THE EFFECT OF JOB SATISFACTION ON PERFORMANCE OF ACADEMIC STAFF IN AHMADU BELLO UNIVERSITY, ZARIA.

BY

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CERTIFICATION

This Thesis, entitled "The Effect of Job Satisfaction on Academic Staff Performance in Ahmadu Bello University, Zaria", by Hamza A. Yusuf, meets the regulations governing the award of the degree of Masters of Publication Administration (MPA) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DECLARATION

I, Hamza A. Yusuf, hereby declare that this research write-up is my original research work and have neither presented it for any examination or degree award nor published it for any purpose. And all quotations, extraction and sources of information used are dully acknowledged in the Endnotes and final References.



HAMZA ABDULLAHI YUSUF
September, 1999.

DEDICATION

This research study is dedicated to my beloved late Mother, Hajiya Hauwa O. Yusuf, of blessed memory, and my father, Alh. M. Yusuf (Komiyaji), - for laying the foundation for my academic achievement, self-growth and development; and indeed, for the earnest and indefatigable prayer - guiding me through my life endeavours.

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ABSTRACT

The pace at which education in general, and university in particular, deteriorates in Nigeria is alarming; the fall in standard of education and the poor quality of graduates of each level is disheartening. The educational system seems to be collapsing and going abys - with uncertainty, insecurity and confusion enveloping the entire operational sphere. And the university academics seems disillusioned and disenchanted; their morale affected and increase absenteeism and labour turnover become the order. These certainly donot call for efficient performance, meaningful achievement and consequent development of education. The unfortunate situation is generally roped on poor management, undue political interference and, above all, poor conditions of service to ensure effective motivation for performance.

It is in the light of the above scenerio that this research was undertaken - to understand the why of the down-turn trends in university education and, above all, the seemingly negative job attitude of the academics. The research hypothesized that lack of job satisfaction and motivation of the academic staff informed the poor job attitude, performance, productivity and consequent poor output - in research, publications and human development.

The research findings include:

1. That the academic work were intrinsically enriched with capacity for realizing higher order needs for potential development, achievement, recognition. responsibility and advancement;
2. That the academics have affective cognitive tendency towards their profession and therefore have desire to develop self and the university;

3. That the inhibiting factor to realising academics self and university objectives were extrinsic satisfaction borne by poor conditions of service and operational tools/materials; these were now the academics dominant needs;

4. That the deprivation of these needs affect their value expectations and cause job dissatisfaction leading to low morale, absenteeism, poor performance, and turnover;

5. The research finally noted that an intrinsically and extrinsically satisfied academics will not only exert and deploy his tallents and ability, but also seek scope and challenges to express potentials for high performance and productivity - not only for self but also for unversity development. Unless, of course, he/she is a mediocre, an opportunist or hygiene seeker.

Lack of appreciating the fact that workers needs and value expectations changes with time and circumstances and does affect their job attitude, satisfaction, performance and productivity - contributes to university incapacity to achieve its set objectives. The research recommended constant survey of academics job satisfaction in relation to peformance; adequate and prompt payment of salary/allowances, adequate and effective teaching/research facilities, adequate university funding; and, indeed, good leadership that ensure good labour-management relationship for reasonable integration, leading to productive and creative collaboration towards mutual objectives and collective responsibility.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Successive Nigerian government seems to see education as a social (welfare) services to the citizenry. Education is not vigorously pursued as a vital and dynamic sector that determines all spheres of development and, indeed, the life blood of national survival. It is therefore not surprising that lipstick services or cosmetic commitment is paid on education by past Nigeria governments, and the effective management and dynamic approach to its development, of course, leaves much to be desired. This was even more apparant during the military administration - as most of the academic industrial conflicts were more rampant and confrontational then.

The fundamental purpose of education deteriorates to becoming an institution of learning how to read and write and seems designed to prepare the mind as a ticket to acquiring wealth (not knowledge) and to divorce the mind from collective (community) progress and national development, to individualistic (parochial) interest. It becomes, what Mahdi (1997) describes, as institution

> ...turning out loafers, parasites and individuals whose attitudes to work and to the society have fallen far below expectation.

And Chief S.O. Adebo (in Sani, 1994) describes university graduates as "Intellectual Robots". That "what is coming out of our universities is not satisfactory at all. They are indolent in public life, they don't think and teach themselves. What we are producing are intellectual robots".

The educationists, in general, who could change the system for the better have been subdued and left confused, under-nourished and poverty-ridden. They are busied

with how to meet their physiological and security needs, their morale, dedication and commitment have been crippled, and absenteeism, turnover (academic brain-drain) and nonchalant attitude is the order in our university in particular and the education sector as a whole. The educators, who were to develop character, initiative and ability of the youth of this country, so that they may be reliable, useful and intelligent in the rapidly changing life and circumstances of the work, are themselves disorganised, dislodged and in disary to understand their primary responsibility. They have been consciously or unconsciously incapacitated to moulding and instilling sound moral value and developing the youths; they lack the necessary tools, the motivation and satisfaction to efficiently discharge their responsibility, and indeed operate in a system that is fast collapsing and going abyss, with uncertainty, insecurity and confusion enveloping the entire operational spectrum. This certainly do not call for efficient performance, meaningful achievement and consequent development.

University is a distinctive social organisation, one that is and needs to be perceived as different from any organisation (Army division, government agency, or business organisations). It is among the most potent instruments by which our national aspirations can be fulfilled. An NUC 1963 Annual Report (in Ike, 1979), stated that "...investment in education is more than a social overhead; it is the very bedrock upon which all economic, social and politcal development must rest".

This may informed why Nigerian universities were once favoured autonomous institutions in the 1960s to 1970s. During this period, university appointments commanded so much prestige that to be introduced as a university lecturer, for example, meant so much in terms of status and provided a psychological satisfaction of prestige or ego needs - which acted as tremendous morale booster. The university operated for their staff a salary structure and conditions of service peculiar to themselves and

different from those applicable in the rest of the public services. This, according to Cookey Report,1981 (in Okpapi (1986);

> ... provide the necessary flexibility and attraction to prospective employees within and outside the country, and in these circumstances the universities attracted the best brains and were able to retain their devoted service.

Furthermore, Okpapi noted, though there were competition both from lower institutions and other sectors of the Nigerian economy, "the university had upper hand because it attracted better financial remunerations and better conditions of service". So, why the down turn? Is the management pattern faulty, is it the fund starvation or is it the inadequacy or poor quality and quantity of its human and material resources? Why the frequent crises so much so that even non-academic (worst still, military) Sole Administrators were appointed by government to man the "Ivory Tower". To some, the situation convey insult and provocation and is a risk, as it can undermine the university autonomy and could deliver it to its enemies or damage its capacity to evoke the imagination, stamina and free commitment that are essential for original learning and thinking.

The former Head of State, General A. Abubakar (1999), also observed that the crises in the universities in recent years have made them to abandone their primary objective of provididing high quality, regular and liberal courses of instructions. That

> "...reports on threat, strikes and violent demonstrations have over-shadowed reports on relevant research projects being executed, the planning of seminars and workshops and of central and departmental libraries being current in their collection of books and journals. To compound matters, universities communities were riven with unedifying disputes which attracted negative external interests, thus valuable resources and energies were grifted away".

He stated that universities, as incubators for high level manpower supply, bear a heavy responsibility for the development of our nation in the interest of present and future

generations. Therefore, he implpored, university administrators and academics should deploy their energies and intellect appropriately for meaningful achievement and development.

The remote causes of university degeneration, Okpapi (ibid) said, evolve from its harmonisation with the rest of the public service - in salary, fringe benefits and other conditions of service by the Udoji (1974) Public Service Review Commission and Williams Review Panel. The university lost a lot of independence, operational facilities and good condition of services - which were stimulants to academics industriousness, dedication, and, indeed, source of job satisfaction. The situation was a great disservice to the university system and the cause of great dissatisfaction and alienation among university staff. The harmonization act turned the universities into one of the most disadvantaged segments of the harmonized public services.

The resultant effect cause disillusionment and disenchantment among university staff, affect morale, cause absenteeism and increase turnover. It, indeed, reduced the lustre of university employments to prospective employees. The situation "led to a worsening recruitment problems of the universities which thereafter recorded high percentages of shortfalls in staff recruitment. This fact, remains to-date, because the university system not only lose able, competent and skill intellectual/professional staff, it also fail to attract qualified staff except mediocre or those who use the university as a temporary work place while awaiting better alternative in the future. The situation crippled the university from its former glory and, indeed, distinctive nature.

The university is now like a lame-dog - the intellectual vibrancy, freedom of academic and research expression, fearless and objective criticism, etc. have all give way to humility before constituted authority - for fear of intimidation, victimization and or

suppression. The university has been rendered almost totally dependent upon and subservient to the government; and this fact expose it to undue external interference and control. The cherished principles of institutional autonomy and academic freedom, Professor H. Oluwasanmi, (in the Scholar, 1997) said;

> ... suffered more brazen violations as Sole Administrators were appointed and V.Cs. imposed to mann the affairs of universities. ... the lost of academic freedom to publicly and freely express research findings, to objectively criticise and proffer suggestions on national issues are seen as antagonistic and sabotage to government operations. Staff ego and achievement needs were thus muzzled. Democratic academics operational procedures were crippled the power to admit students, hire and fire staff, and the determination of mode of advancement are solely the affairs of Sole Administrators.

Therefore, fear of job insecurity, intimidation and lack of freedom of expression all affect morale, performance and increased turnover. And S.A. Aluko (in Okpapi, ibid) noted that

> ... the best brain are running away from the country's universities because of frustration, unattractive conditions of service and financial constraints, which could no longer make universities carry out the knowledge requirement of the country. (That)
>
> ... the university system will collapse not because of poor remuneration (but)... that the universities, having lost their lustre, purpose and leaning, and stripped of almost all their conventional attractions, have become a big extension of a government ministry. so staff don't see why they should lose pay and lose freedom also.

Okpapi (ibid), discovered that most of the labour turnover in Ahmadu Bello University were employee-motivated, caused by workers dissatisfaction with the university's personnel policies and practices, and reinforced by, what he called "greener green", or better jobs alternative outside the university. However, with economic recession, poor standard of living, and high level of unemployment in the country today, workers' (academics in particular) reaction to job dissatisfaction may be expressed more

in terms of absenteeism, indifferent attitude to university objective, private practices, sale of academic materials, and general struggle for private business to meet economic ends. Their central needs would seems shifted to physiological and security needs because of the prevailing economic reality. These are great source of distraction from primary (academic) responsibility, and affect quality of end-products - i.e. manpower needs and the knowledge (research) requirement for socio-economic and technological development of this country. This fact can make the country perpetually subjugated and subservient to the intellectually, techno-scientifically and economically developed nations. We shall remain a dumping ground for their end-products (person, product and knowledge).

There is therefore the urgent need to address the situation and find solution to the incessant problems bedeviling education in general and university in particular. This is necessary to enhance their viability and effectiveness, and, indeed, serve not impair the work of the scholar and student. For the academic scholars desired freedom and conducive atmosphere for learning and research. And the university academics are the vital element not only for achieving university operational objectives, but also for developing and ensuring corporate existence of the university. The university academics the effective change agent, needed to make university organisation to begin to become ever relevant in this dynamic, sophisticated and competitive world. Hence, their proper management, effective motivation, efficient utilisation and better performance for university development cannot be over-emphasised.

1.2 Statement of the problem

The general attitude of the academics towards their job should be of great concern to the university management in particular and the nation as a whole. Every organisation, no matter its operational webb strives to effectively utilise its personnel in order to get the best out of them, to ensure productivity and the realisation of corporate objectives. However, understanding and influencing the human behaviour require knowledge of human needs. Most psychologists are in agreement that human behaviour is not completely disorganised and without motivation. The human personality is composed of multiple elements that are related to effect some degree of apparent balance. These elements, according to Flippo (1980), are categorised by psychologists as "phisiological, social and egoistic", and which changes with time and circumstances. Conscious or unconscious needs set up in an individual certain tension that stimulate behaviour to relief those tensions. And when needs cannot be satisfied in any manner, Flippo concluded, "tension are not relieved, and the result is frustration, and this can be expressed through aggression, regression, fixation and resignation".

The feeling an individual may have that his important needs are satisfied by the work he does determine the worker's morale and industriousness. That one express a favourable attitude towards his jobs indicate level of satisfaction - hence the desire to stay on, perform and develop both self and, by extension, the organisation. That a job fulfills the individual dominant needs and values, then the job will be satisfying; and underlying this feeling is the believe that one will not be better or more easily satisfied in comparable jobs.

Therefore, job satisfaction can have significant effect on and does influence an individual job attitude. However, the extent to which the job fulfils needs and is

consistent with individual expectations and values, determines the level of satisfaction and commitment. And the extent to which this can be sustained for high performance and productivity depends on the motivating force effectiveness, and, indeed, how management understand and effect the changing nature of human needs (as often influenced by environmental dynamics).

As Lawler and Porter (1967), observed,

> Individuals are satisfied with their jobs to the extent to which their jobs provide them with what they desire, and they perform effectively in them to the extent that effective performance leads to the attainment of what they desire.

Flippo (1980) also stated that, a management approach, where workers needs are attended

> ... tend to decrease accidents, absenteeism, turnover and operating errors, while simultaneously raising morale, quality and productivity. At minimum, such approach should prevent undesirable behaviour such as sabotage, slow-down, insubordination, strikes, and the use of drugs and alcohol on the job.

Thus, behaviour is a process of adjusting to certain human needs and the goal of this adjustment process is satisfaction. The more satisfied a worker, the more favourable or positive attitudes he express and develops towards his job. And when need cannot be satisfied or is deprived or thwarted, this leads to maladjustment. And McGregor (1966) noted that "...people deprived of opportunities to satisfy at work the needs which are important to them now, behaves with indolence, passivity, resistance to change, lack of responsibility, willingness to follow the demagogue, and make unreasonable demand for economic benefits".

The above may inform the academics informal group (ASUU) resistance and or persistent strive for change to better the lots of its members. And similarly, the

passivity of the individual academics - resigning to faith, expressing indifference and nonchalant attitude and or seemingly marking time for better opportunity.

Thus, the deplorably poor conditions of service, lack of capacity to achieve, develop, partake in major decision making and, indeed, determined the character and operational focus of the university, the imposition of leadership and, indeed, undue government interference with university internal operations - have affected the university traditional role, cherished values and its corporate objectives. The almost constant trade disputes and strikes in our universities negate the principle and the very basis for establishing university; it affects standard, quality and put paid to university ideals and reputable status. The effect of academics withdrawal and indifference to university norm and value expectations can be seen in character of the students - demonstration, examination malpractice, cultism, moral degradation and, indeed, the desperate desire to acquire certificates and not knowledge.

The aforementioned scenerio culminated into the need to understand these retrogressive trends in our universities, the negative job attitudes, high level of absenteeism, turnover and poor performance due to dissatisfaction. This is not only to better the situation through effective personnel management that ensure job satisfaction, motivation and condusive atmosphere for high performance and optimum productivity.

For, as Lawler and Porter (ibid) stated,

> ... if job dissatisfaction could be reduced, the human brake on production could be removed and turned into a force that would increase performance.

The present study was therefore to investigate the effect of job satisfaction and motivation on university academic staff performance - noting such intrinsic job satisfying variables as capacity to develop, achieve, be recognize, have responsibility and

future advancement alongside the love for academic work itself (factors Herzberb, 1959, considered as "strong determinants of job satisfaction ... and of greater importance for lasting change of attitudes"; the prevailing attitudinal disposition of the academics towards university survival and development; and, indeed, understand the dominant needs and value expectations of A.B.U. academic staff and the effective integration of these values by the management to achieving university set objectives.

1.3 Aim and Objectives of the Study

The aim of this research is to understand, appreciate and relate the various human needs, postulated by Abraham Maslow, and Frederick Herzberg Motivating Factors - to determine job attitude and effects on performance of the Academic Staff of A.B.U. The objectives entails

a) To determine which human need variables has significant effect on academic job performance;

b) To evaluate the factor(s) that contribute to academics job dissatisfaction;

c) To examine the factor(s) that motivate and sustain academics job performance;

d) To provide suggestions and make appropriate recommendations to ensuring the academics positive job attitude and high performance for university development.

1.4 Hypothesis

The following hypotheses were proposed to guiding the research process. That:

a) job satisfaction does reduce and alleviate problems of absenteeism and labour turnover;

b) a job satisfied academic with capacity for potential development, achievement, recognition, responsibility and advancement will display positive job attitude and high performance.

1.5 Research Methodology

To identify the general issues and gather data relevant to the research, the following research methods for social science were used:

1.5.1 Method of Data Collection:

a) Primary Source of Data

To gather original and current data for the research, the researcher administered structured questionnaires on a representative sample of the academic staff of A.B.U.

The structured questionnaire method was strongly influenced by the fact that it yields more information, in the light of available limited resources, and also found most suitable not only for its flexibility in research population coverage, for facilitating contact and allowing anonymity for respondent expression, but also give the researcher capacity to structure relevant questions to elicit necessary information to test the hypotheses in response to the research question. It is also easy to complete by the respondents, takes lesser time, is more objective and easy to tabulate and analyse. Whilst, the open-ended questions are often difficult to answer objectively and could make respondents reluctant to respond promptly. Also, it is difficult to interpret, summarize, tabulate and analyse.

The questionnaire consisted of 31 structured questions, each of which had guided answers from where respondents chose the most considered appropriate.

b) Secondary Source of Data

The secondary source of information the research used were drawn from such print materials as official university records, bulletins, magazines, newspapers, journals, theses/dissertations and general published and unpublished books.

1.5.2 Tools of Data Analysis:

a) Sampling Design

This involve taking any portion of a population or universe as a representative of a population or universe as a representative of the whole. Thus, in understanding a research of this nature where the population is relatively large, sampling becomes imperative. In the distribution of questionnaire, representativeness was a primary objective. Respondents were therefore randomly selected using the stratified sampling technique, and atleast not less than 20 questionnaires were sent to each Faculty/Institute - for the academics responses.

b) Statistical Tools Used

The descriptive statistical tools were used in analysing the data obtained, and thus:

a) the data obtained were tabulated, using simple percentages, where necessary, for easy comprehension and analysis; and

b) the information gathered, discussed, and conclusions reached were limited to the data studied.

1.6 Scope and Limitation of the Study

By the nature of this research, understanding the effect of job satisfaction on academic staff performance in developing A.B.U., one should use the system approach to organisation development analysis. Thus, our analysis will contain the main variables that form organisation element and how they affects its development - viz, people, task, structure, technology and environment. These elements, according to the system theorists, Lucy (1991) said, "forms and determines organisation operational pattern, scope and development. And to analyse these elements within the context of organisation performance and development would require different sets of questionnaire, sampling and more elaborate theoretical analysis. This would not only render the research work unwieldy but will also require enormous financial resources and time. It therefore become imperative to narrow the research scope to one but fundamental element in organisation - i.e. the human element, the personnel, who are the foundation, the very basis for and determinant of organisation formation, operation, survival, growth and development.

The research focus is also confined to personnel motivation and job satisfaction, its effect on performance and on achieving organisation objectives. Further, the questionnaire sampling and study is limited to the academic staff of A.B.U. The research scope also covers the period between 1985 and 1999 - when the university academics had trying moments of their industrial relations.

