

## **Relationship Between Academic Staff Job Satisfaction and Goal Achievement in Private Universities in South-West, Nigeria**

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### **Abstract**

Academic staff job satisfaction is indispensable in the actualization of university goals. Thus, the study examined academic staff job satisfaction and goal achievement in private Universities in South-west, Nigeria. The study adopted a descriptive research design of the correlation type. Purposive sampling was used to select three out of the six States in the geopolitical Zone and 10 out of the 23 private universities. The proportional sampling technique was used to select 565 out of the 1,130 academic staff in the institutions, while 200 employers of labor were chosen randomly. "Academic Staff Job Satisfaction Questionnaire (ASJSQ)" and Goal Achievement Questionnaire (GAQ)" were used to collect data for the study. The instruments were validated and subjected to reliability tests, while reliability coefficients of .85 and .73 were obtained for ASJSQ and GAQ, respectively. Pearson product-moment correlation statistical method was used to test the hypotheses formulated at .05 level of significance. The study's findings revealed a significant relationship between academic staff job satisfaction and goal achievement in private universities in South-West, Nigeria ( $r = .66, p < .05$ ). The study concluded that academic staff job satisfaction is a crucial factor that enhances staff productivity and facilitates goal achievement of private universities in South-west, Nigeria. Based on the findings of the study, it was recommended, among others, that prominence should be given to stimulate the work environment to boost academic staff morale, thereby facilitating the attainment of university goals.

**Keywords:** academe, staff morale, staff productivity, university goals, work environment

## Introduction

Privatization has been embraced by many countries globally as a policy to guide their educational system based on the inherent benefits. In Africa, countries like Ghana, Guinea, Kenya, Tanzania, Uganda, and Zambia have entrenched the policy (Uwekwe, 2010). The trend in the establishment of private Universities as advanced by Mathew (2013) is due to the degradation in the standard of university education, unsatisfied demand for admission, students unrest, persistent strikes, low ranking of public universities and globalization prompted the Federal Military Government to scrap the already established private Universities and prohibited the establishment of new ones through Degree 19 of 1984. The emergence of private involvement in the provision of university education in Nigeria is traceable to 1979 when the government placed education on the Nigerian Constitution's concurrent legislative list. This involvement paves the way for the re-birth and emergency of three private Universities: Babcock University, Ilishan- Remo, Ogun State, Madonna University, Okija, Anabra State and Igbinedion University, Okada, Edo State in 1999 (Mathew, 2013). Since then, private Universities have continued to grow in number in Nigeria, and by July, 2019, this was 79 (National Universities Commission, 2019). Private universities are established for the propagation, dissemination, and application of knowledge. Rou (2012) advocated that private universities require a high degree of competence and proven scholarship from the academic staff suitably qualified and motivated to work to focus on their obligations of teaching, research, and community engagement. Job satisfaction of academic staff, who are considered to be the hub of knowledge, has become a critical issue in universities, especially private Universities, as explained by Mubaraq et al. (2012).

Despite the efforts made by the National Universities Commission to enhance job satisfaction of academic staff, private Universities alone had 66.1 % of academics' turnover and attrition due to job dissatisfaction. Researchers have conducted many studies on the variables considered in this study. It is, however, alarming that private University in Nigeria is threatened by the mass exodus of competent and experienced academic

staff to other institutions/ organizations across nations especially in the 21<sup>st</sup> Century as a result of the low level of job satisfaction (Federal Ministry of Education, 2013). According to Samuel (2013), this scenario has grave implications on quality of service, institutional image, diminished academic synergies, the scope of knowledge production, consistency, and stability of the academic enterprise. An evaluation of private Universities in Nigeria over the last two decades reveals that a myriad of problems beleaguers the institutions due to academic staff dissatisfaction with their jobs which affect their roles in the institutions as a center for intellectual excellence that they were conceived to be (Task Force on Higher Education and Society, 2014). Job dissatisfaction of lecturers in private Universities resulted in low productivity, intentional absenteeism, and detrimental to the realization of set goals (Anho, 2015). This issue has raised deep concern among university managers, administrators, parents, students, and relevant educational stakeholders. Kazeem (2012) noted that job dissatisfaction of competent, talented, knowledgeable, and proven scholars poses a serious challenge to higher learning institutions in Nigeria, which negatively affects the prospects and potentials of knowledge formation and learning.

