and development, in which he studied the impact of training and development practices on the employee performance in the selected Omani Public and Private Sector Banking Organizations. The result of his study showed that training and development practices have a positive influence on employee performance in the Omani Banking Industry.

- v. That compensation has significant effect on the performance of academic staff in the selected State Universities in Northwestern Nigeria ($\beta=0.377$; $t=8.785$; $P<0.05$). The finding from the selected Universities on the issue of compensation and academic performance is in agreement with the findings of Fapohunda (2015) who carried a study on dimensions of university academic staff appraisal in some selected public university in Southwest Nigeria. His study revealed that compensation has significant effect on performance appraisal. Another findings, that is in consonance with this study finding is the research survey conducted by Akin, Folarin & Ehinola (2019) on motivation and effective performance of academic staff in higher education (case study of Adenkunle Ajasin University, Ondo State, Nigeria). The study revealed acknowledgement for creativity and appreciation has a significant relationship with performance. The study finding is also in corroboration with the study of Uchenna, Maureen & Anthony (2018) that carried out the investigation of employee engagement and performance lecturers in Nigerian Institutions. Their results revealed that there is a positive relationship between employer reciprocity and lecturers research outputs.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

Academics play a vital role in determining the efficiency, effectiveness, quality and sustainability of educational sector in Nigeria. These can also be achieved through improving the performance of academics, especially when their levels of job satisfaction are being enhanced. This study attempted to assess the effect of job satisfaction on performance of academic staff in some selected State Universities in Northwest Nigeria, Viz, Kaduna State University; Umaru Musa Yar'adua University; Sule Lamido University; and Kano University of Science and Technology. The study specifically determined the effect of the nature of academic work-contents, promotion, leadership style, compensation and training & development (as determinants of job satisfaction) on performance of academic staff in Kaduna State University; Umaru Musa Yar'adua University; Sule Lamido University; and Kano University of Science and Technology. Five null hypotheses with sub-hypothesis for each university were postulated for the study, for the avoidance of subjective judgment or bias. The hypotheses centered on the determining whether the nature of academic work-contents, promotion, leadership style, training & development and compensation have significant relationship with the performance of academic staff in Kaduna State University; Umaru Musa Yar'adua University; Sule Lamido University; and Kano University of Science and Technology, the significance of the study to research, policy and practice of managing personnel in academic sector have been stressed, the limitation of the study has also been acknowledged. The study covered the period between 2015 and 2019, and limited to the effect of job satisfaction on the performance of academic staff in Kaduna State University;

Umaru Musa Yar'adua University; Sule Lamido University; and Kano University of Science and Technology.

The literature relating to the study was conceptually and empirically reviewed. These include inter-alia: Concept of job satisfaction, determinants of job satisfaction, concept of job promotion, the nature of work-contents, leadership style, training & development, compensation, theories of job satisfaction, concept of performance, concept of research and publication, teaching and supervision, community services among others.

The research design for the study was mainly survey research consisting of the use of instruments of questionnaire administered on the staff of the selected State Universities in Northwestern Nigeria, viz: Kaduna State University; Umaru Musa Yar'adua University; Sule Lamido University; and Kano University of Science and Technology. In which some of the academic staff in the said universities were also interviewed. These supported with content analysis of information from official documents relevant to the selected State Universities. The total population for the study was 1,715. The sample size for questionnaire respondents was 384, (plus 10% samples to minimize the sampling error) representing 25.32% of their population. Stratified random sampling technique was adopted. Both primary and secondary sources of data were explored. These were presented in tables and frequencies using the linear regression model for the test of the hypotheses and analysis.

The Evolving trends on job satisfaction in Nigerian University System, Histo-evolutionary and organizational pattern of the Kaduna State University; Umaru Musa Yar'adua University; Sule Lamido University; and Kano University of Science and Technology; and issues on job satisfaction in Kaduna State University; Umaru Musa Yar'adua University; Sule Lamido University; and Kano University of Science and Technology were reviewed. These consist of a brief background, composition and functions of each of them. The organization structure of

each of the university was presented and the functions/activities of the departments and units of the selected State Universities were identified and discussed.

The data obtained from the field representing the views of the respondents were presented in tables and analyzed using frequencies and percentages. The data centered on the questions on the bio-data of the sample respondents and the variables used in the study. From the data presented and analyzed, the study revealed that the nature of academic work-contents; promotion; and leadership Stylehaveno significant effects on the performance of academic staff in the selected State Universities in Northwestern Nigeria, while Training & Development; and Compensation have significant effect on the performance of academic staff in the selected State University in Northwestern Nigeria.