1.7 Significance of the Study

University is a distinctive social organisation, it symbolizes the extent of educational attainment of a country, the apex for intellectual exertion, and entails the

coupling of teaching and research, the offering of a diversity of programme up to the most advanced stages of systematic learning and the implicit commitment to humane ideals and scholarly interests that cross the boundaries of government. University is the bedrock for planning, attaining and developing the much desired socio-cultural progress, economic growth, political integration, techno-scientific advancement, and indeed, hold the touch for national development. It is an institution designed to develop the manpower requirement necessary to propel the affairs of a nation. It exist in large measure to support, facilitate and give recognition to both existing and new scholarship. However the pace at which education in general, and university in particular, deteriorates in Nigeria is alarming. The fall in standard of education and the poor quality of graduates of each level is disheartening. The need to, therefore, understand, appreciate, address and redress the situation becomes paramount and of significant importance.

This research will first be a source of systematised knowledge and social principles on personnel management. This is to ensure less guess and more accurate prediction of human behaviour in an industrial organisation. Notwithstanding the fact that the human factor is extremely hard to delimit, yet every act need not to be completely surprising (as known relationship or causal acts exists over time between management and resulting reaction from employees). Therefore, through better understanding of the human nature, there should be less of taking on faith or use of thumb to more proof of operating results. This way, personnel could be utilised for productive purpose and corporate objective.

To this effect, the research will not only be of immense value to the general manning of corporate personnel but also the overall importance for understanding the

human element in organisation (his norm, value, needs and aspirations) and ensure effective management and efficient operations for achieving collective objectives.

Also, if personnel management is to obtain and retain the status of a legitimate management field and profession, research must provide the foundation. Therefore, constant systematic and purposive investigation of facts on personnel management cannot be over-emphasized. The research will thus add to the bunch of scholarly research on personnel management, expose the intricacies involved in job attitude and, indeed, the dynamism of personnel administration in a world that is also dynamic. The research findings will also stimulate further investigation in personnel dministration.

The research also provide a base for university management to understand the importance, appreciate the value expectations and tolerate the academics desire for better conditions of service, effective and efficient operational tools, psychological growth and self-development for better contribution to university progress and development. For the more job satisfied and motivated a worker is, the more dedicated and positive-minded he may be towards his job, and the likely high performance capacity.

1.8 Basic Assumption

The study is based on the following assumption:

That the best qualified academics were employed in the university service. Therefore, the study does not concern itself with the calibre (quality) of academic staff and mode of their employment.

1.9 Structural Organisation of the Study

The study is organised based on serial chapterisation and information contained in each chapter are as follows:

Chapter one: This discusses general background of the study, and the statement of the problem discuss the core base of the research, job satisfaction. Others are the aim and objectives of the study, its significance, scope and limitation, the research hypotheses and, indeed, research methodology.

Chapter two: This consist of the literature review and operational conceptual framework. It discusses the various scholars, intellectuals and administrative theorists submissions on job satisfaction and motivation. Chapter three discusses the historical background, structural organisational formation and operational pattern and general discussion of case study, Ahmadu Bello University, Zaria.

Chapter four entails data presentation, analysis and discussion. It tested the research hypotheses, presented and analysed the findings and made general discussions.

Chapter five is the final or concluding part of the research presentation. It gives the research summary and conclusion, and the researcher suggestions and recommendations based on findings.

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CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Literature Review

Irrespective of the diverse nature of an organisation goals, organisation strives for profitability, growth and survival in the environment. It must therefore pursue two separate but related goals outlined by Miner (1970)

(a) Productivity or Task Goal - The whole operational procedures to attaining stated goals of the organ.

(b) Maintenance Goal - maintaining the organisation as an on-going unit in the face of internal and external pressures and stress.

To achieve these goals, organisation must make adequate arrangement for carrying out the following system functions which, according to Parsons (1960), constitute four functional imperatives for the survival of social systems. These are, in relation to the university as a social system,

(a) Adaptation Function - the procurement of human & material resources as input into the university as a system and the establishment, maintenance and furtherance of a favourable environment for the system both for its survival and in dealing with other systems in the larger environment - adapting to changing situations and circumstances.

(b) Goal Attainment function - achieving operational goal and objectives and ensuring effective management and efficient production of useful out put/products through effective teaching, efficient research facilitates and opportunities and provision of community and national service for development.

(c) Integration function - effective integration of the diverse but interrelated and interdependent institution's complex parts to ensure coordination, cooperation and solidarity through morale boosting and esprit de corp among the university community, and

(d) Pattern maintenance/tension management function entails the maintenance of the institutional values (such as academic freedom of intellectual exertion, expression and association) provision of teaching and research facilities for intellectual development, conducive work environment and organisational climate to boost job satisfaction, morale, enhance productivity and individual achievements.

However, industrialisation has had a conditioning influence under which mankind has learned to accept certain values imposed upon him by the system. And not until the work of F.W. Taylor (1856 - 1917) that organisation management become crystallize into managerial theory of motivation.

Taylor (1911), in his scientific management theory, observed that the main obstacle to efficiency was the failure of managers to coordinate our control industrial operations. He advocates for a systematic study of work methods, isolating various elements of work and by measuring them on a cost and time basis, sought to eliminate waste and decay. he emphasized on physical aspect of work environment and relates management structure on functional lines, and sees planning and organising as effective management function. He sees the employer-employees relationship as emphatically a master-servant affairs, in which both parties are predominantly economically motivated, competitive and self-interested.

Taylor's submission sees motivation within the contest of money alone; that the only reward people seek is money - the well - being of individual is measured purely in economic terms. And the employee is obliged to either accept the work condition or defect. This carrot and stick philosophy, devoid of social and psychological needs may not work when applies to modern organisation. The assumptions about human needs and behaviour as being dictated or determined by economic needs at work is not absolute. Behaviour is always rational in the pursuit of maximum financial rewards.

Although Douglas McGregor (in Livy, 1988), supporting the scientific management approach in his Theory X principle, said: "Management has sole responsibility for organising men, money, material and machines in the pursuit of profits. The activities aspirations and attitudes of people working in the organization must therefore be modified to fit the organizational goals. (Because) people are basically lazy, have an inherent dislike for work or responsibility and must, if necessary, be coerced or punished. People are resistant to change and prefer to be led. All power of direction and control should be vested in management who shall automatically decides what is to be done, how is to be done and what is good for the employee".

This, submission makes an employee a tool and subservient to the organisation (and likened with machines) - with no feeling and capacity to achieve. He is alienated from work process, with no initiation or party to any decision-making and, indeed, no achievement except as may be directed by management. He is to be coordinated, directed and controlled with little or no freedom of action and development. This, indeed, is not a healthy situation for the socio - psychological development and emotional stability of the worker.

Bryan (Ibid), discussing the limitation of money as source of motivation, said

> "It may be asserted that people work for money, but this simplistic link between work and money is deceptive. There is little evidence to suggest that paying people more will automatically make them work harder. Nor can it be implied that the only satisfaction derived from work are monetary.

Notwithstanding, however, money has remained a sensitive and crucial element in the total reward-compensation package. Issues affecting work compensations are capable of evoking very powerful emotions. Yet, most studies has proven that money cannot motivate for higher performance in the long-run.

And Lawler and Porter (1985) discussing Elton Mayo's experiment, as a modern dimension to motivate, ensure job satisfaction and increase performance, said that:

> "Workers Performance would be more favourably influence by social factors in the work environment and by changes in attitudes of supervisors (or management)... people do not pursue financial ends blindly nor can their behaviour be predicted and governed as perceived by the scientific management approach.... employees satisfaction directly affects performance. For morale is not an abstraction; rather, it is concrete in the sense that it directly affects the quality and quantity of an individual's output, and employee morale reduces turnover, cuts down absenteeism and tardiness; infact, it lifts production".

This submission thus looked beyond the economic means are individual working in isolation. The Hawthorn Effects shows that work is not an insular, but a group activity; it is not just doing things but is a pattern of social and interpersonal relationships. It shows that the need for recognition, security and sense of belonging is more important in determining morale and productivity than physical work conditions.

Notwithstanding the fact that organisation is but a static structure, functional or operational only through the human element therein, thus informing the unique and distinctive nature of this factor of production as fundamental to realizing corporate objectives, - every organisation strives on how best to utilize its personnel in order to get the best out of them and ensure increase productivity. Even the classical

management theorists, whose emphasis is on structure, authority and control, sees the importance of human element in organization, and the need for their proper maintenance and effective integration. Ngu (1995) pointed out that when Taylor talker of cooperation or cordial relationships between management and workers, that workmen should be rewarded for hardwork and that workmen should be scientifically selected and trained, "since training and development are essential elements of workers motivation in organisations" - "all these vindicates Taylor and cannot be said to have ignored the human size of work."

Ngu (Ibid) also noted Henry Fayol submission on leadership morality as one of the basic qualities for effective an efficient performance. That

> "... Fayol two - way traffic approach to discipline, whereby the subordinate obedience is predicated to the supervisor's exhibit of good leadership qualities, tilt towards humanism. His emphasis on adequate remuneration of workers, equity, justice and fair-play as the cardinal guiding principles to managers, and his cherished management style where initiative is encouraged and management share their decision-making authority with subordinates (vis-a-vis) esprit de corps principles - all underscored the human approach to management.

Ngu (Ibid) also noted the responses of other theorists like Elton Mayo, Rensis Likert, Chris Agyris, etc on the importance of human element in organisation and their motivation. While stating the role of individuals, informal groups, inter-group relations and the formal group relationship within organisation, Mayo experiment indicated that workers have both physiological and social needs which must be identified by management for motivational purposes. That this process will increase the level of efficiency and productivity and, by extension, ensure organization development. And Likert principle of supportive relationship indicate that

> "....subordinates react favourably to experience which are supportive of them and which help them increase their sense of importance and personal growth".

While Argyris "believes that employees motivation is crucial for effective management in organisation".

Although, Ngu (Ibid) concluded, the needs of individual worker may be at variance with the organisational goal and objectives, management cannot dispense with the need "to strive to increase the type of climate that will permit the goals of the organisation to be attained and... at the same time satisfy the psychological and social needs of its personnel. "Effective management therefore is one that integrates the workers needs with those of the organisation". A process Chruden and Shermon (1965) refer to as "organisation development" - which is based on the premise that human resources demand equal if not greater attention than the physical resources.

The physical science has to a great extent, determine the best methods for the utilization of the material factors of production; but is less successful in understanding the human element - his reactions to things or forces that impinges on him within organizational context out, indeed, influence his behavioural disposition. This is due to the complex nature of mankind, the capacity to accurately predict his possible action or determine his behaviour.

And as the organizations have goals to achieve so also do individual have needs to meet. And there is often lack of congruity between the individual needs and the demands of the formal organisation. And this often results in various organisational ills - of failure, operational inefficiency, frustration, conflict absenteeism and labour turnover. Argyris (1957) noted this organisation dilemma when he asked.

> "How is it possible to create an organisation in which the individual may obtain optimum expression and simultaneously, in which the organisation itself may obtain optimum satisfaction of its demands".

That is, how can we balance the expectations of an organisation to achieve its set objectives with the needs of the workers demanded to serve the organisation. Lack of coming to terms or reaching equilibrium between the organisation and workers have, overtimes, being source of job dissatisfaction and frustration among workers, and of inefficiency and conflict in organisation. This is a testimony often said to be caused by the failure of management to attain the much-needed healthy balance between workers needs and organisation demands. And the understanding of the nature of man and his behavour is a related issues of management and how it motivate its workers. The motivation theorists have since observed that human behaviour is a consequence of action. As McGregor (1957), in respect of workers social needs deprivation, said

> ... when man's social needs (and perhaps his safety needs too) are thwarted, he behaves in ways which tend to defeat organisational objectives. He becomes resistant, antagonistic, uncooperative. But this behaviour is a consequence not a cause.

Thus a man behaviour in organisation is informed by his wish, desire, aspirations, values, etc. and indeed, the organisation response to these set of needs. These needs are shrouded under the management concept of motivation which, according to Sisk (1977), is the desire within an individual that stimulate him or her to action. It is "... the way in which urges, drives, desires, aspirations, striving or needs influence the choice of alternatives in the behaviour of human beings". Man is a wanting animal and he engages in behaviour that conduces to the attainment of his desires. And failure to attain his objectives results in frustration and malbehaviour or exhibit certain behavioural disposition. Management, more often than not, has consciously or unconsciously fail to fully identify man's needs or determine how best to effect the realization and integration of man's needs within the organisation alongside organisation purposes and objectives.

The Elton Mayo (1924) various experiences on effective management and efficient utilization of the human beings in organisation were an important landmark in the development of behavioural theory. Even for no other reason than looking beyond the individual working in isolation and considering group or sub-group interaction with the physical and social environment alongside supervision - effects of which caused positive changes in output and satisfaction.

The experimental studies (The Hawthorne Experiment, 1924 - 27, and the others, 1927 - 32, viz the Illumination studies, 1927-32, the Relay Assembly, the Mica-Splitting Test Rooms and the Bank Wiring Observation Room), sees organisations as a social system, and all factors in a work situation are closely related and interactive. Although the findings were equivocal, but has no controlled and rigours experimental methodology. Yet a fundamental implication that emerge was that any selected group of individual acquire kudos in ego-satisfaction which may have a positive effect on performance. Mayo stated that other work conditions propounded by the findings include:

> ....that work is not an insular but a group activity, work is not just doing things, but a pattern of social and interpersonal relationships.

This means managers should understand the reasons why individual within social groups behave as they do. "When opportunities to interact are increased, Bryan, ibid, also noted, and men allowed to work alongside others whom perhaps themselves may have chosen, turnover, labour cost and material cost all dropped". This is because the membership level motivation was being satisfied and higher needs became activated. Moreso, McGregor ((bid) also said many studies have demonstrated that "the tightly knit, cohesive work group may, under proper conditions, be far more effective than an equal number of separate individuals in achieving organisational goals:"

Therefore, the need for security, social relations, sense of belonging and recognition are important in determining morale and productivity. Moreover, when Informal Group (like ASUU) emerge in work situations and exercise social controls. They set group norms and place limitation on any individual behaviour within the group and its collaboration and cohesion can be facilitated, its action do have significant effect on organisation development, as it has capacity to sway its members behavioural disposition. And, in another dimension of determining the human behaviour in organisation, Rose (1978), asserted that both scientific management approach (attributing to man paramount drive of universal economism), and the human relation approach (attributing to man universal sociability), ignores an employee's out-of-work experiences and attachments. That

> ...no form of organisational behaviour can really be accounted for without paying some attention to external factors, whether these are of social or cultural origin or community affiliation. When man goes to work, he does not leave part of himself at home. It may be wrong to segregate the study of man at work from his total life environment.

Thus, socio-cultural affiliation or background do, indeed, affects the psychology and behavioural disposition of worker - which he manifests in the course of his duties and in group and intergroup relationship. This fact must therefore be consider in understanding, appreciating and managing a worker. Bass (1968), supporting this fact also said:

> ....to understand and predict a person's behaviour.... It will often be necessary to determine his cultural background, his social class and ethnic group, and the nature of the present situation, as well as his past history, motivation and biological status.

That is, to manage a person and tailored him towards corporate objectives entails the total understanding of his histo-biological and socio-cultural background alongside his prevailing psychological state of mind. This fact may informed why, especially

Africa, workers mostly demands for economic needs not only as influenced by poverty and inflationary trends but also by socio-cultural and economic pressures of extended family and brothers - keeper syndrome. Also confirming the socio-cultural effects on human behaviour, Prof. T. Fashoyin (1980) (in Ngu, 1995), said

> ...In the Nigerian context, the culture of the people has an overriding influence .... invariably, the worker carries with him this father and son relationship to the work place, where work organisation is not based on a paternalistic system
> ....the expatriate manager is often ignorant of these cultural expectations of workers and becomes rather insensitive, perhaps unconsciously, to their needs and aspirations.

Thus, psychologically a worker sees relationship with his organisation as a child and parents affairs, where all his needs, aspirations and demands can be met and where perhaps, he obeys as commanded, give his loyalty and become subservient to the system.

Notwithstanding, however, it is generally noted that individuals have a range of preferences among the outcomes they seek. Interest, response or action is not therefore purely a psychological theory but incorporates ideas about decision theory - affected by given situation or circumstances, and fundamentally based on individual assignment of utility (value or valence). According to Vroom (1968) expectancy theory cognitive model submission, people are purposeful, proactive and adaptably rational. That

> Various outcomes acquire a valence (a degree of importance, affective orientation or preference), according to the way in which an individual sees it as having power to attain certain satisfaction.

Thus the human mind is not irrational or unduly emotional, it is guarded towards preferred, worthy or important needs preference; and rational choice is made from given or available alternatives. Of course, individual, have some subjective assessment of the expectancy (probability belief), that given outcomes are feasible and can be achieved.

For degrees of elasticity exist in the minds of individuals as to the strength of either valence or expectancy. Supporting this fact, Heneman and Schwab (1972) stated that

> ....employees make a conscious choice among the available behaviour alternatives or task goals. The attractiveness of each alternative depends on the perceived probability that it will lead to valued and satisfy outcomes.

For example, an employee is more likely to select a difficult performance goal or task himself more if he believes that his effort will result in attainment of the goal and this will conversely result in satisfaction or fulfilment of his needs. Essentially, two ratios exist here in the mind of the individual - on one hand, effort and reward; and, on the other, effort and performance. Accordingly, therefore, an individual will move into a state of equilibrium in balancing the two sets of ratios. Expectations, valencies, choices, outcomes and instrumentalities or means provide a map for the individual (subjectively and perhaps unconsciously) to plan how he or she will go about fulfilling needs and achieving goals.

In addition to needs, a person's job satisfaction is believed to be determined by expectations based on social comparisons. According to Adam's Theory of Inequity, examined and presented by Goodman and Friedman (1971), an employee compares his pay and other job outcomes to those of other employees with similar job or with a qualifications within or outside the organisation. An employee will perceive his job outcomes to be equitable only if they are in the same ratio to his job inputs (e.g experience, effort, education, security), as the ratio of outcomes and inputs for the compared person(s). According to them

> ... and employee's pay will usually be perceived as equitably low if people with lower qualifications are receiving the same pay or if people with equal qualifications are receiving more pay. Such inequity will reduce a person's satisfaction with his job; and, if not corrected, may result in the person's quitting or reducing his level of effort.

This fact can be seen in several submission of ASUU on equity and fair treatment in job analysis or evaluation. A lot of work comparisons were made both among academicians in Nigeria and outside Nigeria (developed, developing and underdeveloped countries alike), and between academicians and other sectors (public/private) of the Nigeria economy. The obvious inequity is a grave concern for the university development. For it has not only encouraged absenteeism, tardiness and turnover (brain - drain) in Nigeria University but has indeed, affect performance and productivity. Furthermore, the Adam's Theory postulated that inequity is a source of tension, the greater the feeling of inequity the greater drive to reduce this tension." Thus, where there is inequity in work and pay, there is a high tendency for negative reaction resulting from the maladjustment which, according to Flippo (Ibid),

> ...results when human needs are not attained, or are attained with great difficulty, or are attained in manner not approves by society. It leads to such behaviour as frequent changes in jobs, withdrawal, day dreaming, jealously, desire for excessive attention... And when needs cannot be satisfied in any manner, tensions are not relieved and the result is frustration. And this can be expressed through aggression, regression, fixation and resignation.

All Managers, Flippo (Ibid) suggested, should therefore, have the capacity to understand and explain the behaviour of their subordinates in order to provide the basis for such activities as performance evaluation and disciplinary action. Perhaps, the most fundamental and useful global generalization is to recognized that there is reason for all behaviour. Though a particular act may seem insane, the manager should search for the logic behind such act. Most often than not, however, subordinate's basic personality traits is over-estimated than the influence of situational characteristics. In general, people are seen as fundamental causes, too frequently, while the situational is allocated to little influence as a cause of behaviour. As Robert (1980), observed.