Academic staffs are vital resources in the private university system, and their job satisfaction is central to the sustainability of institutional goals. The notable roles of management to ensure academic job satisfaction in the provision and development of the workforce required for social, economic, and technological advancement of any nation cannot be overemphasized. Thus, effective measures capable of making academic staff, who are the providers of knowledge to be satisfied with their jobs, must be put in place for universities to focus on their teaching, research, and community engagement obligations. Satisfied academic staff are motivated and empowered to strive for excellence, growth, and sustainability of university goals. When lecturers' job satisfaction is high, they become more enthusiastic, productive, and committed toward realizing institutional goals. In contrast, low productivity, intentional absenteeism, brain drain, and tardiness- apathy that are detrimental to the attainment of set goals manifest the moment their satisfaction is low. Also, satisfied academic employees are expected

to perform their duties with high commitment and enthusiasm (Abdulkadir & Abdulkalam, 2015; Ibrahim, 2015).

Furthermore, the goals of university education in Nigeria, as stated by the Federal Republic of Nigeria (2013) in the National Policy on Education, are to ensure manpower development, national development, intellectual development, and promotion of national integration, among others. The low level of job satisfaction of some of the academic staff in institutions may lead to doubt if the institutions have fully achieved the set goals. Thus, this study examined academic staff job satisfaction and goal achievement in private Universities in South-west, Nigeria.

Job satisfaction is an elusive and complex concept that has been a subject of intense research since the appearance of organizational studies (Duong, 2013). Job satisfaction, as a concept, centers on two main dimensions. The first dimension focuses on the factors or conditions that give rise to employees' global and overall feelings of happiness about their jobs. The second dimension centers on feelings or emotions related to specific job aspects (Naqif, 2010). An extensive literature review revealed that studies had been conducted on academic job satisfaction. For instance, Adenike et al. (2017) carried out a comparative study on academic staff job satisfaction in public and private Universities in Nigeria and found that Job satisfaction is the positive or pleasant emotion state emanating from the assessment of one's job experience and plays a substantial role in the overall functioning of an institution. The study conducted by Jafa (2010) identified four major aspects of job satisfaction: satisfaction from job, supervision, work characteristics, and promotion. The findings of Harris et al. (2004) showed that academic staff derived satisfaction from factors such as developing a warm and personal relationship with students, the intellectual challenge of teaching, and autonomy, while dissatisfaction is traceable to workload, poor pay and low recognition.

Abdulkadir and Abdulkalam (2015) examined the determinants of academic staff job satisfaction with empirical evidence from private Universities in Bangladesh. They concluded that Job satisfaction, as a concept, centers on two main dimensions. The first dimension focuses on the factors or conditions that give rise to employees' global and overall

feelings of happiness about their jobs. The second dimension centers on feelings or emotions related to specific job aspects. Duong (2013) found that job satisfaction is an elusive and complex concept that has been a subject of intense research since the appearance of organizational studies. In the same vein, Porter (2008) confirmed that job satisfaction is the extent to which rewards received meet or exceed the received equitable level of rewards. The study concluded that the greater the failure of actual rewards to meet or exceed the perceived rewards, the higher dissatisfaction an employee is considered in a given situation. In contrast, the study conducted by William and Hazzer (2006) established that employees' emotions and affection are related to job characteristics, leadership qualities, and job expectations.

Also, Naqif (2010) examined job satisfaction as an affective or emotional response towards various facts of one job. Job satisfaction, as perceived by Locke and Lathan (2012), refers to the pleasurable or positive state resulting from the appraisal of one's job experience, which gives workers a sense of achievement and success that is often perceived to be directly linked to personal wellbeing as well as productivity. Rosser (2007) and Wall (2011) averred that job satisfaction is essential to the growth of any education program in any society and ranked alongside professional knowledge, skills, competence, and strategies as a real determinant of educational success and performance. When employees discovered that their expectations are not met in the job environment, job dissatisfaction emerges, resulting in a decrease in workforce productivity, organization commitment, and an increase in the optional discontinuation of the job. In contrast, satisfied employees remain in the system, saving the organization from expenses on selection, training, and a decrease in workforce productivity.