6.2 Conclusions

From the data presented and analyzed as well as the hypotheses tested in chapter five, the study concludes that the level of satisfaction with the nature of academic work-contents for the period under study was insignificant, but the nature of academic work-contents was characterized much administrative workload, but the academic work-content is relatively interesting, andchallenging, with sense of pride. The promotion exercise was adequate and based on criteria, guidelines and condition of service but insignificant to academic performance due to the lack of giving financial support to workshops, conferences and seminars that meant to aid promotion procedures. The leadership style was no supportive to the lecturing profession and it not accompanied by effective skills and it was insignificant to the performance of academic staff in the said universities. Training & development was adequate and it was in consonance with staff need with more equal opportunity for all staff members in the said universities. And Compensation; namely: reward and recognition, was adequate with appropriate recognition in the said universities and it's significant to the

performance of academic staff in the said Universities. Moreover, the academic performance had been measured by teaching & supervision of project/thesis; research & publication; and community services of academic staff in the said universities.

6.3 Recommendations

In view of the findings made in chapter five, the study recommends that;

1. The management of the selected State Universities should adequately and effectively improve and sustain the nature of academic work-content. This could be achieved through regular meetings; academic discourse; inputs and submissions from academics; proper benchmarking; effective brainstorming; and critical synthesizing of the visions of academic staff and the vision of the universities. So that all the sense of pride, interesting and challenging work-content of the academic staff could be maintained towards achieving greater academic performance in the selected universities which have positive implication to the development and growth of University Educational System in Nigeria.
2. In the area of State Universities promotion and advancement, the study recommended that, the universities management team of selected State Universities should strengthen the adherence of staff condition of service or promotion guidelines in such away that adequate opportunities for promotion would be much available for all and should also source more adequate funds from various sources to support their academic staff in workshop, seminars, conferences, among others, since they are regarded as components for the promotion exercise. And the selected state Universities should continue improving their promotion guidelines that had been meant to influence the performance of their academic staff which might likely support the progression and survival of University Educational System in Nigeria.

3. The management of State Universities in Northwestern Nigeria should put in place an effective leadership style that is more supportive with demonstration of more leadership skills. This could be achieved through moderating closed supervision and upholding the academic freedom in the selected State universities, so that so that academic staff can effectively and efficiently perform their academic responsibilities in the said universities.
4. The management of State Universities in Northwestern Nigeria should be more responsive in training and development towards achieving more performance of academic staff in their respective universities, this could likely improve the standard of University Educational System in Nigeria.
5. The management of State Universities in Northwestern Nigeria should improve the compensation of their academic staff through periodic reviews of salaries and pay, benefits, and some entitlements. This will definitely increase the effect of compensation on the performance of academic staff in the selected universities, and impliedly might positively affect the progression and development of University Educational System in Nigeria.

6.4 Implication of the Study Findings

One important implication for the management of state universities is that, since the findings indicate insignificant positive effects or relationship between the work-contents and academic performance which attributed to administrative workload, spending much time at the meeting, coordination and registration of new/returning student, etc. Therefore, if these issues or problems were not checked, they will definitely lead to low academic performance which invariably derails the growth and development of university educational system. Another important implication for the management of state universities is that, since promotion has no significant effect on the performance of

academic staff, and its attributed to inadequate sponsorship of conferences, seminars, research publications, and workshop which has been considered as obligatory criteria for promotion, and the academics often use their monthly pay (thus, financial burden) to sponsor their research and publications, conferences, workshops, etc. Therefore, the implication is that if these problems were not corrected, the intention of academics to leave the university system for more financially profitable jobs that have less financial burden when it comes to promotion and advancement will be very high (known as labour turnover or brain drain). And it negatively affects the academic performance which might lead to the collapse of University educational system in Nigeria.

Another significant implication derivable from this study shows leadership style has no significant effect on performance of academic staff, and it is attributed to the close supervision which reduces the academic autonomy and freedom. Therefore, if this problem is not redefined to the extent that academic freedom is being upheld, the staff will be highly demotivated, which invariably derails the progression and development of university educational system in Nigeria.