> ...Human behaviour in industrial organisation today is approximately what management perceives it to be; it is not a consequence of human's inherent nature, rather it is the consequence of the nature of industrial organisation, of management philosophy, policy and practice. And this conventional management approach is based on the mistaken notions of what is cause and what is effect.

He concluded that the best way to show the inadequacies of this mistaken notions about an employee is, perhaps, to consider the subject matter of human nature (his socio-psychology, values, norms are needs or aspirations) and motivation. This may allow proper understanding, tolerance and effective management of the human resource to achieving corporate objectives.

To this effect, management should concern itself with the integration of people into a work situation, motivating them to work together cooperatively and productively. In understanding the behaviour of human beings, Flippo Said, some knowledge of basic needs is necessary. If their satisfaction can be effected in a manner that contributes to organisation objectives, then interests have been integrated. The needs may be classified as physiological social and egoistic, the goal of human behaviour is adjustment to need-stimulated tensions in a way that will bring satisfaction. And when needs are frustrated, employee behaviour becomes maladjustment.

This fact about human needs and motives, and the opportunities, (or lack of them) for their expression in organisational life led to the formulation of McGregor's theory Y (1960). The main theme of the theory are that man has a natural capacity for creativity, imagination and intellectual development. Therefore, McGregor stated,

> ...(man) seeks scope to deploy his talents, and will expand considerable energy in the pursuit of goals to which he is committed. (Hence) ... needs to be motivated on a higher level than simple carrot and stick philosophy.

Thus, giving the opportunity, man has the capacity and enthusiasm to give his best, work effectively and efficiently and desires to develop his potential for greater height and challenges and, indeed, for self and organisational development.

As Locke (1968) cognitive theory postulates also,

> .... employees seek and will perform at a higher level if they set specific hard goals, or are given challenges, than if they set easy goals or do not consciously set specific goals.

That giving employees specific hard goals or challenges to strive for will result in better performance than asking employees to "do your best". Also, in his recent study of organisational excellence, Bitter (1989), stated

> ....organisations with superior performance tend to motivate their people by creating reward and motivation system that reinforce self-image.

That is, organisation characterised by superior performance create a climate where the individual can be justly proud of their accomplishments; and publicly celebrating such achievements will provide recognition for performance. Thus, where an academician is given an opportunity to develop his potential, intellectual ability and capacity for free academic expression (in workshop, seminar and or conferences), this will not only satisfy the individual social and egoistic needs value but also motivate for even better performance. And this can, indeed, stimulate others to aspire for achievement and recognition.

2.2 Money as a Motivation for Productivity

Theories of motivation generally imply using one of two basic approaches for increasing employee performance; the first being the "extrinsic motivation" of employees by means of an incentive programme. There are different types of extrinsic rewards that can be used; these include, supervisor's praise, company awards, promotion, worker -

oriented supervision, etc. But the most common incentives is pay, which can take many form - salary and wages, bonuses, social welfare allowances like housing, transport, medical, insurance, tax relief, and so on.

It may be asserted that people work for money, but this simple link between work and money is deceptive. There is little evidence, Bryan (Ibid) observed, to suggest that paying people most will automatically make them work harder. Nor can it be implied that the only satisfactions derived from work are monetary. The role which money, as a reward for work, plays as a motivator of human behaviour and performance, has been the subject of considerable research, debate an theorizing. But over time, views have changed as to its relative importance.

Lawler (1971), in his research findings on using pay to motivate job performance, describes conditions under which pay incentives are most effective, and employed to elicit performance and satisfaction. He said that "under certain conditions pay can be used to motivate good performance", that for pay plan to motivate people, it must

(a) create a belief among employees that good performance will lead to high pay;

(b) contribute to the importance of pay;

(c) minimize the perceive negative consequences of performing well; and

(d) create conditions such that positive outcomes other than pay will be seen to be related to good performance.

The required conditions are, however, deceptively simple in the sense that establishing conditions is easier said than done. Moreover, the problem again is to what extent is pay actually tied to performance in organisations, do employees feel that pay

should be tied to performance and which of the ways of tying pay to performance lead most directly to the establishment of the conditions that must exist if pay is to motivate job performance? This is one crucial aspect affecting the academics in Nigeria University - their job value and performance is inconsonance, incomparable, inconsistent and inequity with their pay-package. The academics, Okpapi (1984), stated, not only have the intellectual and professional ability but the potential to effectively and efficiently manage and realized the university corporate objectives. Moreso, as an institutional bedrock to achieving development, the academics are the key to socio-cultural transformation, economic growth, political integration, techno-scientific advancement and national development. They thus have the capacity to control, influence and even direct their environment. Yet, Prof. Oluwasanmi (in The Scholars, 1997) said, they are paid starvation wages, quiet incommensurate (in equity) to their job performance or, indeed, fundamental role in realizing national aspirations. Therefore, that the academics stays - on the job, may imply that intrinsic job satisfaction plays more influence and do determines the job attitudes and performance of the academics.

Hassan (1991), studying manpower development in University of Sokoto, said it is noticeable that financial incentives are not necessarily the primary means of drawing the best out of people. That "...individual workers are motivated by different things apart from money. For many, especially academics, such inducements as high position for achievement, opportunity to use ability and other fringe benefits takes precedence over high wages - as long as ... wages are adequate to provide a decent standard of living for the worker and his family..."

Furthermore, Prof, A. Abdullahi,1981 (in Okpapi, ibid), highlighting the cause of staff job dissatisfaction in A.B.U. said:

> ...the staffing situation which continues to deteriorates not only because of the general shortages of locally available academics to adequately fill in the needs of a rapidly expanding university system but also because of the present conditions of service which make it more and more difficult to retain.... or attract new recruits. Conditions of service here do not exclusively mean salaries and personnel emoluments. To a good academics, it also means the facilities and atmosphere which would make effective teaching, research and service possible.

Thus the intrinsic aspect of job alongside the operational conditions do affects job performance; and not necessarily the pay.

Undoubtedly, Sisk (1967) also said, the most widely used incentive to motivate employees is money. However,

> ...the evidence is overwhelming that more money does not necessarily mean greater productivity. Money has no intrinsic value, yet we recognize the economic work of money in that it can be exchanged for goods and services.

Also, Dowling and Sayles (1978) said the idea of using money as an inducement to people to work harder is almost as old as money itself. For more than a century now, people have been managed through the "punishment-rewards" system (carrot and stick approach). However,

> ...the de-emphasize on money has reached its apparent peak in the hypothesis of the needs hierarchy developed by two noted social psychologists - Maslow and Herzberg.

Notwithstanding the aforementioned assertions, however, there is a psychological emotionally toned worth attached to money. The economic worth of money enables it to serve as a means of satisfying the basic physiological and safety needs. Its psychological value is that, for many persons, money may symbolize achievement, success, prestige or power - a way of fulfilling the higher social needs. Moreso, in a market economy (like Nigeria), work and pay are inseparable. As Bryan (Ibid) said.

> ...without money, people cannot buy the goods and services necessary for survival; they cannot advance in status in the eyes of their fellow men, nor can they make material improvements in their standard of living.

Furthermore, money has consistently remained a sensitive and crucial element in workers rewards, and issues affecting pay and the likes are all capable of evoking very powerful emotions. One may notice that the number of industrial disputes are largely expressed in terms of pay. Generally, however, the academics seems to bear with an adequate and modest pay-package, enough to meet their basic physiological needs. Otherwise, none may remain in the academic for a long time - perpetually earning below their own graduates - not because of qualification, experience or ability, but because the academics chooses to remain in the academic. To them, with a modest pay-package, "the academics desires a working atmosphere conducive for meeting their socio-psychological satisfaction (or socialization, acceptability, recognition, potentials for achievement, knowledge, self-fulfilment and development)," (Okpapi, Ibid, noted).

Herzberg (Ibid) also noted that the discussion of money and motivation should not lead us to the conclusion that money is unimportant in the total process of motivating employees; it is important. However, according to the two factor theory of motivation, "money is a hygienic factor, not a motivator." It can help sustain but not necessarily increase production. That

> Positive attitudes toward work arise from the job itself and function as motivators. These incidents are associated with feelings of self-improvement, achievement, and the desire for and the acceptance of greater responsibility. The feeling generated are of a relatively long duration and result in increased productivity.

Notwithstanding, in a developing country like Nigeria, Ngu (ibid) said, pay in this environment, cannot be under-estimated in evoking strong emotional reaction. This is due to the cultural pressure, economic demands, socio-political instability caused by

the general state of high level of unemployment, diseases and poverty that has become a burden on the average Nigeria worker. Pay, indeed, do and can be effective motivation to performance. This, of course, does not necessary means job satisfaction; he works to fulfills his basic and fundamental needs for survival in an environment so volatile and so demanding on the worker.

2.3 Job Enrichment and Workers Performance

Another approach for increasing employee motivation and job satisfaction is through intrinsic reward or job enrichment. An employee who attempts to do a good job because the work is interesting, challenging and fulfilling is said to be intrinsically motivated. Job enrichment, according to Herzberg, et.al (1969) in a field research study, on increasing worker's intrinsic motivation rather than his extrinsic motivation, said that "jobs are enriched by providing more challenging and interesting tasks, more responsibility and self-direction and the opportunity for achievement, advancement and psychological growth". The research covered five field studies on effect of job enrichment, the manner by which job can be enriched and the effects on employee performance and job satisfaction.

Herzberg (Op Cit) noted that

> ...job enrichment seeks to improve both task efficiency and human satisfaction by means of building into people's jobs, quit specifically, greater scope for personal achievement and its recognition, more challenging and responsible work and more opportunity for individual advancement and growth.

Most cases of dissatisfaction at work, Bryan (ibid) observed stem from the restriction of skill required, the repetitiveness of so many jobs, the relentless nature of

paced work, lack of freedom to make decisions, and the impersonality of organizations. That

> ...satisfying work must provide some degree of challenge, discretion and responsibility, opportunities to use skills and abilities, social contact and variety.

Job enrichment and satisfaction evolved, in fact, in reaction to Taylorism and the scientific management school which saw man as a servant to the machine. The principle of scientific management, Bryan noted, are generally inappropriate to an educated, sophisticated workforce (like the academics) operating in an increasingly complex environment requiring a high degree of flexibility. Most approaches to job enrichment embody changes in job content or the relationship between jobs. They involve reshaping jobs physically and socially. It is a form of vertical expansion, incorporating additional levels or skill, autonomy and responsibility. It adds dept to the job; hence, jobs with higher skill content (as in the university) are more conducive to job enrichment.

Individual reaction to job enrichment is as difficult to forecast in terms of attitudes as it is in terms of performance. Those already genuinely interested in their work develop real enthusiasm; for, as Herzberg, et.al (Ibid), said, not all people welcome having their jobs enriched; certainly, however, when such changes are opportunities rather than demands, there is no reason to fear an adverse reaction. If someone prefers things the way they are, he merely keeps them the way they are by, for example, continuing to refer matters to his Head of Department, Dean V.C. or supervisor, rather than being independent initiator or decider. They added that:

> In attitudes as well as in performance the existence of individual differences is no bar to investigating the possibilities of job enrichment for satisfaction and performance.

They also observed from their findings that job enrichment does not necessarily means nor inevitably lead to demands for higher pay or better conditions to match the new responsibilities. The studies demonstrated that:

> ...when presented with an opportunity for achievement, people either achieve something or they do not; when allowed to develop, they either respond or stay as they are. Whatever the result, it is self-contained experience, a private encounter between a person and his task.

This is, unlike when the same person becomes annoyed by his poor working conditions, worries about his status or security, or sees his neighbours enjoying a higher standard of living. The cause-effect relationship between hygiene and motivation scarcely exists. Motivation is not the product of good hygiene, even if bad hygiene sometimes leads to sabotage. Higher pay may temporarily buy more work, but it does not buy commitment. Nor does commitment to a task, by itself, brings demand for better hygiene. Of course, the necessary logistics (human and material resources) for effective and efficient performance to realizing the task objectives must be put in place. For the non-availability, inadequacy or obsoleteness can be frustrating and cause great dissatisfaction.

Moreover, the research also observes that there is little evidence that the workforce, infact, prostrates its commitment to a task. Although incentive bonuses schemes, productivity bargaining and the like assiduously encourage such prostitution. Exploration for management maneuver is freely available on the motivators dimension. However, the motivator should not be used as an alibi for the neglect of hygiene. The fact that people become dedicated, industrious, and strive for greater achievement and development but without a corresponding high logistic support and conducive organisation climate - this achievement will certainly not hold for long; there will be reversion, due to dissatisfaction. If people are genuinely achieving more, taking more responsibility and developing greater competence, that is no reason to take advantage

of them for a short-term profit. And Okpapi (Ibid) noted that academics are ever striving for higher achievement and bear with the ever increasing challenges and pressures on them by the changing environmental demands, despite the starvation wages paid, lack of academic freedom and university operational autonomy, coupled with inadequate, obsolete or non availability of basic operational logistics (human/material resources) all compounded to frustrate, dissatisfied and significantly affect performance. Therefore, Herzberg, et.al (ibid), warned that "Any tendency to exploitation on management part could destroy the whole organisational process". This thus informed reason why the educational sector has deteriorates over-time.

On the effect of participation as a motivational tool, the studies observed difference between participation and consultation. That, instead of passing responsibility down the line and possibly loosing control, the manager consults his subordinates before making a decision, involve them and make them feel part of the team. "Participation, in this sense of consultation, Herzberg, said, is seen as a safe halfway house to job enrichment, productive and satisfying to all concerned." But in the specific context of the management of subordinates, who is motivated by this kind of participation? It is seemingly the person who needs second opinion to make the right decision (i.e the manager). The subordinates, in this context of consultation, does not have the same professional or work-inspired need for the encounter, for he does not live with the responsibility for decisions. It is even doubtful if his "sense of involvement", through consultation, makes him feel good for long - because appeal on personal vanity wears thin without more substance. And where the appeal (consultation) involves subordinate profession staff, it is downright partronising - for the subordinate is paid to offer his opinion anyway.

Thus, the difference between consultation and enrichment is obvious, consultation does not give subordinate the chance for personal achievement which he can recognize through involvement, it subtly denies him the exercise of responsibility which could lead

to his development, however humbly, as an executive in his own right. Herzberg (Ibid), describing this deceptive motivation tool, said

> Far from being the best route to motivational change, this kind of participation is a red herring. It is hygiene masquerading as a motivator, diverting attention from the real problem. It may help to prevent dissatisfaction for its psychological satisfaction but it does not motivate.

And it is this lack of effective participation of academics in the management of university affairs that leads to alienation and, indeed, deprivation for achievement, recognition, self - fulfillment and development. Acts that affect morale, can increase turn-over or self-withdrawal from university operational objectives due to frustration.

Therefore, participation is the best route to motivational change only when it is the act of management - no matter at what level of operation. And the test of its geniuness is simple, it must be left to the subordinate to be the prime mover in consultation on those topics where he carries personal responsibility. For the manager, like the subordinate, the right to be consulted must be earned by trust in ability and competence in giving help. Therein lies the only authority worth having. Not that where, for example, university management simply seek opinion or professional and academic advice, instead of delegating responsibility with commensurate authority to act.

The research studies also observed that job satisfaction gains is more manifest in the long-term effect. "There is every reason to think that in the long-term attitudes catch up with performance and that job enrichment initiates a steady prolonged improvement in both," Herzberg, Ibid.

The general effects of job enrichment and consequent development manifests only if motivational change becomes a reality. And management becomes a service to encourage, assist and reinforce achievement by employees - through task organization and task support. Herzberg (Ibid) stated that there are two complimentary criteria in task organisation:

(a) Tasks have to be authentic (legitimately recognized by and has impact on organization management) - and the more opportunity given employees to contribute to business objectives, the more effectively motivated they are likely to be, and

(b) Tasks have to be motivated - the more employee task draw upon the motivators, the more likely they are to produce an effective contribution to business objectives.

While task support entails such factors as company policy and administration, technical supervision, interpersonal relations, and working conditions - all of which have to be pressed into the service of the motivators. Control of the job is achieved by providing people with the tools of their trade, with the information they require, with training as appropriate and with advice when sought. Organizational development process, according to Herzberg, entails diagnosing such problems as assessment of individual abilities, potentials and needs - the effective management and efficient utilisation of which ensure organisational growth and development.

On the assessment of employee's job attitude, Herzberg said, most often than not, this is done from risky and subjective judgement about personality. And subjective judgement or assessment tend mostly to be static and people become categorised or labeled, as McGregor (ibid) said, "management, suspecting informal group activities, often goes to considerable lengths to control and direct human efforts in ways inimical to the natural groupiness of human beings". In order to overcome or avoid such subjectivism, Herzberg suggest that:

> ...when tasks are organised to be as authentic and motivational as possible, management receives a more accurate and a continuing feedback on individual strengths and weaknesses, ability and potential. Task support become a flexible instrument of management, responsive to feedback, and allow more objective assessment.

This means that the job itself is the prime vehicle of individual development (for assessing his potential, ability, weakness and for motivating him for higher performance and productivity), the motivations being the stimulator for effective and efficient performance, while task support is the means by which management can influence it. Development is often seen far too much as something which can be imposed from outside. Not surprising, this may informed the reasons in Nigeria why we pay lip service to on-the-job training but go on running consultancy courses, as a refuge; we speak self-development but we are at a loss to know how to encourage it; we talk of educational and national development, yet we pay cosmetic commitment to their achievement. We desire more for technological transfer, foreign aid or external support than self-reliance or inward development. We are thus prone to more of rhetoric than action.

It can be postulated that self-development is likely to be most effective when the task a person is engaged in is authentic and motivational and when, in doing it, he receives understanding, imaginative and capable support. When these conditions are met, Herzberg added, "the job itself becomes a true learning situation, its ingredients the motivators. This can have positive impact on job satisfaction, performance and, indeed, on individual cum organisational development." He concluded that "... when employees are highly motivated and their job interesting and challenging, they are able to tolerate considerable dissatisfaction with peripheral factors..." This is like the academics who bears with poor hygienic factors, especially salaries and allowances.

In another research conducted by Dr. M. Scott Myers (1984), at Texas Instrument Company, USA, fundamental question and answers were made to understanding the subject matter of motivation, job satisfaction and productivity. He asked and answered questions that guide toward understanding these work concepts as

(1) What motivates employees to work effectively? A challenging job which allows a feeling of achievement, responsibility, growth, advancement, enjoyment of work itself, and earned recognition.

(2) What dissatisfies workers? Mostly factors peripheral to the job - work rules, lighting, coffee breaks, titles, seniority rights, wages, fringe benefits, policies and the like.

(3) When do workers become dissatisfied? When opportunities for meaningful achievement are eliminated and they become sensitized to their environment and begin to find fault.

According to Myer (ibid), motivational needs contain those factors directly related to the job, while the maintenance needs are those factors peripheral to the job itself. When the motivational needs of growth, achievement, responsibility and recognition are not satisfied, employees seek satisfaction in the area of maintenance needs. The relative importance of maintenance needs diminishes when motivational needs are satisfied. Thus, Myers stated, management has two broad option:

(a) Directing its efforts toward the satisfaction of motivational needs by designing jobs having the capability of fulfilling those needs (intrinsic reward, through job enrichment with capacity for challenge, achievement and recognition).

(b) Directing its efforts towards the satisfaction of those needs peripheral to the job itself (through extrinsic reward - better pay, conducive working atmosphere, adequate and effective operational tools, humanistic policies, accommodating supervision, etc.)