The university goal of teaching, research, and publication and community service will remain more of a mirage than reality if there is a low degree of job satisfaction among academic staff (Scanner, 2009). The pleasurable and stimulating academic environment is one of the key determinants of academic staff job satisfaction in the university system, which may enhance productivity, efficiency, and achievement of university goals (Daly, 2006). Jone (2008) found that the work

environment that is comfortable and relatively low in physical or psychological stresses enhances productivity and efficiency and facilitates the attainment of university goals. The study of Walker and Arnold (2007) revealed that provision for supportive learning and working climate is crucial for the satisfaction of talented university academics. Supporting this assertion, Casper (2014) affirmed that a favorable organizational climate plays a pivotal role in attracting qualified and knowledgeable academics. Employees appreciate a friendly and responsive workplace with support for innovation. Adeniji (2011) investigated the relationship between organizational climate and job satisfaction among academic staff in private Universities in South-west, Nigeria, and concluded that climate change is a predictor of job satisfaction in private universities.

Promotional opportunity is a contributing factor to job satisfaction of academic staff towards providing quality education and sustainability of University because promotion is a shift in the upward direction in the organizational hierarchy that adds more responsibilities, prestige, status, and increased salaries and allowances. The upward direction in an organizational hierarchy adds more responsibilities, prestige, and status and subsequently increases job satisfaction, thereby facilitating the realization of university goals (Dessler, 2005). Souza's (2012) study showed that employees who received a timely promotion and optimistic promotional expectations in the future were highly satisfied with their respective places in the organization. Thus, the prompt and timely promotion makes employees feel more fulfilled to develop high cordiality with their jobs, thereby facilitating the achievement of organizational goals.

Furthermore, the goal connotes the long term plan which an organization aims at actualizing. It is ancestral to the fact that no organization is established without having a specific goal set to achieve. Bello (2014) affirmed that goal achievement is the fundamental reason for universities' establishment as the shortage of goals will render the institutions meaningless. Goal achievement, as viewed by Draft (2009), refers to the degree to which an organization actualizes the set targets. The Federal Republic of Nigeria (2013) in the National Policy on Education

identified the overall philosophy for establishing Universities in Nigeria as teaching, research, and publication, and public services.

Interestingly, academic staff constitutes the larger group of human resources in the university system through which the goals are translated into objectives for implementation and actualization. Moreover, on efficiency, effectiveness, productivity, and job commitment of employees, Ali and Balcoh (2010) postulated that advancement to positions of increased responsibilities is an influential factor of academic staff job satisfaction that enhances service quality and facilitates the achievement of university goal. Ibrahim (2009) affirmed that enthusiasm and willingness of staff to work towards accomplishing an organization's goal depends on the consistency and persistence of promotional prospects. When academic staff receives a timely promotion and is optimistic about promotion opportunities in the future, they are highly satisfied and work towards the realization of university mandates. Chew (2012) and Souza (2012) found that the success of university education depends on the quality of its academic staff in terms of possessing the required skills, knowledge and zeal to carry out their tasks effectively, the management of universities should not only be fair in their promotional exercise but also make staff perceive the exercise as devoid of bias. Employees feel more recognized, fulfilled, and committed to achieving organizational goals if they are being promoted promptly.

From a theoretical point of view, the Herzberg theory of motivation has proven to be a theory that can explain the importance of job satisfaction in the organization. Specifically, the theory postulates that job satisfiers (motivators) are strongly related to job satisfaction and that the motivators are job recognition, job achievement, job advancement, and responsibility. Also, good job satisfaction in an organization prevents dissatisfaction. The other factors are closely related to the context of interpersonal relations, salary, organization policy, supervision, administration, and working conditions (Alfayad & Arif, 2017; Andersson, 2017; Holmberg, Caro & Sobis, 2018). Similarly, goal setting theory rests on the conviction that life is a method of goal-oriented action. Goals can be well defined as a result that individuals try to accomplish. In an organization, subordinates are motivated to direct their attention

towards achieving goals. Specifically, goals have both internal and external aspects of individuals. From an internal perspective, goals are anticipated ends of achievement. Externally, goals denote subordinates to an object or a condition being required, such as performance level. Empirically, the positive relationship between goal setting and task performance is regarded as one of the most replicable discoveries in both organization and management literature (Li & Jarvenpaa, 2015; Mauro, 2016). In the same vein, research on goals setting theory shows that subordinates with high self-efficacy usually set higher goals for the organization and themselves than subordinates with low self-efficacy. Also, subordinates with high self-efficacy tend not to be satisfied with lower goals or lower performance levels for the organization and themselves. Therefore, goals setting theory is of the view that managers can help increase subordinate's self-efficacy by giving them adequate training and education to advance mastery of needed skills, finding role models with whom subordinates can identify, and articulating confidence and belief in the subordinate's ability to accomplish the performance goal (Landers, Bauer & Callan, 2017).