Another study finding shows that training and development has significant effect on the academic performance in the selected universities, thus, the findings implies that when the adequate opportunity for training and development were improved, the academic performance in the State Universities would be fully achieved towards sustaining the growth and development of university educational system in Nigeria.

Finally, the study reveals that compensation has significant effect on the performance of academic staff in the selected state universities. This implies that the compensation removes dissatisfiers, and when the issues of dissatisfier are checked, the performance of academic staff in the said universities are improved and achieved, thus, it enhances the progression, growth and development of the university educational system in Nigeria.

6.5 Further Study

Further research should look at the effect exists between the two variables considered in the study to public (i.e. both federal and state universities) and private universities operating in Northwestern Nigeria, and whether there are some job satisfaction factors in these categories of university that significantly affect the performance of academic staff.

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APPENDIX (A)

SAMPLED QUESTIONNAIRE

Department of public administration,
Faculty of administration,
Ahmadu Bello University,
Zaria.
November, 2018.

Dear Respondent,

I Umar Uthman Mohammed, undertake a research titled: “Assessment of the Effects of Job Satisfaction on the Academic Staff Performance in Selected States’ Universities; North West Area, Nigeria” for the partial fulfillment of the requirement for the Doctor of Philosophy (Ph.D) in the field of Public Administration. You are randomly selected and kindly requested to spend few minutes of your valuable time to respond to the received questionnaire.

All the information provided by you will be treated as strictly confidential and the result of this study will be used only for academic purposes.

Your participation is very much appreciated.

Yours, faithfully,

UmarUthman Mohammed
P16ADPA9010

Please Score the Following by Ticking the Appropriation Option

- | | | | |
|--|---------------|---------------|--------------------------------|
| 1. Gender | a). Female | b). Male | |
| 2. Age Group
above | a). 21-30 | b). 31-40 | c). 41-50 d). 50 and above |
| 3. Marital Status | a). Married | b). Single | c). Divorced |
| 4. Years in Service
yrs | a). 1-10 yrs | b). 11-20 yrs | c). 21-30 yrs d). above 30 yrs |
| 5. Academic Staff Rank
d). lecturer 1 and below | a). Professor | b). Reader | c). Senior Lecturer |

S/ N	Statements on the Research/ Study Variables	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
	Work itself					
6	I feel a sense of pride in doing my job at my university					
7	the work I do in my university is very interesting and challenging					
8	I feel positive and favorable about my job with sense of worthwhile & accomplishment.					
9	I am generally satisfied with the kind of job I do in my university					
	Promotion/ advancement					
10	I am aware of the promotion policy(criteria and procedures) as specified in my university's condition of service					
11	Promotion in my university is based on the condition of service guidelines in my university					
12	I am offered adequate opportunities for promotion and career development in my university					
13	I am generally satisfied with the practice of promotion in my university.					
	Leadership style					
14	Leadership style in my university does support lecturing profession.					
15	My immediate superior demonstrates effective leadership skills in my university.					
16	I am impressed with the leadership style of my immediate superior in my university.					
17	I am generally satisfied with the					

	leadership style in my university.					
	Training/Growth & Development					
18	The training and development programs are in consonance with academic staff member's needs in the university.					
19	The academic staff members have equal opportunity for training and development programs in my university.					
20	The training and development programs are Adequate in my university.					
21	I am generally satisfied with the training and development programs in my university.					
	Reward/ Recognition					
22	The benefits or reward I received are adequate to retain me in my university.					
23	If an academic staff performs well, there is an appropriate recognition and reward in myuniversity					
24	I am generally satisfied with the system of rewards and recognition in my university.					
	Academic Performance					
	Teaching & supervision					
25	My teaching and project/ thesis/ dissertation supervision are positively related to the level of my job satisfaction in my university.					
	Research & Publications					
26	My research and publications are the functions of job satisfaction in my university					
	Community Services					
27	Community services I do render often are dependent on the level of job satisfaction.					

APPENDIX (B)

INTERVIEW SCHEDULE

1. Name of Interviewee
2. Age
3. Gender
4. Level of Education
5. Rank or Job position
6. Years of Experience
7. What factors you think determine the job satisfaction of academic staff in your University?
8. What do you think are the causes of job satisfaction in your University?
9. Briefly tell us your view about the following factors in Your University?
 - (a) The nature of academic Work-contents
 - (b) Promotion
 - (c) Compensation/rewards
 - (d) Leadership Style
 - (e) Training & Development