And Sisk (ibid), noted also that:

> ...when hygienic factors are absent or not present in sufficient quantity, they function as dissatisfiers and can actually interfere with productivity. However, when present they do not motivate personnel to great productivity.

2.4 Analysis of Submission on Job Satisfaction and Motivation by Abraham Maslow and Frederick Herzberg

The study of motivation attempts to answer the why of human behaviour, why do people behave as they do, why are others productive and satisfied, and why are others unproductive and dissatisfied? A motivated behaviour refer to behaviour having three distinguishing characteristics: First, motivated behaviour must be sustained for a long time, secondly, it must be directed towards the achievement of a goal and thirdly, it must beheviour resulting from felts needs. The motivating forces of human behaviour is often described as need, aspiration and desire, and the process is such that, as a result of perceived need tension or imbalance is created within the individual that leads to activities intended to reduce the tension thus created.

There is probably no universal motivator for all mankind nor is there a single motivating force for anyone individual. Needs are relative in their strength and it is not necessary to satisfy a lower need fully before aspiring for a higher need as a motivator. Needs are felt gradually and may become motivators along with the other needs, even though the earlier needs are not completely satisfied. The complexity of motivation can further be appreciated when one realized that the percentages of needs satisfaction and the significant effect of each need varies from time to time. Within a person, the relative degree of satisfaction and the significance of each need vary. Other factors that influence motivation include a person's self-evaluation, expectations and interpretation of one's environment. That is, one's value or work in the society, his worth expectations and environmental situation (socio-cultural and economic demands).

However, the most useful and widely quoted human needs, motivation and job satisfaction analyses are those developed by Abraham Maslow's Hierarchy of Needs Theory - who recognizes five basic needs of man (physiological, safety, social ego and self-actualisation needs); and Frederick Herzberg's motivation-hygiene theory, which focuses on such factors that leads to job satisfaction, he termed motivators, and those that leads to job dissatisfaction, which he termed hygiene.

Abraham Maslow developed the theory that people are motivated by a desire to satisfy specific groups of needs, and that they tend to satisfy their needs progressively, starting with basic physiological needs and moving up through the hierarchy, viz:

Level 5 - Self-actualisation need for self-fulfilment and self-development

Level 4 - Esteem needs for respect, status and recognition

Level 3 - Affiliation needs for love, and acceptance by others

Level 2 - Security needs for protection against threats and danger

Level 1 - Physiological needs satisfaction for hunger, sleep, thirst, clothing.

Part of the appeal of Maslow's Needs Hierarchy theory is that it provides both a theory of human motives by classifying basic human needs in a hierarchy, and theory of human motivation that relates these needs to general behavour. As a theory of motives or needs, Maslow proposed that basic needs are structured in a hierarchy of prepotency and probability of appearance. He utilized the concepts of deprivation and gratification to provide the dynamic forces that linked needs to general behavour. He used the deprivation concept to establish "dominance" within his hierarchy of needs. He postulated that deprivation or dissatisfaction of a need of high prepotency will lead to the domination of this need over the organism's personality.

And following the satisfaction of a dominating need, the second element of the dynamic force in Maslow's theory will then take precedence. Relative gratification of a given need submerges and activates the next higher need in the hierarchy. The activated need then dominates and organizes the individual's personality and capacities, so that instead of being hunger obsessed he now becomes safety obsessed. Thus, this process of deprivation - domination- gratification - activation continues until the physiological, safety, social and esteem needs have all been gratified and the self-actualization need becomes activated.

The exception to this theory, Maslow observed, is that long deprivation of a given need may create a fixation for that need. And that higher needs may emerge not after gratification, but rather after long deprivation, renunciation or suppression of lower needs. He strongly emphasized that behaviour is multi-determined and multi-motivated.

In a research study, testing Maslow theory on deprivation/domination proposition, Wahba and Bridwell (1973), said this terms means that "the higher the deprivation or deficiency of a given need, the higher its importance, strength or desirability. Deficiency is usually measured as the difference between what is expected and what is attained". The study describes needs gratification/activation process in two ways:

(a) Need satisfaction should be generally decreasing going up the Maslow need hierarchy, and

(b) The higher the satisfaction with a given need:

  i. the lower the importance of the need, and

  ii. the higher the importance of the need at the next level of the hierarchy.

And Bryan(ibid), stated that "...one of the revered conceptual models which focuses on the satisfaction of human needs is that of Abraham Maslow (1968),

postulating that man is basically a wanting animal whose life style is predominantly directed towards satisfying various wants". And that as each want becomes sated, so a new one arises. From birth, an unending chain-reaction is set in motion. There is a general development, from the seeking of satisfaction of basic life needs, through a series of level to the pursuit of satisfactions on higher intellectual, cultural and social planes. Maslow, he added, thus sees man existence as a process of growth and development shrouded into desire to meet basic physiological and fundamental psychological needs of life.

The need hierarchy is like a child development, from cradle to adulthood, i.e. man desiring basic physiological and safety needs through love and esteem needs, and to self-actualization needs - to develop one's skills, capacities and aptitudes to the full , to search for knowledge, beauty and opportunities for creativity, to develop into a whole or full man/woman and derive satisfaction. However, Bryan also noted the two basic ideas in the needs hierarchy: that "...first is prepotency; the idea that higher level needs do not become operative until the respective lower level needs have been satisfied. Secondly, a satisfied need cannot be a motivator nor incite new goal-directed behaviour".

That is, a man cannot be motivated by offering him what he already has; indeed, an unsatisfied need is much more likely to stimulate and call forth new behavour patterns. Industrial organisation, therefore, should not only understand the psychology of employees and appreciate this but also know that workers behavioural disposition is influence by needs that changes with time and circumstances. Thus the man whose lower level needs are satisfied is not motivated to satisfy those needs any longer; they practically do not exist. So when management ask, McGregor(ibid) noted, that "why

aren't people more productive? We pay good wages, provide good working conditions, have excellent fringe benefits and steady or secured employment. Yet people do not seem to be willing to put forth more than minimum effort. The fact to this is that management provision for these physiological and safety needs has shifted the motivational emphasis of employees to the social and perhaps to the egoistic needs". And, he added, unless there are opportunities at work to satisfy these higher-level needs, people will be deprived and their behaviour will reflect this deprivation.

Under such condition, if management continues to focus attention on already satisfied needs, its efforts are bound to be ineffective, because the workers' needs has gone up to higher level needs. And when not provided, they will make insistent demands for more money under these conditions, probably to provide limited satisfaction for the deprived higher level needs. This thus goes to show that human needs is a dynamic process, it changes with times and circumstances; and may not necessarily follow the structured hierarchy postulated by Maslow. As Wahbi, et.al (ibid) also said, "the most problematic aspect of Maslow's theory, however, is that dealing with the concept of need itself. There is ample evidence that people seek objects and engage in behaviour that are in no way related to the satisfaction of needs". This is because, when a need is satisfied it ceases to be an effective means of influencing behaviour to given objectives. Therefore, the dominant need and value expectations of workers (like the academician) should be understood, appreciated and address - not only to motivate them for effective performance and ensure optimum productivity but also enhance their job satisfaction.

In related research by Frederick Herzberg (1959) on job attitude, titled "Two-Factor (Motivation-Hygiene) Study" - in which respondents were interviewed to identify and report what they felt to be the critical incidents in their jobs which had given rise to exceptionally good feelings and to exceptionally bad feelings. From the study, two distinct sets of variables and related attitudes emerged. Aspects of work closely associated with high levels of job satisfaction (he called 'satisfiers') differs from those associated with low job satisfaction (labeled 'dissatisfiers'). Herzberg identified an apparent natural dichotomy in the influences at work which gave rise to satisfaction and dissatisfaction. That there is an associational relationship and causal one respectively between the elements of work concerned with the content of the job (i.e. the work itself, responsibility, advancement, recognition and achievement therein) - which contains the seed of personal satisfaction; and the element of work which concerned with the peripheral or environment within which it operates (i.e. the company policy, styles of supervision, salary levels, interpersonal relationship, and working conditions) - which contains the seed of personal dissatisfaction.

From the findings, Herzberg said five factors stand out as strong determinants of job satisfaction "achievement, recognition, work itself, responsibility and advancement - the last three being of greater importance for lasting change of attitudes". These factors appeared infrequently when respondents described events that paralleled their job dissatisfaction feelings. And recognition as satisfier here means that for achievement and not as a public relations tools divorced from any accomplishment. Also, unlike the satisfiers, the dissatisfiers consistently produced short-term changes in job attitudes; and mainly includes company policy and administration, supervision, salary, interpersonal relationships and working conditions.

The two sets of factors have separate themes, one (satisfiers) seem to describe man's relationship to what he does - his job content achievement on a tasks, recognition for task achievement, professional advancement or growth in task capability. And the central theme for the dissatisfiers are such factors as the kind of administration and supervision received in doing the job, the nature of interpersonal relationships and working conditions that surround the job and the effects of salary suggest the distinction from the satisfier factors. Thus rather than describe man's relationship to what he does, the dissatisfiers describe his relationship to the context or peripheral or environment in which he does his job. Hence, one cluster of factors relates to what the person does and the other to the situation in which he does it. The dissatisfiers essentially describe the job environment and serve primarily to prevent job dissatisfaction, while having little effect on positive job attitude - Herzberg also named it hygiene factor (a medical analogy used to mean preventive). Conversely, Herzberg added "the satisfier factors were named the motivators since other findings of the study suggest that they are effective in motivating the individual to superior performance and effort". The principal result of analysis of this study thus suggest that the hygiene or maintenance events led to job dissatisfaction because of a need to avoid unpleasantness; the motivator events led to job satisfaction because of a need for growth or elf-actualization. At the psychological level, therefore, the two dimensions of job attitudes reflected a two-dimensional need structure : one need system for the avoidance of unpleasantness and a parallel need system for personal growth.

Bryan (ibid), describing the hygiene factors stated that: "work experiences related to the job context or environment can cause dissatisfaction because of the need to avoid unpleasantness. It is therefore vital that they are maintained at adequate levels".

Although, hygiene factors can be a potential source of dissatisfaction for hedonistic reasons, as they do not provide at work outlet for man's aspirations for growth, they cannot hence be primary sources of job satisfaction. They sources of satisfaction, Bryan noted are "derive from those factors which relate to the content of the job and work itself".

Herzberg (ibid), stated that a motivator seeker derive satisfaction and express positive job attitudes in an intrinsically enriching or rewarding jobs. For this allow him to express his potential, to achieve, to be recognized and, indeed, ensure his psychological self-fulfilment and development. That a hygiene seeker, as opposed to the motivator seeker, is motivated by the nature of the environment of his job rather than by his tasks - he exploits and is satisfy with the job peripherals, or extrinsic rewards and is not ambitious for psychological development.

Interpretation of the Herzberg thesis and ways in which it can be translated into practice are probably just as important as the content of the theory itself. The two factor theory hinges partly on the link between a factor and its durability or potency as a source of satisfaction or dissatisfaction over time. For example, Herzberg study showed that as far as monetary rewards are concerned, their powers of satisfaction were short-lived, and in the long-run became impotent. One Payrise,,, he said, soon loses its attraction and gives rise to desire for another. However, Ngu (1995), said "...irrespective of the view expressed by Frederick Herzberg, in his hygiene-motivation theory, which is not relevant to the workers in the less developed countries whose needs are still at the base of Abraham Maslow's pyramid of needs ... in these countries, workers compensation ranks high among the various motivation factors". Though salary and allowances may be one of the major motivating factors in developing countries due to

high level of poverty, diseases inflationary rate and social pressures, they are essentially desirable to meet basic physiological and social needs; they are hygiene and not a motivator to an ambitious achiever or for self-growth and development like the academics. Although, the prevailing reality in Nigeria socio-economic situation calls for money to makes both ends meet. Like McGregor (op.cit) said "money has only limited value in satisfying many higher-level needs, it can become the focus of interest if it is the only means available".

In conclusion, it will be seen that the Herzberg motivators are related to the content of the job whilst the hygiene factors are more related to the environment of the work and not intrinsic to the job itself. According to Lucey (op.cit), Hygiene factors are motivators are not opposite, the former if provided for, do not themselves induce job satisfaction, they merely prevent dissatisfaction. While motivators must be present to promote positive satisfaction. "...hygiene factors are necessary to maintain production but motivators are needed to increase output".

Although there are some differences between Maslow's and Herzberg approaches, they both tend to assert that the individual's performance in a job is influenced by basic needs (necessary for maintaining performance),and higher order needs (needed to improve performance). While Maslow theory shows that people's needs vary and changes with time and circumstances and lies on the premise of prepotency and deprivation/gratification to ensure motivation for performance, Herzberg's work has led to much modern interest in the design of job and to what is called job enrichment - enriching job with motivators such as responsibility, achievement, growth and development alongside recognition - to ensure job satisfaction and improve productivity.

2.5 The Effect of Performance on Job Satisfaction

It was once a popular assumption that employees who are satisfied with their jobs will be motivated to perform effectively, presumably, out of gratitude to the organisation. In a research outcome conducted by Lawler E.E and Porter, L.W. (1967) on "The Effect of Performance on Job satisfaction, a more sophisticated model of the relationship between job satisfaction and job performance was proposed. According to them, job satisfaction will be correlated with performance only when intrinsic and extrinsic rewards are contingent upon performance.

Lawler and Porter (Ibid), said the assumption that high job satisfaction leads to high performance came to be popularly accepted - not only because it fit the value system of the human relations movement but there also appeared to be some research data to support this point. Noting Elton Mayo Western Electric Studies, the evidence from the Relay Assembly Test Room showed a dramatic tendency for increased employee productivity to be associated with an increase in job satisfaction. And in the Bank Wiring Room, there was both production restriction and mediocre employee morale. These two fact findings informed why both social scientists and manager believed, Lawler and Porter (ibid) added, that "...if job dissatisfaction could be reduced, the human brake on production could be removed and turned into a force that would increase performance".

Many literature have been written on the belief that high satisfaction will lead to high performance. They observed that more than thirty studies have considered these two variables; with many of the earlier studies implicitly assumed that a positive relationship existed. But little attention was paid on why job satisfaction should lead

to higher performance; instead, they said, researchers content themselves with the relationship between satisfaction and performance.

However, Brayfield A.H. and Crocket W.H. (1955) research discovered that "little relationship exists between satisfaction and performance." The research conclusion states that

> ...there is little evidence in the available literature that employee attitudes bear any simple or, for that matter, appreciable - relationship to performance on the job.

But noted that job satisfaction did seem to be positively related to two other kinds of employee behaviour (absenteeism and turnover). As Bryan (Ibid) also confirmed, that

> ...Quite a lot of research has found positive links between labour turnover and absenteeism.... both are strongly correlated because of their common roots, i.e. they both tend to show a negative relationship with overall job satisfaction.

Lawler and Porter (Ibid) however took a more optimistic view of the evidence because, they observed,

> ...there is frequent evidence for the other suggested opinion that positive job attitudes are favourable to increases productivity. The relationship is not absolute, but there are enough data to justify attention to attitudes as a factor in improving the worker's output.

Of course, they stated, there was not the strong, pervasive relationship between job satisfaction and productivity as had been suggested by many of the early proponents of the Human Relations.

The research postulated some research questions, in trying to analyse the two organisation variables, viz: Should organisation systematically measure the level of employee satisfaction? Is it important for an organization to try to improve employee job satisfaction? Is there theoretical reason for believing that job satisfaction should be related to job behaviour and, if so, can it explain why this relationship exists.

First, job satisfaction is important not only because it is assumed to influence performance, but also more undoubtedly because of its strong correlations with absenteeism as well as turnover. Accordingly, job satisfaction would seem to be an important focus of organizations which wish to reduce absenteeism and turnover. This being so, as confirmed by Georgopoulas, B.S., Mahoney, G.M and Jones, N.W. (1957), that

> ....people are motivated to do things which they feel have a high probability of leading to rewards which they value. When a worker says he is satisfied with his job, he is in effect saying that his needs are satisfied as a result of having his job.

Thus, path-goal theory which they used predict that high satisfaction will lead to low turnover and absenteeism because the satisfied individual is motivated to go to work where his important needs are satisfied. Similarly, Vroom, V.H (1964) using the Pathgoal theory of motivation, also states that, though job satisfaction and job performance are caused by quite different things,

> .... job satisfaction is closely affect by the amounts of rewards that people derive from their jobs and... level of performance is closely affected by the basis of attainment of rewards.

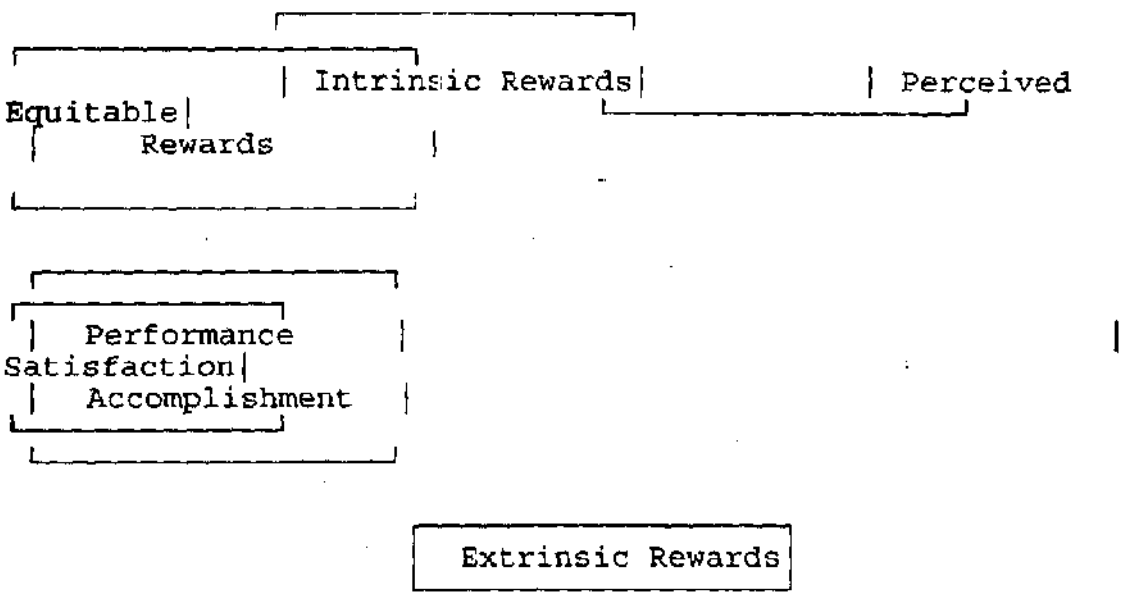
Thus, he concluded, individuals are satisfied with their jobs to the extent to which their jobs provide them with what they desire, and they perform effectively in them to the extent that effective performance leads to the attainment of what they desire.

Lawler and Porter, in their own submission said that, while satisfaction and performance are caused by different things, they do bear some relationship to each other. That:

> ...if rewards cause satisfaction and, in some cases, performance produces rewards, then it is possible that the relationship found between satisfaction and performance comes about through the action of a third variable - rewards.

In other words, good performance may lead to rewards, which in turn lead to satisfaction. In this formulation then, satisfaction, rather than cause performance, is

caused by it (Performance). This thinking is further explained by the diagrammatical. Theoretical model presented by Lawler and Porter.