It has been observed that none of the previous studies conducted focused on academic staff job satisfaction as a predictor of goal achievement in universities. Given the preceding, the focus of the present study is to examine the relationship between academic job satisfaction and goal achievement in private universities in South-West, Nigeria with the following research hypotheses:

**Ho<sub>1</sub>:** There is no significant relationship between academic staff job satisfaction and goal achievement in private universities in South-West, Nigeria.

**Ho<sub>2</sub>:** There is no significant relationship between academic staff working conditions and goal achievement in private universities in South-West, Nigeria.



H<sub>03</sub>: There is no significant relationship between academic staff promotional opportunities and goal achievement in private universities in South-West, Nigeria.

## **Materials and Methods**

### **Research Design**

The study adopted a descriptive research design of the correlation type. This research design allowed the researchers to systematically seek respondents' opinions on current issues of job satisfaction and goal achievement (Creswell, 2009).

### **Population/Sampling Techniques**

The study population comprised 1,921 academic staff, 600 employers of labor, and all the 23 private universities from the six States (Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo) constitute the southwest geopolitical Zone of Nigeria. Purposive sampling technique was used to select three out of the six States in the Zone. Ten out of the 23 private universities that cut across Ogun, Osun, and the Oyo States from the South-west, Nigeria, representing 44% of the institutions, were selected using a multi-stage sampling technique. The purposive sampling technique was employed to select ten private universities that had been established before the year 2000 to provide key information pertinent to the study. There were 1,130 lecturers in the chosen Faculties. The proportional sampling technique was employed to select 565 (50%) of these staff in the institutions. Also, a random sampling technique was employed to select 200 employers of labor. This decision was guided by the Research Advisor (2006).

### **Variable Measurement and Instrumentation**

**Academic Staff Job Satisfaction:** This is the extent to which an academic staff feels self-motivated, content, and satisfied with his/her job.

Job satisfaction happens when academic staff feels he/she is having job stability and career growth (Casper, 2014). In this study, academic staff job satisfaction was measured using two dimensions: working conditions and promotional opportunities.

**Goal Achievement:** is a statement that universities intend to achieve. For instance, according to the National Policy on Education, Section 5, one of the goals of university education in Nigeria is to produce skilled manpower.

Two instruments were adapted from the studies of Adenike, Oluwaseun, Sunday (2017), and Abdulkadir and Abdulkalam (2015) to elicit relevant data for the study. These were: "Academic Staff Job Satisfaction Questionnaire" (ASJSQ), which was used to collect information from the academic staff of private universities on their level of satisfaction with their jobs, and "Goal Achievement Questionnaire" (GAQ), which was used to collect data from the employers of labor in the locale of study. AJSQ elicited respondents' opinions on job satisfaction using a Likert scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D), while GAQ comprised statements that measured manpower and national development skills of private Universities graduates which attracted the response options of Very High (VH), High (H), L (Low) and Very Low (VL). The instruments' content and face validity were ascertained by four lecturers in the Department of Educational Management, University of Ilorin, and two experts in the field of Education Research, Measurement, and Evaluation. The final drafts of the instruments were produced after effecting all the corrections made by the experts. A pilot study involving 50 lecturers was conducted to ascertain the reliability of the instruments. The instruments' reliability coefficients were ascertained, with a Cronbach alpha of .73 for ASJSQ and 'GAQ. This result affirmed that the instruments were reliable to be used for the main study.

## **Procedure for Data Collection/Analysis**

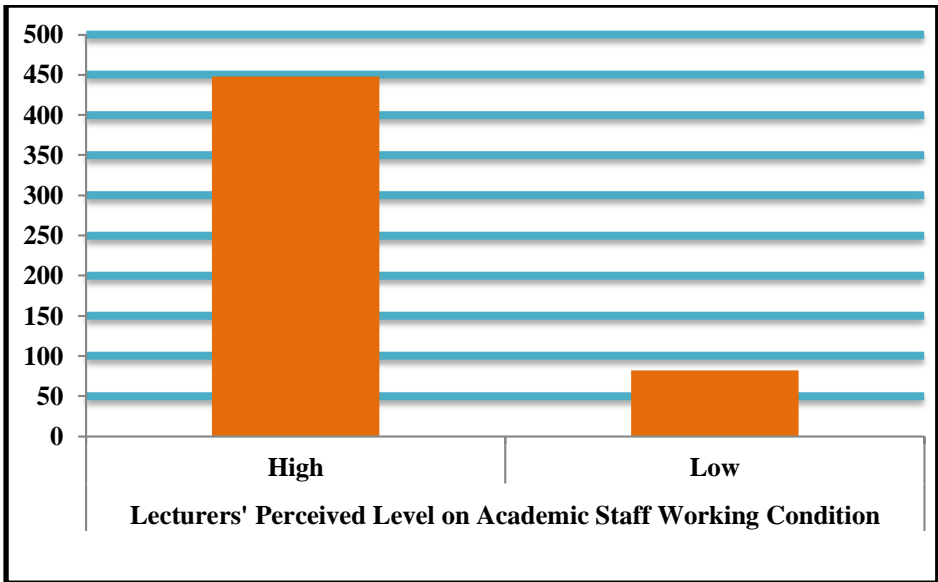
Before collecting data, a consent form was given to the management of the selected universities on the need to conduct the study. After that, questionnaires were administered to the respondents using a cross-sectional approach method of data collection. Returned questionnaires were analyzed with the use of Statistical Packages in Social Sciences (SPSS) to carry out both descriptive and inferential analysis. Specifically, descriptive analysis on the perceived level on the dimensions of academic job satisfaction and goal achievement was carried out while inferential analysis to test the relationship between academic job satisfaction and goal achievement in private universities in South-West, Nigeria was equally carried out (Creswell, 2013; Sekaran & Bougie, 2010).

## **Results and Discussions**

### **Descriptive Statistics**

Before testing the relationship between academic staff job satisfaction and goal achievement in private universities, we first examined both academic staff and employers' perceived level on job satisfaction and goal achievement respectively to gain a better understanding of the high or low level of job satisfaction and goal achievement as perceived lecturers and employers. In light of the preliminary, descriptive analysis of academic staff working conditions, academic staff promotional opportunities, and goal achievement were performed with the use of SPSS.

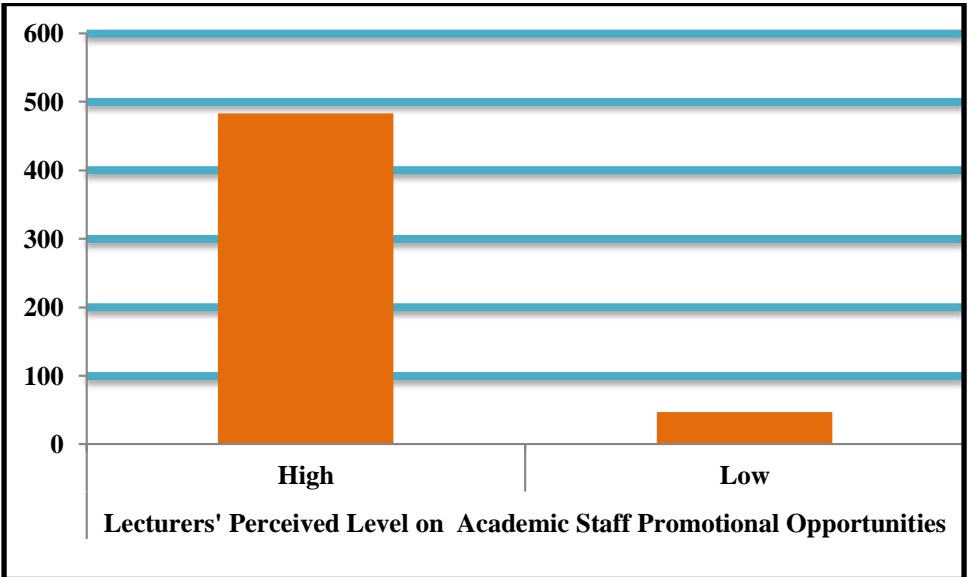
(a) Lecturers' Perceived Level on Academic Staff Working Condition in Private Universities in South West, Nigeria



**Figure 1. Lecturers' Perceived Level of Academic Staff Working Condition**

The displayed figure above shows lecturers' perceived level of academic staff working conditions in private universities in South-West, Nigeria. Precisely, results indicate that 448 (85%) respondents believed that academic staff working conditions are high in private universities, while 82 (15%) respondents believe that academic staff working conditions are low. In light of this, therefore, it suggests that the majority of the respondents agreed that the academic staff working conditions such as prompt payment of salaries, teaching and learning facilities, staff training and development program (e.g., sponsorship for workshops, seminars, conferences, etc.) is high.