The Lawler and Porter Theoretical Model

The above model tries to show the relationship between performance and job satisfaction, as submitted by Lawler and Porter (1967) research analysis. This model first shows that performance leads to rewards, and distinguishes between two kinds of reward and their connection to performance. The vary line between performance and extrinsic rewards indicates that such rewards are likely to be imperfectly related to performance. These organs normally controls rewards, as pay, promotion, status and security, Maslow said, are often referred to as satisfying mainly lower level needs "The connection is relatively weak because of the difficulty of trying extrinsic rewards directly to performance," Lawler & Porter said. Even where an organization have a policy of rewarding merit, performance is difficult to measure, and in dispensing rewards like pay many other factors are frequently taken into consideration (qualification, experience, achievement, contribution, etc). Lawler for example, discover

low correlation between amount of salary and superiors evaluation for some middle and lower level manager. Salaries paid was both haphazard and inequitably distributed compared with individual job evaluation (tendency of rule of thumb).

On the other hand, intrinsic (or internally mediated) rewards, given to the individual by himself for good performance, are subject to fewer disturbing influences and hence more likely to have direct relation to good performance. The intrinsic rewards semi-wavy (almost straight) line connection in the model indicate high relation to performance. Probably the best intrinsic reward is the feeling of worthwhile accomplishment. For that matter, any of the rewards that satisfy self-actualization needs or higher order growth needs are good examples of intrinsic rewards.

The model also shows that intrinsic and extrinsic rewards are not directly related to job satisfaction, since the relationship is moderated by expected equitable rewards. This variable refers to the level or amount of rewards that an individual feels he should receive as the result of his job performance. Thus that an academics remain in his job despite better opportunities (extrinsic rewards) indicate, probably, job satisfaction. However, the extent to which he remain on the job, be dedicated and productive is determined not only by motivating mechanism but also in particular, by his dominant needs preference, which must be consistent with his expectations and values. The extent to which their academic responsibility fulfills needs and is consistent with their expectations and values determines the level of satisfaction and commitment, and, indeed, the extent to which this can be sustained for high performance and productivity depend on the motivating force effectiveness. Therefore, Lawler and Porter said.

> ...an individual's satisfaction is a function both of the number and amount of the reward he receives as well as what he considers to be a fair level of rewards. An individual can be satisfied with a small amount of reward if he feels that it is a fair amount of reward for his job.

environment, the academics cannot be treated like ordinary workers. They are the live-wire and bed-rock upon which a nation survives. It is therefore, inappropriate to an educated, sophisticated and ambitious work force like the academics, operating in an increasingly complex and dynamic environment requiring high degree of flexibility and job enrichment to be treated like tools or servants of the great machine, as postulated by Taylorism. It is this man-machine treatment on academics that affects their morale, operational efficiency, increase absenteeism, turnover and low performance.

The research studies also assess the effect of effort on performance. It states that satisfaction is seen as a variable that is more directly dependent on performance than on effort. Effort, ability factors and situational constraints are factors that determines how effective an individual's performance will be. Therefore, the research states:

> ...if we assume that satisfaction causes performance, then it would seem logical that satisfaction should be more closely related to effort than to performance.

That is, satisfaction should influence an individual's performance by affecting his motivation to perform effectively, and this presumably is better reflected through effort than by job performance. Thus a satisfied worker may put extra effort to ensure efficiency and high performance.

On the effect of intrinsic and extrinsic rewards, the research states that intrinsic rewards that satisfy needs such as self-actualization are more likely to be related to performance than are extrinsic rewards, which is given by someone and hence has weaker relationship between their reception and performance. Thus "satisfaction should be more closely related to performance for higher than for lower order needs". From the research data analysis table, there is a slight tendency for satisfaction of the higher order needs to show higher correlation with performance than does satisfaction with lower order needs. In particular, the highest correlations appear for self-actualisation

which is, of course, the highest order need in the Maslow needs hierarchy. This is a similitude of the academicians, whose priority needs ever is for self-achievement, actualization and development - infact it is the key, the very basis for their survival, maintenance and acceptance in the academic circle.

Pearson Correlations Between Performance and Satisfaction in Five Need Areas

NEEDS	RANKINGS
Security	21
Social	23
Esteem	24
Autonomy	18
Self-actualization	31

Source: Lawler and Porter Research Findings, 1967

In conclusion, the research stated that data analysis are in agreement with the model That:

(a) Significant relationships did appear between performance and job satisfaction

(b) more importantly, the relationship between satisfaction and performance was stronger than that typically found among blue-caller employees.

(c) That satisfaction was more closely related to performance than to effort; and finally

(d) That the satisfaction of higher order needs would be most closely related to performance.

Taken together, in summary, the research data offer encouraging support for the propounded model and, in particular, for the assertion of the model that satisfaction can best be thought of as depending on performance rather than causing it. That is, there must be job performance then satisfaction determination, as influenced by rewards (particularly intrinsic and extrinsic), and effort for higher performance. That being the

case, "it becomes appropriate to be more concerned about which people and what kind of needs are satisfied in the organization, rather than about how to maximize satisfaction generally". That is, the extent to which a worker can be made committed to his work is through job satisfaction; the consistent and high performance of which can be sustained through not only understanding the changing nature of human needs (as influenced by environmental dynamics), but also providing effective motivating mechanism. For job satisfaction do not only have strong correlations to absenteeism and labour turnover, but also do influence performance, as Lawler and Porter research discovered.

The research implications shows that

(1) where a strong positive relationship exists in satisfaction - performance, it is assumed that an organisation is effectively distributing differential extrinsic rewards based on performance. Additionally also provides jobs that allow for the satisfaction of higher order needs. Finally, the poorer performers, who cannot withstand the challenges and organisation demands, rather than the better ones, are quitting and showing high absenteeism; since, as we know, satisfaction, turnover and absenteeism are closely related.

(2) And in organisation where satisfaction - performance are muzzled, rewards are not being effectively related to performance, and absenteeism and turnover are likely to be equally distributed among both good and poor performers. And where satisfaction - performance bear a negative relationship to each other, here absenteeism and turnover will be greatest among the best performers. Furthermore, the poor performers would be getting more rewards than the good performers - as the organization will be fill with mediocre and climbers-on or opportunists.

(3) That organizational effectiveness is encouraged by rewarding good performers, and by restricting good turnover to poor performers, it may therefore be desirable for organizations to develop a strong relationship between satisfaction and performance. Hence, the less positive relationship between satisfaction and performance in an organization, the less effective the organization will be (ceteris paribus). This a measure of the relationship between satisfaction and performance would be helpful diagnostic tool for examining organisation. The study suggest proper maximization of the relationship between satisfaction and performance, rather than satisfaction itself.

(4) That a high general level of satisfaction of needs like self actualization may be a sign of organization effectiveness. It will indicates, for instance, that most employees have interesting and involving jobs and that they probably are performing them well. And intrinsically interesting jobs has the advantage of ensuring that good performance is rewarding in and of itself. And being rewarded for good performance is likely to encourage further good performance. Thus, the study observed, "measures of higher order need satisfaction may provide good evidence of how effective organizations have been in creating interesting and rewarding jobs and, therefore, indirect evidence of how motivating the jobs themselves are." Intrinsic rewards and satisfaction thus serves to highlight the importance of including measures of higher needs satisfaction in attitude surveys; than focusing most often on satisfaction with extrinsic rewards such as pay and promotion or social relations. Moreso, to an academician, the higher level needs (for esteem and self-actualization, growth and development) are primary and fundamental to his professional survival and, indeed, development. These needs fulfilment gives him opportunity for potentials expression, achievement, recognition, responsibility and advancement

- factors which Herzberg (ibid) considers as strong determinants of job satisfaction and of grea'er importance for lasting positive change job attitudes and performance.

2.7 Conceptual Framework

Job satisfaction, according to Bryan (Ibid), is a feeling which individuals may have that their important needs are satisfied by the work they are doing." As a result they will express a favourable attitude to their jobs. It refers to an employee's general attitude toward his job; Wesley and Yukl (1975), said,"that a job fulfills the dominant needs and is consistent with a person's expectations and values, then the job will be satisfying." And underlying this sentiments, Bryan (Ibid) noted, "will be a feeling that one will not be better or more easily satisfied in comparable jobs". Therefore the feeling an individual may have that their important needs are satisfied by the work they are doing determined the worker's morale, level of commitment and or dedication. That one expresses a favourable attitude towards his job indicates level of satisfaction - the desire to stay-on, perform and develop.

Although a person's job satisfaction and his work motivation are two distinct variables; they are bound together in a complex network of relationships. There is, of course, difference between the willingness and motivation to perform and the acceptable levels of job satisfaction. Satisfaction is needs fulfilment while motivation is a term covering the instigation and direction of behaviour aims at satisfying the need. Motivation embodies not only fulfilment of personal needs but also suitable rewards and a mechanism by which various needs or wants may be attained determine the person's behaviour.

A number of characteristics of the job may be relevant to a person's need fulfillment and can, therefore, influence his job satisfaction. Such characteristics,

Wesly and Yukl says, may include "pay and benefits, supervision, working conditions, the nature of the work itself, co-worker and company policies." This thus informed why an academician chooses to remain in the academic, notwithstanding socio-economic deprivation or inequity.

Hence, that an academic remain in his job, notwithstanding better opportunities outside the academic career, indicates job satisfaction. However, the extent to which he remains is determine not only by his dominant needs preferences, which must be consistent with his expectations and values, but should also be stimulated and sustained by motivating mechanism.

Motivation, Bryan (ibid), said "is the basis of all human activity; it is a force which impels human beings to behave in a variety of ways". The activity which results from a motivated state is fueled by a drive to satisfy certain needs - which may be biological or socio-psychological expectations (needs for affiliation, creativity and achievement). It is a complex orientation to work and has affective, cognitive and behavioural components.

Wexley and Yukl also observed a number of need categories useful for explaining behaviour in organisations. That subsistence (physiological) needs may be satisfied indirectly by job income; need for security by various features of the job that protect an employee from physical harm, loss of income (e.g. disability insurance), unusual medical expenses (e.g. health insurance) or arbitrary dismissal (e.g. tenure, seniority, grievance and appeal procedures). A person's social affiliation need may be satisfied by friendly interaction with co-workers; need for esteem may be satisfied by recognition from the organisation, supervisor praise, status symbols, and co-worker respect. A person who has strong needs for competence and achievement will be satisfied most by a job that is moderately difficult, challenging and provides frequent performance feedback. And a person with a strong need for self-actualization will be

satisfied most by a job that allow capacity for creative expression, production or performs a service that he believes is meaningful and that provides him with a sense of self-fulfillment.

George (1991), said "job satisfaction is the favourableness or unfavourableness with which employees view their work". This brings out two things - one is the employee's expectation of the job, and the other is the rewards that the job provides. Hunt (1978) describes job satisfaction as "part of life satisfaction". He seems to combined everything in the environment which gives an employee satisfaction - both his immediate work and larger environmental effects, which influences his life pattern and or behavioural disposition.

Locke (1969), defines job satisfaction as a situation in which a worker's job fulfills what he values. It is, according to Simon and March (1958), "a worker's willingness to remain with the organisation despite more favourable conditions or inducement offered by other organisations". This fundamental statement seems to reflect an academics attitude towards his job. For job satisfaction within this context is a positive or negative psychological feelings an individual has about his job. Where individual feels positive about his job, he is satisfied, may develop positive job attitude and, perhaps, enhance his performance. And where the individual feels negative about his job, he is dissatisfied, and may display negative job attitude, which may reduce performance. Job satisfaction thus determine an employee's behavioural disposition, operational commitment and level of performance. It is a situation where a worker's job fulfills what he values; and feeling that he/she may not be better or more satisfied in other related jobs.

Bryan (ibid) said work satisfaction must "provide some degree of challenge, discretion and responsibility, opportunities to use skills and abilities, social contact and variety". And that to measure people's job satisfaction is to

...ask them to express an overall view and to itemize particular work aspects which please or displease them. Basically, this is the way employee attitude surveys are constructed.

That management's inspiration might be to improve productivity, to improve the quality of working life or to overcome some of the more overt manifestations of dissatisfaction or poor morale such as absenteeism or labour turnover. Management may thus launch an attitude survey to identify possible sources of dissatisfaction so that remedial action can be taken - such as improvement in pay, quality of supervision, work mates, work methods, human and organization development, etc.

However, Cameron (1973), said job satisfaction does not guarantee high performance; this is because "a job satisfied worker is not necessarily a good worker". That there is difference between the willingness and motivation to perform and acceptable levels of job satisfaction. "Satisfaction is need fulfillment, while motivation I a term covering the instigation and direction of behaviour aimed at satisfying the need". Motivation embodies not only fulfilment of personal needs but also suitable rewards and a mechanism by which various needs or want may be attained. Rewards which are extrinsic to the job, such as wages and other monetary inducements constitute part of the exchange between individual and employer. "Valuable and essential such a trade-off may be, it does not make the worker love his work. He may be satisfied with his pay but not with his job".

And Cameron (ibid), added that certain aspects of work are intrinsic, they emanate from the work itself and give self-satisfaction. This may be in the application of skills or craft, a feeling of commitment and responsibility, or pride in the work and in high standards. That "a work that is shaped to fit the person - his human capacities and inclinations and provide opportunities to harness the energies of people performing them can give satisfaction". Yet, he added, "whilst there can still be no guarantee that

higher performance will ensue, badly designed jobs will almost certainly have adverse effect". This means that while motivation may increase a worker job performance, it does not necessarily make him to love ni job. Conversely, a well designed and intrinsically rewarding job can guarantee job satisfaction and may invariably enhance performance but not necessarily guarantee good work or ensure higher performance.

And Herzberg (Ibid), noted that aspects of work which appeared to be closely associated with high levels of job satisfaction, called "Satisfiers", differed from those associated with low job satisfaction called "Dissatisfiers". That those work element concerned with the content of the job contained the seeds of personal job satisfaction (i.e. the work itself, responsibility, advancement, recognition, challenge and achievement). And those work elements which concerned with the context or environment in which it operates contain the seeds of personal dissatisfaction (i.e. company policy, styles of upervision, salary, interpersonal relationships, and working conditions - as they are subject to management control and manipulation). That "...work experiences related to the job context or environment (labeled hygiene factors) can cause dissatisfaction because of the need to avoid unpleasantness. It is therefore vital that they are maintained at adequate levels, ...and are source of dissatisfaction because they do not provide at work, outlets for man's aspirations for growth, they cannot be primary sources of job satisfaction".

"The sources of satisfaction or outlets for self-actualization are derive from those factors which relate to the content of the job itself (labeled motivators)".

Thus, hygiene factors and motivators, though not opposite, have different effect on employee' job attitudes. Hygiene factors, even if provided for, do not themselves induce job satisfaction, they merely prevent dissatisfaction. And Lucey (1991), stated

that "motivators must be present to promote positive satisfaction; ...that hygiene factors are necessary to maintain production but motivators are needed to increase output". Yet, this is subject to the dominant needs of the employee at a point in time. For the possibility that an employee's need priorities change overtime and differ in focal needs has considerable practical significance for designing jobs and incentive systems to satisfy and motivate employees. Lucey also stated that "the universality of any particular need category and the manner in which a person's needs interact to determined behaviour have been the subject of considerable speculation".

According to Maslow (1968), "when one need is more or less satisfied, another higher level need becomes dominant. The consequence of this is that when a need is satisfied it ceases to be a motivator". He stated that people are motivated by a desire to satisfy specific groups of needs and that they tend to satisfy their needs progressively, in hierarchical order - from physiological basic human needs up the hierarchy to psychological needs for self-fulfilment and development. Maslow submission have cognitive appeal; obviously, a starving man is dominated by the need for food - to him, esteem and recognition are unimportant in that time. However, there is doubt, Lucey (1991), noted, whether people do infact move progressively up the hierarchy and whether higher levels can ever be considered to be truly satisfied. That "higher level needs for esteem and status or self-fulfilment requires continual reinforcement". Thus, individual or group needs arises at different level of the hierarchy and at different point in time - this is often determine by environmental dynamic (of changing time, trends and circumstances).

It can therefore be noted that, while organisation have objective to achieve, the human element therein have needs to fulfill. And until management recognizes these needs and not only create room for their expression but also condition for their fulfilment. This is a process, McGregor (ibid), stated, of "creating opportunities,

releasing potential, removing obstacles, encouraging growth, and providing guidance". Moreso, these needs are burning desires, creating tension in people and releasing of which is subject to needs fulfilment. As Bethel (1971), stated "...the motivating forces of human behaviour is often described as needs, aspiration and desires; and the process is such that, as a result of perceived need, tension or imbalance (maladjustment) is created within the individual that leads to activities intended to reduce the tension thus created".

Flippo (1980), stated that when needs cannot be satisfied in any manner, tension are not relieved and the result is frustration - which can be expressed through "aggression, regression, fixation and resignation". And McGregor (op.cit), said "people deprived of the opportunities to satisfy at work the needs which are now important to them, behave ... with indolence, passivity, resistance to change, lack of responsibility, willingness to follow the demagogue, unreasonable demands for economic benefits...".

The academics job is well designed and articulated to fit the academician job satisfaction - as it give room for challenges, achievement, opportunities to use skill and abilities, for self-development and recognition, with high degree of discretion and responsibility through academic freedom and, indeed, opportunity for social contact and variety. This not only recognise the academics potentials and natural capacity for creativity, independent thought and intellectualism but also note that the academics seeks scope to deploy talents and will expand considerable energy in the pursuit of goals to which he is committed. Therefore, he needs to be motivated on a higher level than on the prevailing simple carrot and stick philosophy - which, Bryan (op.cit) noted as inappropriate to an educated, sophisticated workforce operating in an increasing complex environment requiring a high degree of flexibility (and capacity for achievement and development). And, as the need to develop scope, potential and achievement for self-fulfilment, growth and development alongside recognition is frustrated, this, McGregor

(ibid) noted, "will naturally affect morale and capacity for high performance". And Lawler and Porter (1985), stated, in a research on workers performance and job satisfaction, that if job dissatisfaction could be reduced, "...the human brake on production could be removed and turned into a force that would increase performance". This thus means job satisfaction can and do reduce human negative job attitude, such as absenteeism, tardiness, sabotage, resistance to change, antagonism, and even labour turnover; and may improve productivity. As a job satisfied person do have enthusiasm or positive affection to his job and may tend to high performance - with effective reinforcement.

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CHAPTER THREE

INSTITUTIONAL HISTORY, STRUCTURE AND OPERATIONAL PATTERN OF AHMADU BELLO UNIVERSITY, ZARIA

> There shall be in Nigeria a university to be known as the Ahmadu Bello University, the authorities of which are hereby constituted a body corporate which shall have perpetual succession and common seal and may sue and be sued in the name of the said university (The Ahmadu Bello university Law, No. 26 of 1962 (Part II) and the Ahmadu Bello University Decree 22 of 1975 (Part II).

3.1 Historical Background

The excerpt cited above constitutes the legal foundation upon which the Ahmadu Bello University has been built and expanding. In addition, the Ahmadu Bello University, whose law was enacted on 14 October 1962, has its origin in the defunct Nigeria College of Arts, Science and Technology, Zaria, founded in 1955; the Clerical Training Centre, Kongo founded in 1957; the Samaru Agriculture Research Station established in 1924; and the Shika Stock Farm, started in 1928.

a month before independence in October 1950, the Ashby Commission on post-school certificate and higher education appointed by the Federal Government in 1959 recommended that a university should be created in Zaria to serve the then Northern Region of Nigeria. Consequently, the Northern Region's Government requested the British Secretary of State for Commonwealth Relations, to send a delegation, headed by Sir Alexander Carr-Saunders, arrived in April 1961 and in the same month issued its recommendations on the scope and activities of the university.