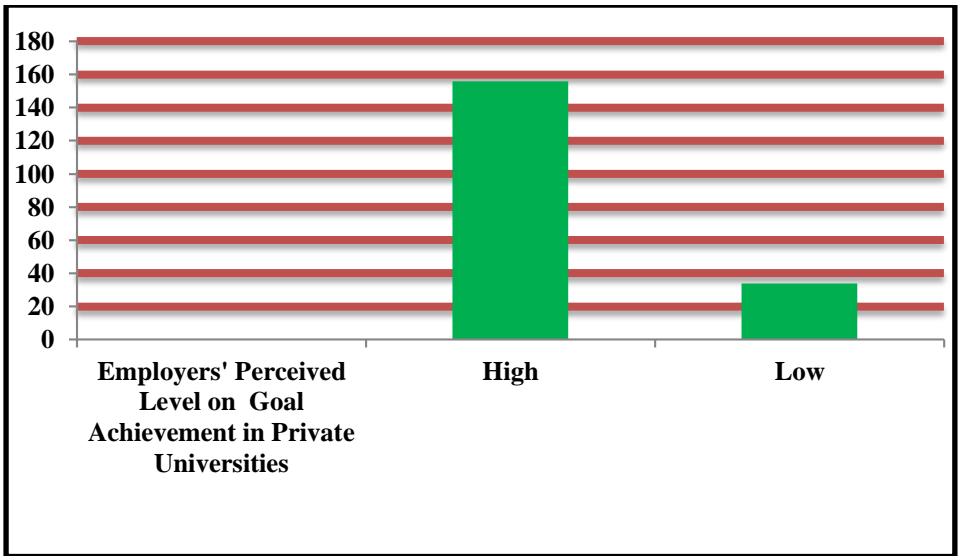
(b) Lecturers' Perceived Level on Academic Staff Promotional Opportunities in Private Universities in South West, Nigeria



**Figure 2. Lecturers' Perceived Level on Academic Staff Promotional Opportunities**

The figure displayed shows lecturers' perceived level on academic staff promotional opportunities in private universities in South-West, Nigeria. Specifically, results show that 483 (91%) respondents believe that academic staff promotional opportunities are high in private universities, while 47 (9%) respondents believed that promotional opportunities in private universities are low. Based on the preceding, therefore, it means that majority of the respondents agreed that staff promotional opportunities are high in private universities.

(c) Employers' Perceived Level on Goal Achievement in Private Universities in South-West Nigeria



**Figure 3. Employers' Perceived Level on Goal Achievement**

The above figure shows employers' perceived level of goal achievement in private universities in South-West, Nigeria. Specifically, results show that 156 (82%) respondents believe that goal achievement is high in private universities, while 34 (18%) respondents think that goal achievement in private universities is low. Because of the findings, therefore, it means that the majority of the respondents concur that goal achievement is high in private universities. Private universities' goal achievement contribute to national development through high-level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians, reduce skill shortages through the production of skilled manpower relevant to the needs of the labor market, promote and encourage scholarship, entrepreneurship and community service, provide high-quality career counseling and lifelong learning programs that prepare students with the knowledge and skills for-self-reliance, promote national and international understanding and interaction.

## Hypotheses Testing

In testing this research hypothesis, the data collected were statistically analyzed using Pearson product-moment correlation method as shown in Table 1.

**Table 1. Academic Staff Job Satisfaction and Goal Achievement.**

Variable	N	$\bar{X}$	SD	Cal. r-value	p-value	Decision
Academic Staff Job Satisfaction	530	2.71	0.38			
				.66	.02	Ho Rejected
Goal Achievement	190	3.03	0.69			

\*Significant  $p < .05$  level of significance

As shown in Table 1, the null hypothesis ( $H_{01}$ ) is rejected ( $r = .66$ ,  $p < .05$ ). This result implies that there was a significant relationship between academic staff job satisfaction and goal achievement in private universities in South-west, Nigeria.