In April 1961, a law establishing a provisional council of the university of Northern Nigeria was passed by the legislature of Northern Nigeria, and the provisional council established in November 1961 under the chairmanship of the Hon. Shettima Kashim, CBE, now Sir Kashim Ibrahim Koma, CBE (a member of the Ashby Commission who later become Governor of Northern Nigeria and visitor to the

university). Sir Norman Stanley Alexander, a New Zealander, and professor of physics at the then College University, Ibadan was appointed the first principal (later vice-chancellor) in July 1961, and assumed office in November.

The university was named after Sir Ahmadu Bello (1901-1966), the Sardauna of Sokoto and premier of Northern Nigeria, who, as the first chancellor performed the opening ceremony on October 4, 1962.

The university opened with just four faculties - Agriculture, Engineering, Law and Science - fifteen departments and 426 students. Under the successive vice-chancellorship of Professor Nurman Alexander (1961-1966), Professor Ishaya Audu (1965-1975), Professor Iya Abubakar (1975-1978), Professor Oladipo Akinkugbe (1978-1979), Professor Ango Abdullahi (1979-1986), Professor Nayaya Mohammed (1986-1991), Professor Daniel Saror (1991-1995), Sole Administrator Major General Mamman Kontagoro (rtd) (1995-1998), and Professor Abdullahi Mahdi (1998-todate) the Ahmadu Bello University increased in size, scope and the depth of academic work. By a Decree (the Ahmadu Bello University - transitional provisions decree 1975) the university was taken over by the then Federal Military Government, and now enjoys the status of a federal university.

In 1987, the year in which the university celebrated its 25th Anniversary, ABU has turned out to be the largest and most extensive of all universities in sub-Saharan Africa. It covers a land area of about 7000 hectares and embraces twelve faculties, a postgraduate school and 75 departments. There are also five institutes, eight specialised centres, a Division of Agriculture Colleges, a school of Basic Studies (now school of General and Remedial Studies), a Demonstration Secondary School, staff primary schools and three organised extension and consultancy services which provide a variety of complementary roles to the academic faculties. The total student population pursuing degree and sub-degree programmes number about 35,000 drawn from every state of the

federation and abroad. There are about 2,000 academic and research staff and 9,000 other support staff.

The university has also nurtured two university college - The Abdullahi Bayero University, Kano) and Abubakar Tafawa Balewa College (now Abubakar Tafawa Balewa University of Technology, Bauchi), and has 27 other colleges of education, polytechnics and schools of basic or preliminary studies affiliated to it.

However, the tremendous growth in studies' population, especially since 1990 was not accompanied by a commensurate physical and structural expansion. Added to this was the chronic under-funding of the university and the general downturn of the economy affected the university adversely. Consequently, the university became increasingly unable to fulfil the mandate for which it was established, coupled with low morale and social conflicts, the university's inability to achieve the objective for which it was set invariably manifested itself in series of invidious crises, culminating in its closure in November 1995, and the appointment of a Sole Administrator in 1995.

As a result of the appointment of Major General Mamman Kontagora (rtd) as the Sole Administrator, the Ahmadu Bello University has been undergoing a fundamental reorganisation. The reorganisation permeates all aspects of the university's existence and will take sometimes to accomplish. However, from what has been done, it is evident that the Ahmadu Bello University will most certainly outgrow its crippling crises and become as it was before, an embodiment of excellence.

The Faculties

Most of the faculties of the Ahmadu Bello University developed out of the departments of the defunct Nigeria College of Arts, Science and Technology and the Institute of Administration, the Abdullahi Bayero College and the Institute for Agricultural Research, which were incorporated at the foundation of the university.

1. The Faculty of Administration has developed out of the former department of administration which was established at the Institute of Administration in 1962 where in-service training courses had been made available since 1957. Teaching for the B.A. Hons. Degree and Diploma in Administration began in October 1962, and arrangements for the courses were under the supervision of a Board of Studies, appointed by Senate, which had the functions of a Faculty Board. In November 1966, university council approved the establishment of the Faculty of Administration which has since been functioning. The Faculty then came directly under the Senate and a Faculty Board was established in place of the Board of Studies.

   In the 1968/69 session the Faculty began offering separate courses for B.Sc (Accounting) and B.Sc. (Business Administration) in addition to B.A. (Administration).

2. The Faculty of Agriculture began in October 1962 and accepted its first students at that time. It was (and still is) closely co-ordinated with the Institute for Agricultural Research. New Departments of Plant Science, Animal Science, Soil Science and Agricultural Economics and Rural Sociology were opened in 1965. the Department of Crop Protection in October 1968 and the Department of Agronomy in 1970.

3. The Faculty of Arts and Islamic Studies (formerly know as the Faculty of Arabic and Islamic Studies until November 1966) is located at the Abdullahi Bayero College (previously called Ahmadu Bello College), Kano. Preliminary courses were transferred from the School of Arabic Studies which, founded in 1934, had conducted courses in Higher Islamic studies, Sharia, Law and teacher training. The faculty accepted its first students in the 1963/64 session during which the structure of the Honours Degree was initiated.

4. The Faculty of Arts and Social Science came into being in the 1966-67 session after council had in March 1966 approved the establishment of a joint faculty in place of former Faculty of Arts. Teaching for the B.A. (Comb. Honours) Degree commenced in October 1962, in newly established Departments of English, History, and Geography. The Department of Fine Art, which had been training student for a Diploma in Fine Art since 1956, was also included in the Faculty. Senate approval was given for the institution of a B.A. (Fine Art) Honour Degree for which many of the existing students were qualified to enter, and the first degrees in Fine Art were awarded in June 1963. The Faculty has since expanded immensely and with the establishment of the joint Faculty of Arts and Social Science, several departments including those teaching the new social science subjects were created subsequently.

5. In November 1967 council approved the establishment of the Faculty of Education which came into being in 1968. Previously there was only a department of education in the Faculty of Arts and this was acting in a complementary capacity of the Faculties of Arts and Social Sciences, offering subsidiary courses in education. Today the Faculty of Education while still performing these functions, offers degrees in education, and degree and diploma courses in library science.

6. Departments of Engineering were founded in the Nigerian College in 1955, and 1957 became the Faculty of Engineering of the University College, Ibadan. Students were then trained for the B/Sc. (Engr.) Degree of the University of London under the scheme of special relation, the first London Degree being awarded in October 1960. The Faculty of Engineering of the Ahmadu Bello University began in October 1962. Student registered thereafter followed courses of study for the honour degree in engineering of the Ahmadu Bello University

in one of the three main disciplines of civil, electrical and mechanical engineering. The course of the special relation examination for the university of London Degree came to an end in June 1965.

7. Faculty of Environmental Design was born out of the Department of Architecture of the defunct Nigerian College. That department commenced teaching courses for the examinations of the Royal Institute of British Architects (R.I.B.A.) in 1952. The Faculty came into being in 1962 on the main university site and the regulations, approved by Senate shortly afterwards, allowed for the development of B. Arch Honour Degree as well as the continuation of courses leading to the R.I.B.A. Examination. Thus graduation and affiliation to the leading professional body were both possible for students of Architecture. The B. Arch. Degrees were awarded to qualified student in June 1963.

   By the end of the 1968-69 session it had become obvious that the then Faculty of Architecture had not been expanding fast enough to satisfy the architectural requirements of this country. Affiliation to R.I.B.A. was therefore discontinued and a closer relation maintained with the Nigerian Institute of Architects. The current syllabus for a two degree structure make it possible for student to obtain the degree B.Sc (Architecture) and B.Sc. (Building) or M.Sc. (Architecture) at the end of the fifth year. The latter will qualify them for registration with the Architects Registration Council of Nigeria. The Faculty took effect from October 1969.

8. The Faculty of Law of Ahmadu Bello University was established in 1962. It developed out of the former Legal Department of the Institute of Administration, which had been started as the first Law School in West Africa in 1959 to give in-service courses and to provide courses leading to the Part I of the Bar examinations of Lincoln's Inn in the United Kingdom.

Ahmadu Bello University graduates in law who successfully complete a one-year postgraduate course at the Nigerian Law School Lagos became eligible for membership of the Nigerian Bar Legal training at all levels continues to be provided in the Faculty for training personnel for Local Government Authority Courts and Ministry of Justice in the Northern States of Nigeria.

9. In 1961 the Federal Government, in a white paper, decided that by 1970 there would be a 'full fledged Faculty of Medicine" at Ahmadu Bello University. The National Universities Commission in its report in 1963 fully supported this intention of the Federal Government, and the government in accepting the report agreed to honour this commitment.

Through the co-operation of the Ministry of health of the old Northern Nigeria Government, with which was planned as a joint venture, a number of key personnel began to arrive in Kaduna, within the normal establishments of the Ministry, in order to undertake a feasibility study, curriculum planning, etc. The university council approved the establishment of the Faculty to start operating in the 1967-68 session.

The following departments have since been established and are functioning: Anaesthesia, Anatomy, Community Medicine, Medicine, Microbiology, Obstetrics and Gynaecology, Paediatrics, Pathology, Pharmacy and Pharmacology, Physiology, Radiology, and Surgery. The university turned out its first set of medical graduates in June 1972.

10. Courses leading to the combined honours degree of B/Sc. were commenced in October 1962 on the establishment of the Faculty of Science from the nucleus of Nigerian College Departments of Biology, Chemistry, Mathematics and Physics. The new Department of Botany and Zoology, which were opened to replace the Department of Biology were later merged in 1968 as the Department

of Biological Sciences. Some degree courses were shared with the Faculty of Arts and some Departments also provided some of the courses for the degrees in Agriculture, Architecture, Engineering and Veterinary medicine. In June 1965 the first set of science graduates were awarded the combined honours degree in science. and in 1967 some were awarded single honours degree in their various fields of specialisation. At present the Faculty not only shares the Department of Microbiology and Pharmacology with the Faculty of Medicine but continues to share certain degree courses with the Faculty of Arts and Social Science and the Faculty of Education, and also continues to provide some of the courses taken by students in the Faculties of Agriculture, Engineering and veterinary medicine. Geology which had been taught for two sessions was formally constituted a department in 1969/70 sessions, and offers certain courses for students of Civil Engineering. In October 1970 also courses for the B.Sc. (Pharmacy) degree commenced, developed from the diploma course taught at the Ahmadu Bello University School of Pharmacy.

11. For the first two years of the university when Agriculture and Veterinary Medicine formed together one Faculty, initial planning for teaching in terinary medicine was undertaken by the Faculty as a whole, but this responsibility was taken over by the new and separate faculty of veterinary medicine established in 1965, council having given approval for its development in December 1964 pre-veterinary course were commenced in 1962 in Association with the then university college, Ibadan; the first batch of students who completed the first part of their training at Ibadan began work at Ahmadu Bello University in 1965.

12. The current situation on institutional structure of Faculties in Ahmadu Bello University, as effected by then Sole Administrator, shows that the University now harbours the following Faculties: Administration, Agriculture, Arts,

Education, Engineering, Environmental Design, Law, Social Science, Science, Medicine, Veterinary Medicine and Pharmaceutical Sciences. This thus bring the total number of Faculties to Twelve (12) in operational existence.

The Institutes, Colleges and other Units

1. a features of the constitution of the university is the inclusion of two previously existing Northern Nigeria Governments institutions in the university as semi-autonomous institutes. These are the Institute of Administration, Zaria and the Research and Specialist Service Division of the Northern Nigeria Ministry of Agriculture (now the Institute for Agricultural Research and special services) at Samaru. Both were set up to serve particular needs of Northern Nigeria, and although under the aegis of the university their influence will expand more and more into the national and international fields, through student exchange and increasing through postgraduate and post-doctoral research, the particular needs of Northern Nigeria (the present six northern states) will be their main concern. It is for this reason, to ensure that their programmes are in accordance with Nigerian and particularly northern state needs, that they have been given a degree of autonomy. While completely university institutes under the control of the university council, they are not, as the faculties are, directly under the Senate except as regards course leading to degrees or diplomas of the university. The progammes of extension work in the Institute of Administration, and the programme of agricultural research in the Institute for Agricultural Research are considered by Boards of Governors which have substantial government representation.

Two other institutions have since been established. The Institute of Education and the Institute of health. The institute of education was established by law as part of the university in 1965. The institute acts in an advisory and consultative capacity to the Ministries of Education of the six northern state in matters pertaining to education. It is concerned with the training and post-graduate programmes of the university; with the programme of in-service training of primary and post-primary teachers; with providing correspondence courses and arranging other courses, workshops and conferences. The Advanced Teachers' Colleges in Kano and Zaria were taken over by the Institute in 1969-70. However, they are now autonomous institutions and named: Federal College of Education in their respective areas of operation.

The Institute of Health was established by law in 1967 as part of the university and its provides services similar to those performed by the other institutes. On its establishment it took over the General Hospitals in Kaduna and Zaria, the Orthopaedic Hospital, Kano, and some other medical/nursing institutions which used to be run by the Government of Northern Nigeria, and in 1968 opened another hospital at Malumfashi.

2. The Ahmadu Bello College, founded in 1960, was incorporated in the university in 1962 under the name of Abdullahi Bayero College. In 1964 the college moved into the old Airport Hotel which had been converted to student hostels, lecture rooms and library, and teaching to the first batch of degree students was commenced. Further development include the rapid growth in student and staff strength and the establishment of permanent site and building. In 1969 a centre for Hausa studies, later changed to the Centre for the study of Nigerian Languages, was established.

3. In order to fulfil the basic purpose of the university "to secure the diffusion of knowledge throughout northern Nigeria" and to implement the Federal Government policy of balance education throughout the federation, the university opened the School of Basic Studies in January 1970 on the Main Campus in Samaru.

4. The Extension and Research Liaison Section, set up by the Northern Nigeria Government in 1963 handed over to the university in 1968 and has since been included within the Institute for Agricultural Research. The School of Agriculture at Kabba and Samaru were also taken over by the university in 1968, and the livestock service training centre Kaduna in 1969. These were administered within the Institute for Agricultural Research until June 1971, when they were reconstituted by law as the Division of Agricultural and Livestock Service Training. The activities of the Faculties of Agriculture and Veterinary Medicine, the Institute of Agricultural Research and the Division of Agricultural and Livestock Servicing Training are coordinated under the board control of the provost for agricultural and veterinary medicine in the office of the Vice-Chancellor.

The university since its establishment has also grown in size, population and have also established more courses and research centres and institutes. Some of the centres and institutes are:

Institute for Agricultural Research

This institute was established in accordance with Statute 14, in October, 1962 when the Research and Specialist Division of the former Northern Nigeria a Ministry of Agriculture was transferred to the Ahmadu Bello University. The institute however started in 1924 as Samaru Agricultural Research Station and has been the bedrock of

crop research and improvement in the Savannah region of Nigeria. All the cotton varieties grown in the northern state have been bred at IAR. There are two subsidiary research stations: Agricultural Research Station, Kano and Irrigation Research Station Kano.

Centre for Islamic Legal Studies

The centre was established in 1971, undertakes considerable in-service training for Area Courts personnel of northern states. In conjunction with the Faculty of Law the Centre runs Diploma Courses in Civil Law, Judicial Courses for Alkali and staff of Area Courts and courses in Islamic Legal System (Sharia).

Centre for Adult Education and Extension Service

The Centre was formally established in 1971. It functions and constitution follow lines suggested in a consultant's report on university and community. Its university of the air programme has become well-known and its other training activities include evening classes, seminars, workshops and adult literacy classes. This has, however, been scrapped by the Sole Administrator - seen a duplication of work with Institute of Education.

Centre for Nigerian Cultural Studies

The centre was established in 1972 to promote inter-disciplinary cooperation in the study of Nigerian cultural heritage. It was temporarily located in Kano until in 1974 when it was transferred to Zaria.

The centre for Nigerian cultural studies will first and foremost be a research centre and but will also have training and entertaining community service programme.

The Centre has also been closed down by the then University Sole Administrator, as part of his institutional restructuring programme of A.B.U.

Arewa House

This is a centre for research and historical documentation unit and was established in 1972 to undertake and promote historical research in the evolution of political culture, languages and art of government in Nigeria in general and the Northern state in particular.

Iya Abubakar Computer Centre

The centre was established in 1973 by detachment from the Department of Mathematics under which a unit which provide computer service was organised since 1967. The centre provide a full central computing service to all staff, research workers and students. The centre mainframe system consists of dual CYBER 920 computer - other micro computers are available for a variety of purpose including teaching, software research, management information and intensive simulation studies. Staff and student receive some programming instruction at the centre as required by the new educational policy on the computer literacy.

Centre for Social and Economic Research

The centre came into existence in 1974 as an integral part of the university. It aims to conduct research that is both scholarly and of practical significance, both on projects generated from within and on project requested by the State Governments and others. It produces research reports, papers and other publications intended to improve the quality of village life in a rapidly changing society. This Centre has also been shut down.

Centre for Energy Research and Training

The centre which started as a nuclear energy programme in 1977 was established in 1982. The centre operates a 14-Mev neutron generator and other analytical equipment and provides facilities for training at all levels of nuclear technology.

Post-Graduate School

The concept of a post-graduate school for Ahmadu Bello University was first mooted in 1976 to cater for a comprehensive postgraduate studies programme and increase postgraduate enrolment to a level of 25% of total enrolment for degree programmes. But the school was finally established in 1980 and it coordinates all the postgraduate programmes of the university at the Master, Doctorate, and post-graduate Diploma levels. Other school are school of General Studies which was stopped effectively from 1995/96 session and the staff school (Demonstration Secondary School).

3.2 Functions of Ahmadu Bello University

The function of the university shall be:

a. To provide regular and liberal courses of instruction in the humanities, the science and other sphere of learning of a standard required and expected of a university of the highest standing.

b. To promote research and the advancement of science and learning.

c. To secure the diffusion of knowledge throughout Northern Nigeria.

d. To acquire and take over the property, right, trust and liabilities of the provisional council established by law, 1961, including all the property of the Nigerian College of Art, Science and Technology vested in the provisional council by the provision of the Nigerian College of Arts, Science and Technology (Transfer) Act, 1962.

university from the Vice-chancellor and the Chairman of the Council whose duty it shall be to provide the same.

Pro-Chancellor

The law establishing ABU states that there shall be one or more pro-chancellor who shall be appointed in accordance with statute and who shall act as deputies to the Chancellor in such manner and to such extent as shall be prescribed by statute. The prevailing situation is such that there is one person politically appointed by the Visitor to the university, and he/she heads the university council- the highest decision-making body.

Vice-Chancellor

There shall be a vice-chancellor who shall be the chief executive and academic officer of the university and who shall be the ex-officio chairman of the Senate. He has capacity to initiate meetings and discussion with the university principal officers and staff substance on issues affecting the university management. He thus can arbitrate in conflicts within the university (between management and staff, management and students, staff and students, etc.). His functions and operational pattern has significant consequences to the survival and growth of the university - as he/she manages the day-to-day affairs of the university; implement policy decisions and is indirect contact with the entire human elements in the university (staff, students and public in general). His fundamental role to effective university management and efficient operation cannot be over-emphasized. This can more appreciated in the number of committees he heads and which he assign his deputies from time-to-time. According to the Udoji Commission Report, 1973, the following summarizes the duties of Vice-Chancellor: "The V.C. ... is both the administrative and academic head of the university ... He is required to provide

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academic leadership, being ex-officio Chairman of the Senate and a number of main committees as well as being a member of the council He also has to give guidance on daily problems. He is the principal spokesman for the university in its external relations. He has to supervise the various administrative departments and, in some instances, he has some sections dealing with planning, public relations or internal audit, under his personal control."

Council

There shall be constituted for the university in accordance with the provisions of this law a council to be called the council of the Ahmadu Bello University. The council shall be the governing body of the university with power to manage all matters not otherwise provided for by or under the law.

Deputy Vice-Chancellor (Admin..)