**Table 2. Academic Staff Working Condition and Goal Achievement.**

Variable	N	$\bar{X}$	SD	Cal. r-value	p-value	Decision
Working Condition	530	2.77	0.48			
				.53	.00	$H_{01}$ Rejected
Goal Achievement	190	3.04	0.69			

\*Significant  $p < .05$  level of significance

As revealed in Table 2, the null hypothesis ( $H_{02}$ ) is rejected ( $r = .53$ ,  $p < .05$ ). This result means that there was a significant relationship between academic staff working condition and goal achievement in private universities in South-West, Nigeria

**Table 3. Academic Staff Promotion Opportunities and Goal Achievement.**

<b>Variable</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Cal. r-value</b>	<b>p-value</b>	<b>Decision</b>
Promotional Opportunities	530	2.98	0.72	.45	.01	Ho <sub>2</sub> Rejected
Goal Achievement	190	3.04	0.69			

\*Significant P < .05 level of significance

As shown in Table 3, the null hypothesis (Ho<sub>3</sub>) is rejected ( $r = .45$ ,  $p < .05$ ). This result connotes that there was a significant relationship between academic staff promotional opportunities and goal achievement in private universities in South-West, Nigeria.

The first purpose of the study is to examine the academic staff and employers' perceived level of job satisfaction and goal achievement in private universities in South-West, Nigeria. In achieving the first purpose of the study, we first examined lecturers' perceived level of academic staff working conditions. Figure 1 shows that most lecturers agreed that working conditions in private universities are high, in terms of availability of teaching and learning facilities, staff training, and development, among others. Also, results indicate that majority of the lecturers tended to have a high perception of promotional opportunities in private universities. The promotional opportunities include lecturers being promoted based on job performance and lecturers being promoted as when due, among others.

Concerning employers' perceived level on goal achievement as displayed in Figure 3, findings show that majority of the employers have a high perception of goal achievement in private universities. These findings are consistent with the study conducted by Abdulkadir and Abdulkalam (2015), who established lecturers' high perception of job performance in Bangladesh Universities. Similarly, the current finding is synonymous with Duong (2013) 's work, who found that high job satisfaction has been a natural appearance among employees in various organizations. Also, Jafa (2010) 's work supports the staff's perceived



level of promotional opportunities and job performance among employees in the organization.

The second purpose of the study is to assess the relationship between academic job satisfaction and goal achievement in private universities. In achieving the second purpose of the study, three research hypotheses developed were tested. Hypothesis postulated that there was no significant relationship between academic job satisfaction and goal achievement in private universities. Interestingly, findings of the hypothesis one tested showed that there is a significant relationship between academic staff job satisfaction and goal achievement. The finding is in tandem with the study of Tzeng (2007), who found that the job satisfaction of university academic staff is a fundamental determinant that enhances the institution's service quality. Employees demonstrate pleasurable attitudes when they are satisfied with their jobs and increase overall productivity and organizational performance. The university goal of teaching, research, and community service cannot be achieved if there is a low degree of job satisfaction among academic staff (Scanner, 2009). Satisfied employees are motivated and empowered to strive for excellence and growth in teaching, research, and community engagement (Latif, 2015).

Hypothesis two postulated that there was no significant relationship between academic staff working conditions and goal achievement. Hypothesis two tested the findings that there is a significant relationship between academic staff working conditions and goal achievement. This finding is in line with Alkin (2012) work that workers required a stimulating environment that allows them to work pleurably to maximize their potentials and achieve the mission and vision of the organization. Pleasurable working conditions reduce academics turnover, job stress, and fundamental to the actualization of organizational goals. Jone (2008) affirmed that a conducive working environment reduces psychological stress, enhances productivity, and enhances the attainment of university goals. The nature of institutional climate within which the academics work is a prime determinant of effective goal attainment in university education. In the same vein, Casper (2014), Walker and Arnold

(2007) asserted that the provision of a supportive learning and better working conditions are crucial to staff satisfaction in universities.

The third hypothesis predicted that there was no significant relationship between academic staff promotional opportunities and goal achievement. As expected, the findings of the hypothesis three tested revealed that there is a significant relationship between academic staff promotional opportunities and goal achievement. The finding is consistent with the work of Souza (2012), who concluded that the advancement of academics to positions of increased responsibilities and prestige is one of the effective baits that help attract and retain the best brain in the University. This finding implies that when academic staff experienced timely promotion, which adds additional responsibilities, prestige, status, and increment in salaries and allowance, they would be enthusiastic about realizing the institutional goals. Ibrahim (2009) affirmed that the willingness of staff to be committed towards the development of human capital for the acceleration of national development relies vehemently on the consistency and objectivity regarding promotion exercise. When employees are being promoted timely, they become optimistic concerning their carrier progression, exhibit prolific workplace behavior, and actively involved in organizational goals attainment. Timely promotion is an influential factor of academic staff towards delivering quality education and sustainability of universities. Chew (2012) accentuated that lecturers feel more recognized, fulfilled, and dedicated to the actualization university's mandates when the institution management creates room for carrier progression.

Additionally, the current finding is associated with Herzberg's theory of motivation and goal-setting theory. Herzberg's motivation theory is based on the premise that job satisfiers (motivators) are strongly connected to job satisfaction because motivators are associated with working conditions, job achievement, job advancement, job recognition, and responsibility (Alfayad & Arif, 2017). The goal-setting theory postulates that if subordinates are given adequate training to advance mastery of required skills, it will enable the organization to achieve the set goals (Landers, Bauer & Callan, 2017).

## **Conclusion**

Based on this study's findings, we conclude that academic staff job satisfaction is a strong determinant factor that can be used to enhance goal achievement in private universities in South-West, Nigeria. Specifically, it can be said that provision of stimulating working environment for academic employees plays a significant role in the achievement of the goals for which private universities are established; if the promotional exercise of the academic staff is timely and objective, it could result in effective realization of the goals of these institutions; when academic staff derives pleasure with the institution management, it could help to actualize goal achievement of the institution. Furthermore, given the findings of the study, it can be said this study has contributed to the body of knowledge in three ways (practical, theoretical, and methodological). Practically, the study's findings will serve as a template for the management of private universities in southwest Nigeria, on how academic staff job satisfaction can be further enhanced. Theoretically, the study's finding validates both the Herzberg theory of motivation and goal settings theory that were used to explain the relationship between academic staff job satisfaction and goal achievement. First, Herzberg's theory postulates that job satisfiers (motivators) are strongly associated with job satisfaction. Since our study established a positive relationship between academic staff working conditions and goal achievement, Herzberg's theory of motivation was validated in this study. Second, goal setting theory is based on the assumption that if subordinates are given adequate training to equip their knowledge, it will help the organization actualize its set goal. Therefore, since this study has established a strong relationship between academic staff job satisfaction (i.e., working conditions and promotional opportunities) and goal achievement in private universities, goal-setting theory has been validated. Methodologically, this study has contributed to the body of knowledge in two ways. First, the instruments used for data collection were adapted from the studies conducted by Adenike, Oluwaseun, Sunday (2017), and Abdulkadir and Abdulkalam (2015). The original items taken from their studies were purified by adding some relevant items that suit the current

study context. By doing that, therefore, a significant contribution has been made. Second, the literature review indicates that past studies on job satisfaction often use only workers as respondents to participate in the studies. In making a difference, both academic staff and employers of labor were included to partake in the current study, and this helped to eliminate the issue of bias on the part of researchers.

## **Recommendations**

Based on the findings in this study, it was recommended that:

- i. prominence should be given to stimulating work environment to boost academic staff morale thereby facilitating the attainment of university goal;
- ii. promotion prospects should be timely and devoid of bias to enhance academics sense of advancement and carrier progression; and
- iii. concerted efforts should be made by the management of private Universities to involve academic employees in decision making on issues affecting their welfare, and their opinions should be given desired attention.

## **Future Research Direction**

Even though this study has successfully achieved the three research purposes set for the study, nevertheless, future research is needed to support or discountenance the findings of the current study. First, this study adopts a survey method to investigate the relationship between academic job satisfaction and goal achievement. Thus, an additional study is needed to adopt a mixed-method approach (quantitative and qualitative). Both surveys and interviews will be used to collect data from triangulating and making objective conclusions. In another way, future researchers should focus on academic staff's perceived job satisfaction with the use of a qualitative approach only (interview) so that comprehensive information on job satisfaction can be obtained. Second, this study used the only academic staff of the universities to elicit data on job satisfaction; future researchers should investigate academic and non-

academic staffs' perceived job satisfaction in private universities so that inference can be drawn on perceived satisfaction among academic and non-academic staffs. Thirdly, academic job satisfaction in this study was measured with two dimensions (i.e., working conditions and promotional opportunities). Thus additional studies are needed to focus on other dimensions of job satisfaction (e.g., recognition, payment, and benefit) to explain goal achievement. Lastly, the scope of the current study was limited to private universities in Nigeria. Therefore, comparative studies on job satisfaction among academic staff in private and public universities would be needed to understand academic staff's perceptions of job satisfaction in public and private universities Nigeria.

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