The deputy vice-chancellor (admin.) should be appointed in consultation with the vice-chancellor for the administration of housing and passages, office, legal/industrial relation office, mail and postal service, catering service and Lagos office. The D.V.C. (Admin.) do also act when the Vice-Chancellor is away.

Deputy Vice-Chancellor (Academic)

The deputy vice-chancellor (academic) will over see the work of the Deputy Registrar (Academic) and be responsible for all academic matters.

Senate

There shall be a senate for the university the composition of which shall be determined by statute. Proceedings of the senate shall not be invalidated by reason of

any defect in the appointment of any member or by reason of any vacancies among its members.

The senate shall, subject to the provision of this law and the statutes, and subject also to control by the council in all matters affecting the finances of the university, manage the education affair of the university and act for the university in all academic matters, and in particular but without derogation from the generality of the foregoing have the following functions.

a. to direct and regulate the admission of student and teaching and instruction within the university and examination held by the university subject to the power of the council as herein;
b. to promote research within university;
c. to confer degrees, diplomas, certificates, licentiate-ship and other distinctions;
d. to make, after report from the faculties concerned, all regulations for giving effect to the statute and advances of the university relating to course of study and examinations;
e. to report the council on all statute and advance or proposed changes thereof;
f. to exercise and perform such other powers and duties as may be conferred or imposed upon the senate by the state.

Deputy Registrar (Admin.)

The deputy registrar (admin.) should be appointed in consultation with the Vice-Chancellor (Admin.) for the administration of Housing and Passages office, legal/ industrial relation office, mail and postal service, catering service and Lagos Office with other responsibility attached to its duties.

Deputy Registrar (Academic)

The deputy registrar (academic) should be appointed in consultation with the Vice-Chancellor. He will be responsible to the Deputy Vice-Chancellor (Academic) for the administration of academic planning unit, academic office, university archives office, information and protocol office and university farm.

Bursar

The bursar should be appointed to hold office for a period of four years and be eligible for reappointment. He should remain the chief financial officer of the university subject to the directions of and responsible to the vice-chancellor.

Deputy Bursar (Finance)

The deputy bursar (finance) should be appointed in consultation with the vice-chancellor. He will be responsible to the Bursar for the control, supervision and co-ordination of the work of the cash office, loans office, bank reconciliation office and central payroll office.

Deputy Bursar (Accounts)

The deputy bursar (accounts) should be appointed in consultation with the vice-chancellor. He will be responsible to the Bursar for the control supervision and co-ordination of the work of the expenditure control office, final account office, pension and insurance and central purchasing unit.

University Librarian

The librarian should be appointed in consultation with the vice-chancellor and hold office for a period of four years. He should be eligible for reappointment. The

librarian will be responsible to the vice-chancellor for the administration of Kashim Ibrahim library and Samaru public library. The other libraries should be managed by the units where they are located.

Director of Maintenance Unit and Water Works, Mechanical and Telecommunications

The director will be responsible to the vice-chancellor for initiating policy matters and executive action arriving from the decisions of the council, senate and such other bodies or as the vice-chancellor may direct.

Auditor General

The auditor general should be appointed in consultation with the vice-chancellor to hold office for a period of four years, and be eligible for reappointment. As the Chief Internal Auditor and watch-dog of the university, he will be responsible to the vice-chancellor for initiating policy matters and executive action arising from the decision of the council, senate and such other bodies or as the vice-chancellor may direct.

He is also concerned with auditing of payment vouchers alone but widen its scope to include looking into irregularities arising from recruitment, training, promotion and discipline of staff. He is assisted by Deputy Auditor-General.

Chief Security Officer

The appointment of the security co-ordinator should be on contract basis. He will be under the vice-chancellor, be responsible for initiating policy matters and executive action arising from the decisions of the council, senate and such other bodies as the statute may prescribe or the vice-chancellor may direct. The security co-ordinator may liaise with the outside bodies on security matters affecting the university if assign by the

vice-chancellor. He will have no control over the security divisions of the faculties, institutes and centres.

Faculties and Departments

The faculties should be granted autonomy and given power to appoint, train, promote and discipline their staff.

The Deans of these Faculties should be appointed in consultation with the Vice-Chancellor to hold office for a period of two years and eligible for reappointment. They will report to the Executive Dean/Director-General for administrative and academic matters of their faculties, but however maintain certain autonomy. They should be member of the Senate.

The administrative set-up in the unit should be as given below:

1. Chief Executive - Executive Dean
2. Academic Departments - Heads of Departments
3. Administration Division - Director of Personnel and supply.
4. Finance Division - Director of finance and supply.
5. Maintenance and Service - Director of maintenance division and service.
6. Audit Division - Director of audit.
7. Security Division - Chief Security Officer.

The functions of these divisions should be clearly defined and proper schedule of duties drawn. The Heads of the Divisions will be responsible to Executive Dean for the performance of their duties.

3.3 Operational Pattern and Power

University Committees System

While some of Ahmadu Bello University Administrative Committees can be consolidated, generally speaking, their number was not considered a serious problem. All the council and senate committees seems to be well founded and relevant to the responsibilities they were charged. However, the tremendous burden of committee work for administrative and academic staff lay not in the number but composition and nature of the committees.

The structural formation of these University Committees are administratively structured under three main bodies, viz:

i. The university Council, headed by the Pro-Chancellor

ii. The Senate, headed by the Vice-Chancellor

iii. The Congregation, headed by the Vice-Chancellor.

The Committees under University Council are:

(a) Finance and General Purpose Committee

(b) University's Tender Board

(c) A.B.U. Companies headed by V.C.

- ABU Bookshops
- ABU Press
- ABU Consultancy Services
- Kongo Conference Hotel
- University Farmers.

(d) Honorary Degree - Pro-Chancellor

(e) Appointment and promotion committee - Pro-Chancellor

(d) Senior staff disciplinary committee - External Council Member

The Committees under University Senate

(a) University admission committee - V.C

(b) Special admis and admission irregularities committee - D.V.C.

(c) IJMB - V.C.

(d) Senate estimates committee - V.C.

(e) Academic planning committee - V.C.

(f) University board of research - V.C.

(g) Students disciplinary committee - D.V.C.

Committees under congregation, where both academic and senior administrative staff are involved. This allow for larger participation and ensure sense of belonging, recognition and esprit de corps - if evenly and meritorously distributed:

1. Management monitoringcommittee - V.C.
2. Committeeof deans and director - V.C.
3. University library committee - V.C
4. Physical planning and plan implementation com. - D.V.C.
5. Main campu landscape committee - D.V.C.
6. Maintenance and service comm. - V.C.
7. Minor Works - V.C.
8. Contractors registration - V.C.
9. Staff housing loan scheme - D.V.C.
10. Staff housing allocation - D.V.C.
11. University health services consult. - D.V.C.
12. Junior staff committee - Registrar
13. Junior staff committee disciplinary comm- a Sen.Lecturer

Power

For carrying out the function and objective specified in the university law the university shall have power -

(a) to institute professorships, readerships, lecturerships and other posts and offices and make to appointment thereto;

(b) to institute and award fellowships, scholarship, exhibitions, bursaries, medals, prizes and other titles, distinctions, awards and forms of assistance;

(c) to provide for the residence, discipline and welfare of members of the university;

(d) to hold examination and grant degrees, diplomas, certificates and other distinctions to person who have pursued a course of study approved by the university and have satisfied such other requirements as the university may lay down;

(e) to arrange for the education and welfare of children of members of the staff;

(f) to demand and receive from any student or any other person attending the university for the purpose of instruction such fees as the council may from time to time determine;

(g) to acquire, hold, grant, charge or otherwise deal with or dispose of movable and immovable property wherever situated;

(h) to accept gifts, legacies and donations, but without obligation to accept the same for a particular purpose unless it approves the terms and conditions attaching thereto;

(I) to enter into contracts, establish trusts, act as trustees, solely or jointly with any other, person, and employ and act through agents;

(j) To erect, provide, equip and maintain libraries, laboratories, lecture halls, hall of residence, refectories, sports grounds, playing field and other building or things

(whether in Nigeria or else where) necessary or suitable or convenient for any of the objective aforesaid;

(k) Subject to any limitation or conditions imposed by the statutes, to invest any moneys appertaining to the university by way of endowment and whether for general or special purpose and such other moneys as may not be immediately required for current expenditure on any investments or securities or in the purchase or improvement of land, with power from time to time to vary any such investments and to deposit any moneys for the time being uninvested with any bank on deposit or current account;

(l) to borrow, whether at interest or not and if need be upon the security of any or all the property movable or immovable of the university, such moneys as the council may from time to time in its discretion find it necessary or expedient to borrow;

(m) to make gifts or any charitable purpose;

(n) to do anything which is authorised or required by the states to do;

(o) to make rules, not inconsistent with the provisions of this law or the statutes, for regulating the administration of the university;

(p) to do all such acts or things, whether or not incidental to the foregoing powers, as may advance the objects of the university;

(q) To exercise such other function as are set in this law and the statutes.

3.4 Discussion on Vice-Chancellor Leadership Role

From the above university committee system analysis, it can be seen that the Vice-Chancellor and Chief Executive of the university, has enormous responsibility within the system - notwithstanding other extra social activities outside the university. The committee system allow for general participatory of the university community in

managing the affairs of the university. However, for effective management and efficient realization of corporate objectives, a democratic leadership style will give ample opportunity to all functional groups of the university to participate and collectively solve management problems of the university.

The V.C. pervasive and leadership role in virtually all the university committees underlines his position in effectively addressing or solving staff problems - moreso, when the committees were constituted by few selects and or favourite of the university leadership. Thus where staff are effectively mobilised, integrated and freely participate in not only decision-making process but also in decision implementation, this will make them to know the fact on ground, appreciate the inherent problems affecting the university and, indeed, proffer solutions to minimized if not eradicate - based, of course, on prevailing realities before them. For, like Bonet (1997), said "creating in them a real sense of participation is the first step towards useful dialogue"; it is the based upon which industrial harmony can be guaranteed and the route towards mutual co-existence, esprit de corps and, indeed, fundamental to job satisfaction, positive attitude and may enhance productivity or performance.

The social and egoistic needs of the academicians can be effectively managed and efficiently realized through the university committees system. For the structural based, operational pattern and the impact of these committees and their constituents (the human characters and representativeness therein) can not only mold the human elements, their behavioural disposition and performance but also can determine the focus, growth and development of the university. When a man feels he is desirable, socially acceptable, love and has capacity for academic freedom, of potentials expression through recognition, praise and respect, and of challenge and responsibility, then he will develop sense of fulfilment and positive job attitudes and consequent high performance. Bryan also noted that work is a group and collective activity, it is not an insular or just doing

things, but a pattern of social and interpersonal relationship. That "...the need for recognition, security and sense of belonging is more important in determining morale and productivity than physical (working) conditions".

Thus, where the university effectively integrate ASUU members and consciously ensure their active participation in management of the institution, the informal (ASUU) group can ensure strong social controls. It can and do have norms to set limits and regulate individual's behaviour within the whole group, and thus group collaboration and cohesion can be facilitated. And, as McGregor also observed, "...studies have demonstrated that the tightly knit, cohesive work group may, under proper conditions, be far more effective than an equal number of separate individuals in achieving organizational goals".

Where the university management selects and appoints some few of its favourites to man the affairs of important committees and establishments, there is high tendency for grumbling (as most of the ASUU members both active and sympathizers) often feel alienated in university management affairs. This often resort to two parties system, the ruling (management) and opposition (ASUU and other trade unions). And the lack of effective integration, participation recognition and atmosphere for meaningful dialogue often lead to conflict.

Considering the institutional an structural complexity and operational sophistication of ABU vis-a-vis the enemous challenges and task before the V.C., it becomes imperative for him to not only seek able assistants but encourage the spirit of delegation of power and collective participation cum responsibility. As a person whose main duty is to provide academic and administrative leadership, the need to have support in the administration of the university cannot be over-emphasized. Fortunately, he has able personnel that will make delegation of power less problematic and riskless than otherwise. His supportive and able administrative as well as academic teams include

the Deputy Vice-Chancellor, Deans and Directors plus Heads of Departments of various faculties, centres, institutes, departments, principals of colleges, librarian, professors, etc. all constitutes able and reliable people that can bring their wealth of talents and experience to bear on any management problem. Thus, with proper delegation of power, the V.C. can significantly lighten his enormous university administrative and academic burdens

Furthermore, invaluable talents and contribution from the larger university community cannot be under-rated. This team is composed of the academicians and administrative intelligentsia, which the university really needs. This team are prune to criticism and proffer solutions on issues affecting the university. The Registrar role stands out more and is, indeed, vital in maintaining a balance of the managerial machinery of the university- not only in harmonizing academic and administrative functions but also in ensuring that effective administrative machinery are put in place for conforming with university policy objectives and efficient policy implementation - based on university rules and regulations. As a professionally trained and experienced public administrator, the Registrar's role become crucial and relevant in creating a balance between the demands of academics (which the V.C. is more conversant) and the general administration - which provides necessary logistics support for effective management and efficient realization of policy objectives.

As an institution that trained and provide the manpower requirement necessary to propel the engine of national socio-economic , political and techno-scientific development, the university thus invariably house able, competent, and experience talents that can deliver the institution goals and operational objectives and ensure its development. It is the leadership style that matters, how it can mobilise, integrate and motivate its members towards corporate objectives. As Richman and Farmer (1976), said "effective leadership must also provide direction, communication, and motivation

of people both inside and outside the organisation's goals". That is, the university success depends largely on the V.C. ability to provide purposeful guidance and ensure full harmony between and among the various constituent parts of the institution and its environment. This, according to Bonet(ibid), can "manifests increased productivity and achievement of set goals and objectives". And herein lies durable solution to incessant conflicts between the university management and the other members of the community (academics, non-academics and students alike. Bonet added that "The goals and objectives of the university cannot be fully attained to without the leadership that creates the spirit of mutual trust, cooperation and achievement orientation among the officers, staff and other functionaries of this institution(ABU)".

Thus, mutual co-existence and effective integration cum collective participation and responsibility in the management of the university affairs is the key to achieving corporate objectives, to ensure efficient performance and, indeed, university development. Moreso, it is observed that the responsibility of the V.C. are not only tasking, complex and multi-dimensional but also sensitive and highly demanding. Therefore, the need for delegation of authority and responsibility becomes imperative. This does not only reduces administrative leadership and managerial burdens but also enhances ability to give adequate time and attention to more important issues or matters and, indeed, reduces the problem of information flows and prompt decision or action. Furthermore, delegation and collective participation will enhance sense of belonging, social and egoistic needs satisfaction, can increase performance through positive job attitude and ensure university development - ceteris paribus.

1. Information and Publication Office, Ahmadu Bello University Law, Part II, Section 7 (1-2). Ahmadu Bello University Calendar 1982/83, ABU Press Zaria, 1982, p. 564. Also Decree No. 22, Section 5(1)(9) of 1975, under which the visitor is at present the Head of the Federal Military Government.

2. Information and Publication Office, Ahmadu Bello University Law, Part III Section 9(1-2) and 10, Ahmadu Bello University Calendar 1982/83, ABU Press, Zaria, 1982 p. 564.

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7. Bryan, L. (1989): Corporate Personnel Management. Pitman Publishing, Inc. 128,Long Acre, London, WC2E 9AN.

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CHAPTER FOUR

DATA PRESENTATION AND ANALYSES ON A.B.U. ACADEMIC STAFF JOB SATISFACTION

4.1 Data Presentation

Research questionnaire was designed for the academic staff of Ahmadu Bello University, Zaria; this was divided into three parts - Part A was on the staff personal data; Part B was on staff working experience in A.B.U. while Part C was inquiring details about organisational climate on job satisfaction and motivation for effective performance. Opinions were sought to understand staff job effect, satisfaction, what motivate and inhibit them for higher performance and suggestions for effective personnel management towards efficient utilization to achieve university operational objectives.

On the whole, 450 questionnaire were distributed and effort was made to ensure even circulation to each of the 12 Faculties in the University - with, of course, the larger faculties having more. Of this number, only 334 questionnaire were returned completed; but about 14 were not properly filled, and so were rejected. In the final analysis, the research used 320 of the properly completed questionnaire - for data presentation and analysis.

4.2 Data Analysis

Based on the research questionnaire, the following were responses received from the academic staff on issues affecting their job satisfaction, motivation and capacity for high performance in the University.

Table 1 Age of Respondents

Responses	Number	Percentage
20 - 30	40	13
31 - 40	145	45
41 - 50	90	28
51 - 60	35	11
60 - above	10	3
Total	320	100

Source: Field Survey, ABU, Zaria, 1999

The above data shows that significant number of the respondents are in their youthful age (20-40 years - forming 185 or 58% of total respondents). This age groups, according to Bryan (ibid), are necessary to inject "fresh blood" into the organisation. However, the groups are also prone to leaving the organisation - because they are youths, full of ambitions. desiring to explore all life opportunities. Therefore, if they get a better or more needs fulfilment organisation, they might leave. Bryan noted that "the rate of leaving is usually higher in the early stages (both for young age and for just starting a career at lower level) ...this gradually diminishes (at more matured age, 40 and above, and attaining more senior career status) until the point of retirement". From the table above, one can see that there are more academics (58%) who may tend to leave for "greener pastures" - as that age group are physically and mentally able and youthfully ambitious - moreso when they feel the university cannot satisfy their needs expectations.

Table 2 Sex and Marital Status of Respondents

Responses	Number	Percentage
Male	310	97
Female	10	3
Married	265	83
Single	55	17
Total	320	100

Source: Field Survey, 1999

From the table above, one can see that significant (97%) number of the respondents were male. This may mean there are far more male lecturers than are female in the University. And the implication is that the extent to which a female lecturer may tolerate and bear with her needs denials cannot be equated with the male - who is often not only the bread-winner of his family but may also burdened by the African extended family syndrome. Therefore, denial of his needs expectations and job dissatisfaction can have negative and damaging consequences to his job attitude. And this, going by the number of male lecturers, can affect the fundamental operational

objectives of the university (teaching, research and manpower training and development).

However, the table also shows that significant number (83%) were married; this is assumed to mean that the lecturers are not only maritally responsible but will also be humanistic in dealing with their academic responsibility. They will have the feeling of students at heart, bear pains by sacrificing in the interests of students, parents and the nation as a whole. This may informed why they bear denials of some need expectations and explore all possible dialogue to fulfil their fundamental and basic needs. Though humanistic the academicians may be, it is not in the interest of the university system to thwart or deprived fundamental needs necessary not only to ensure job satisfaction but also achieving the operational objectives of the institution.

Table 3 Number of Dependants

Responses	Number	Percentage
1-3	50	15
4-6	160	50
7-10	80	25
11-14	10	3
15 - above	20	6
Total	320	100

Source: Field Survey, 1999

The table 3 shows that substantial number (65%) are burdened with not much dependants (1-6); this number may constitute a wife, three to four children and others. And those with very large number of dependants (7-20), may have more children and, indeed, be submerged with extended family stress. This group will demand more better conditions of service in terms of remuneration to meet the socio-economic demands of their family. Anything short of better physiological and security needs fulfilment will certainly affect their job attitude and performance.

Table 4 Highest Qualification Obtained

Responses	Number	Percentage
B.Sc	30	9 4
M.Sc.	265	82.8
Ph.D.	25	7 8
Total	320	100

Source: Field Survey, 1999

The table 4 above shows that significant number, 265 (83%), of the respondents have obtained the Masters degree. This mean most respondents are well established as academic staff, that being the minimum qualification; unlike the Bachelor degree holders, whose appointment as academician are subject to successful completion and timely attainment of a master degree. Notwithstanding, the table also shows that significant are yet to acquire the highest academic qualification in the university (Ph.D and related qualifications) - only 25 of the respondents have Ph.D. degree. It means the pace at which academicians attain higher degree is very slow, either due to logistics reasons (lack of supervisors, research facilities, etc) or for social reasons (distractions. workloads, conflict of academic interests, etc.) This not only affect opportunity for achievement, development and recognition but also advancement, responsibility and status - which Herzberg described as "strong determinants of job satisfaction and of greater importance for lasting positive change of attitudes"

Q.5 Nationality of Respondents

This question was desirable to appreciate the traits of responses on the whole designed research questionnaire from Nigeria (with 305, 95%, respondents) and Non-Nigeria (with 15, 5%, respondents) - in terms of needs expectations and job attitude. Not surprisingly, of course, significant number of the respondents were Nigeria, while the remaining were non-Nigeria. Their responses were virtually the same except in the area of remuneration, where the expatriate staff considers that as of lesser importance to teaching and research facilities, security of life, social relationship and funds for research.

Q.6 Prior University Work Experience

Most of the respondents (245, 77%) stated that they had no previous academic work experience prior to joining ABU; while the remaining (75, 23%) claimed they had. This shows that significant number of the respondents begin their academic teaching experience in ABU, while the others joined ABU with previous university teaching experience either for the love of ABU as an institution of excellence or for better opportunity therein.

Q.7 Reasons for Academics Joining ABU

The responses to this question indicates that 180 (56%) stated the love for academics and academic (teaching) environment as reason for joining ABU; while 125 (39%) stated the desire to acquire knowledge and be useful to other sectors of the Nigeria society, and 5 (2%) stated it is for recognition and springboard to national opportunities; yet some 10 (3%) indicated that they have no choice or better alternative. This question was meant to understand the respondents interest to serve and truly be an academician and/or engaged intellectual academic endeavours. The result means that most of the respondents were not only in the university to fulfil their life expectations but also desire and, indeed, love the academic environment for its human development conduciveness.

Qs. 8 and 9

These questions are interelated and were meant to understand the respondents years of service in ABU and, indeed, appreciate their promotional pace or academic status acquisition. The knowledge of this can expose us to determine aspects of job satisfaction - of achievement, recognition, challenge, responsibility and advancement/. Every new employee desires to achieve and develop self, to be recognised and appreciated for effort through promotion and, indeed, to be given more challenges and responsibility. These intrinsic sources of job satisfaction or outlets for self-actualization relates to the content of the job; for Herzberg said these job contents must be present to promote positive satisfaction. Similarly, Maslow noted that people are motivated by a desire to satisfy specific needs and progressively also from lower level to higher level, or as the dominant need arises. And Lucey, stated that Herzberg and Maslow approaches tend to"assert that the individual performance in a job is influence by basic needs (necessary for maintaining performance) and higher order needs (needed to

improve performance) - using the intrinsic job contents (of achievement, recognition, responsibility and advancement). And from the research findings, it was discovered as follows:

Table 5 Years of Service in A.B.U.

Responses on Years of Service	Number	Percentage
1-11months	10	3.1
1-5 years	60	19.0
6-10 years	135	42.2
11-15 years	65	20.3
16-20 years	30	9.4
21-30 years	20	6.0
Total	320	100

Source: Field Survey, 1999

From the table 5 above, significant number, 200 (63%), have been serving the university between six to fifteen years, as academic staff. It was also observed that significant , 195 (61%) , stated that they joined the university service from the level of Assistant Lecturer up-ward. And of the total respondents, only 20 (6%) were presently Professor/Reader, about 40 (13%) were Senior Lecturers and significant number 165 (51%) were in the Lecturer I and II categories and the remaining respondents 95 (30%) were in the Assistant Lecturer/Graduate Assistant levels. Information further gathered indicates the very slow pace at which academicians were promoted from one level to the other. Some lecturers spend as much as ten to thirteen years in one position, pending promotion or advancement; whilst in other cadre of the public/civil service, years of service (usually 3 - 4 years), determine advancement and even hasten with additional qualifications. This certainly can affect staff morale and performance; and, indeed, increase absenteeism, tardiness and even labour turnover. This is moreso, in the light of high academic and professional expectations place on the academics before achieving recognition and advancement. Yet, the process is
not only slow and cumbersome, the package is also disheartening and frustrating.

Q.10 What effect does Academic Job has on Academics?

This question was meant to understand the feelings of respondents over their academic responsibility. To know whether it is enthusiastically motivating and hence satisfying; and not frustrating and depressingly leading to negative job attitude. The responses shows that significant number (230, 75%) indicates that their job effect is challenging. That is, there are much opportunities for intellectual and professional exploration; challenges for achievement, recognition, self-fulfilment and development; and capacity to relate academic theory with industrial reality. These are great sources of job satisfaction, morale booster and increase performance; with, of course, the necessary operational tools to face challenges. Other responses (40, 12%) shows that the job is tedious probably because of lack of necessary operational logistics; some indicates that the job is boring (10, 3%) and others states that theirs are pressurizing (5, 2%); and while some indicates that their job effect is satisfying (25, 8%) - indicating that it is not only challenging but also gives them capacity to achieve, to fulfil their potentials and develop for recognition and psychological satisfaction.

Table 6 What is your Work Load?

Responses	Number	Percentage
The only specialist	15	**5**
Take many courses due to staff shortage	125	**39**
Engaged with research projects	75	**23**
Hold vital admin. works plus teaching	105	**33**
Total	320	**100**

Source: Field Survey, 1999

This question desire to assess the work load of respondents, to appreciate whether they are over-burdened and tasked with much work than they can easily handled. The responses shows that majority (125, 39%) of the respondents take many courses more than necessary due to shortage of staff (the effect of brain-drain and non-replacement). Others, 105, 33%, stated that they hold administrative offices, in addition to their teaching responsibility, which further task their mental and physical capacity; while some (75, 23%), indicates that they are engaged with important research projects,

while also teach; and the remaining,(15, 5%), claimed they are the only specialist in their academic department - indicating they will be sole consultant in teaching/research activities within their specialised areas.

Q.12 Impact of Participation in Management/Decision-Making

This desire to test sense of belonging, acceptance and, indeed, influence of respondents in the management of their respective academic department or unit. For Herzberg noted that participation in management and decision-making is the best route to motivational change. That "both parties (manager and subordinates) are motivated - the subordinate by the need to make the best decision to satisfy self, to justify the trust placed on him, to enhance his professional (or intellectual) reputation; and the manager by the need to develop his staff for effective management, efficient operation and increase productivity". And from the research findings, the respondents states the impact of their participation and influence in management decision-making in respective academic unit.

Table 8 Academics Impact on University Management

Responses	Number	Percentage
No impact at all	30	9
Little but no effect	55	17
Make impact	180	57
Much impact	30	9
Great impact	25	8
Total	320	100

Source. Field Survey,1999

From the above 8 table, it can be seen that most of the respondents (235, 74%), indicates that they both participate and make impact in management and decision-making process of their respective department/unit; while 65 (26%) stated that they make no impact in the operational management of their academic unit. This thus means that the academicians not only participate in the management process but also influence the decision-making and guide the operational pattern of the academic unit. This cannot, however, be equated with the capacity to influence or effectively participate in the overall management of the university - which determine the resources necessary to propel the operation of the various units or departments in the university. And it is this

incapacity to influence or participate that brings misunderstandings and conflict, as the majority are ignorant of how the few rulers are managing the university affairs. So, while the academicians make impact in decision-making and participate in management of their respective units, from which they may derive satisfaction, they often get frustrated to achieving immediate unit objective - due to lack of resources or prompt response to their operational demands from university management. Effective participation is as much about industrial democracy, Bryan (ibid). noted, and bending autocratic rigidities and as about economic, psychological or sociological well-being of employees and of effective labour-management relation.

Table 9 How much Challenges Academics gets on Academic Job?

The responses further confirms the respondents answer to question 10 (on job effect):

Responses	Number	Percentage
No Challenge	-	
Little challenge	10	3
Challenging	180	56
Much Challenging	80	25
Highly challenging	50	16
Total	320	100

Source: Field Survey, 1999

The table 9 shows significant number (260, 81%) stated that their job is challenging, and 50 (16%) stated that their job is highly challenging; while only 10 (3%) stated that their job has little or no challenge. This informed that academic work does not only seeks to improve both task efficiency and human satisfaction but can also build capacity for greater scope, personal achievement and its recognition, more challenging and responsible work and opportunity for individual advancement and growth - giving good operational condition.

Table 10 Job Capacity for Academics Achievement and Potential Fulfilment

Responses	Number	Percentage
No capacity	20	6
Little capacity	80	25
Adequate	200	63
Much capacity	15	5
High capacity	5	1
Total	320	100

Source: Field Survey, 1999

The responses shows majority (200, 63%) of the respondents states that their job not only give them adequate capacity for achievement but also to fulfil their potentials; others 15 (5%) and 5 (1%) indicate much and high capacity respectively; while the remaining 100 (31%) indicate little or no capacity. The result further informed that academic job is enriched with capacity for individual achievement and development, and thus make possible for the individual to advance the base-line of his performance - giving necessary operational tools. Those stating no capacity may be saying no capacity to express the potentials or perform for achievement due to dearth of operational tools or lack of opportunity through social denial. The academic jobs opens horizons for job satisfaction through more challenges, responsibility and achievement for self and corporate (university) development.

Q.15 Do you have Freedom to Perform and Achieve

Operational freedom is fundamental to achievement and development; especially to educated people like the academic intellectuals. They strongly desire independent academic thought, freedom of intellectual exploration, research and expression. As observed by Committee of Vice-Chancellors (in Okpapi, op.cit), "...the freedom of individual academics involve freedom to teach and publish the truth as and how he sees it, to pursue researches he chooses himself and have some voice in determining academic policies without being penalized..." This not only enhance performance but also increase potentials for achievement and self-development. And responses to the question of freedom is presented below:

Table 11 Academics Operational Freedom

Responses	Number	Percentage
No freedom	-	
Little freedom	60	19
Adequate freedom	205	64
Much freedom	45	14
High freedom	10	3
Total	320	100

Source: Field Survey, 1999

From the table 11 above, it can be seen that most of the academicians (205, 64%) indicated that they have adequate freedom to carrying out academic job performance and, indeed, to achieve for recognition and development. While 45 (14%) and 10 (3%) of the respondents stated that they have much and high freedom respectively for performance and achievement; and 60 (19%) indicates they have little freedom of operation - probably the new entrants (Graduate Assistant especially) into the academic profession. This thus means the academicians do not only enjoy freedom of operational expression and performance but also have capacity for achievement, potential fulfilment and self-growth and development. These are essential to ensuring job satisfaction and enhance performance.

Q.16 Effect of Supervisor on Overall Work Performance

Close supervision and undue interference on worker operation can have negative effects on work performance. Herzberg (ibid), noted that "oppressive supervision, unnecessary and ineffective control system constrains and limit performance and may even lead to sabotage". When attitude of supervisors (Heads, Deans, Director or University management) becomes hard, oppressive, suspicious, bias or apathy, it can breeds antagonism, affects morale, leads to self-withdrawal, absenteeism, tardiness and even labour turnover.

Leadership is a vital factor and greatly influences organisation operational pattern, staff scope and achievement, exert influence within work group and determine objectives. Indeed, leadership, Lucey (ibid), stated, determine organisation behaviour through leadership behaviour, operational styles and influence on motivation - which can

significantly affect job satisfaction, performance and development. From the research findings, the following facts were recorded.

Table 12 Leadership Effects on the Academics

Responses	Number	Percentage
Unfavourable	15	5
Slightly favourable	20	6
Favourable	270	84
Much favourable	5	2
Highly favourable	10	3
Total	320	100

Source: Field Survey, 1999

From the table 12 above, it can be seen that significant number, 270 (84%), of the respondents indicated that the respective supervisors display positive (favourable) attitude towards their overall work performance. Others, 15 (5%), indicates unfavourable supervisory attitudes, and 20 (6%) states slightly favourable attitudes, while 5 (2%) and 10 (3%) stated that the supervisory attitude were much and highly favourable respectively. This generally indicated the respondents conducive and free operational atmosphere, unhindered in academic teaching, research and expression by their immediate leaders or supervisors (HOD, Dean, Co-ordinator, etc.). The respondent thus receive cooperation, support and positive attention from their supervisors - necessary ingredients for achievement, potential expression, development, recognition, advancement and, indeed, ensure job satisfaction, motivation and high performance tendency.

Table 13 Level of Responsibility/Authority Attached to Duty

Responses	Number	Percentage
Very dissatisfied	5	1
Dissatisfied	15	5
Satisfied	100	31
Much satisfied	200	63
Highly satisfied	-	-
Total	320	100

Source: Field Survey, 1999

This question intend to understand whether the respondents were contented with the level of responsibility and required authority necessary to discharge their duty - academic and/or administrative. Responsibility without commensurate authority can be a source of frustration, cause friction and dissatisfaction. It goes to make one a figure-head, rubber-stamp and non-issue in discharging organisation objectives, in decision-making and in molding the character and operational pattern of the organization. The result shows that 200 (63%), were much satisfied with the authority attached to their responsibility; 100 (31%) indicated that they are satisfied and 15 (5%) stated that they are dissatisfied, while 5 (1%) shows they were very dissatisfied with the level of responsibility and authority attached to discharging their duty. This means that significant number of the respondents were satisfied not only with the academic and or administrative responsibility but also the authority necessary for effective and efficient discharge of their assigned duty.

Q.18 The Effect of Need Factors on Job Satisfaction

Abraham Maslow and Frederick Herzberg postulated that some human need and or motivators do influence and determine a worker's job attitude, satisfaction and performance in organisation. That people are desire to satisfy specific group of needs at different points in time; and those factors that motivate people are more related to the content of the job and thus induce job satisfaction. They asserted that individual performance in a job is influenced by basic needs (necessary for maintaining

performance) and higher order-needs (needed to improve or enhance performance). This factors do ensure the respondents job satisfaction and, by extension, motivate them most for higher performance. The responses are as follows:

Table 14 Effect of Need Factors on the Academics

Level of Significance

Responses	Percentage					
	Not Import.	Less Import.	Important	Highly Import.	Total	%
1. Working Condition						
Emolument	5	10	95	210	320	100
Facilities	5	5	100	210	320	100
2. Security						
Job	-	5	125	150	280	87.5
Life & Property	10	-	100	200	310	96.9
3. Socialization						
Association	5	15	235	20	275	85.9
Acceptance	5	50	210	15	280	87.5
Friendship	10	65	200	15	300	93.8
4. Self-Esteem						
Challenging/Achiev	10	20	200	90	320	100
Recognition/Respect	10	15	180	100	305	95.0
Responsibility/Auth	5	40	200	55	300	93.8
Advancement/Apprec.	10	50	190	65	315	98.4
Participation	10	65	170	60	305	95.0
5. Self-Development						
Research/Pub.	-	25	55	240	320	100
Training/High degree	15	10	60	235	320	100
Self-growth/develop	-	25	45	250	320	100
Conference/seminar	-	20	85	205	310	96.9
6. Freedom						
Academic/Research	-	20	40	260	320	100
Selecting Leaders	35	50	130	100	315	98.4

Source: Field Survey, 1999

From the above table 14, it can be seen that majority of the respondents, 305 (95%), indicated that emolument (salaries/allowances) is very important source of job satisfaction. This is not surprising, considering the effect of poverty, extended family burden, inflationary trends and the need to meet genera social and economic demands on an average Nigeria worker. It can also serve as the main means to fulfilling other basic needs of the respondents - in the absence of non-availability or frustration of other needs by the university management. It also confirms some literature submission that in third world or developing countries, like Nigeria, workers emoluments can be a strong source of motivation (Ngu, 1995, Negandhi, 1975). And Bryan (op.cit), noted that money has consistently remained a sensitive and crucial element in the total reward-compensation package. That "...in a market economy (like Nigeria), work and payment are inseparable. Without money, people cannot buy the goods and services necessary for survival, they cannot advance in status in the eyes of their fellow men, nor can they make material improvements in their standard of living". And McGregor (op.cit) also said "...money can become the focus of interest if it is the only means available to achieve thwarted higher level needs".

The result also shows that most of the respondents, 310, indicated that adequate and efficient teaching and research facilities are highly important to ensuring their job satisfaction. This is obviously fundamental to an academic intellectual whose primary interest is to have capacity for potential development, achievement and recognition through research expression and publication. And this can more easily be facilitated through availability of necessary teaching and research material. As stated by Prof. A. Abdullahi (in Okpapi, op.cit), "...to a good academics, conditions of service do not exclusively mean salaries and personal emoluments, but also means the facilities and atmosphere which would make effective teaching, research and service possible". This goes to show the respondents great concern and enthusiasm for effective and efficient discharge of their academic responsibility.

On the need for security, the table shows majority of the respondents (275, 85%), stated that their job security an important source of job satisfaction. The number is not

however significant compared with security for life and property, where 300 (94%) responded to it as highly important; probably because of the academics self-confidence and potential for job opportunities, and as educated elite. The need for life and property security is naturally paramount and fundamental to human existence; for without the attainment or assurance of this, all other needs are non-issue. Security of life and property is the base upon which all human needs are sustain.

On the need for socialization, through association (unionism, etc), acceptance (by the environment) friendship and love (to give and be given), significant number of the respondents (210, 66%) stated that the need for socialization is an important source of their job satisfaction. It build sense of confidence, acceptability, spirit of togetherness and is the base for human relation. McGregor (ibid), said, when man's physiological and security needs are met, his social needs become important motivators of his behaviour - needs for belonging, for association, for acceptance by his fellows, for giving and receiving friendship and love". But experience shows that many management often times assumes quite wrongly that group association and relationship represent a threat to the organisation. And it has been observed that, McGregor added, "...tightly knit, cohesive work group may, under proper conditions, may be far more effective than an equal number of separate individuals in achieving organisational goals". Yet, management, he concluded, fearing group hostility to its own objectives, "... often goes to considerable lengths to control and direct human efforts in ways that are inimical to the natural groupiness of human beings". And when man's social needs are thwarted, "...he behaves in ways which tend to defeat organizational objectives. He becomes resistant, antagonistic and uncooperative..."

This informed the often conflicts between ASUU and University management and or federal government - on issues affecting the collective interest of academic staff welfare in particular, and the university education in general. When ASUU collectively make group demands on management or government, the latter often sees it as a threat, and resort to delay tactics, divide and rule strategy, or piece-meal solution to academics problems.

On self-esteem or egoism, significant number of the respondents (260, 81%), considers this as very important source of job satisfaction. As academic intellectual, the respondents were such that consider this need as panacea to their professional callings.

The need for challenge and achievement, recognition, of potentials and knowledge and deserved respect, for being appreciated and praise on performance and, indeed, for advancement, participation in management and in decision-making to determine and mould the character and operational pattern of organisation (i.e. university) - all determine job satisfaction, performance and productivity.

According to McGregor, these needs are of greater significance to management and to man himself, and are important when other lower needs (physiological, security and social) have been satisfied. He said egoistic needs include needs for self-confidence, for independence, for achievement, for competence, and for knowledge, while esteem entails needs for status, recognition, appreciation, deserved respect of one's fellows, and for advancement.

On self-development, significant proportion of the respondents (on average 280, 88%), indicated general self-development as highly important to their job satisfaction. This needs does not only ensure their ego and esteem needs but also sustain them. The development needs include training and acquisition of higher degrees, funds for research and publication to achieve and express potentials, funds for attending and organising conferences and seminars to express research discoveries and ideas, for recognition and respect; and for self-fulfilment, self-actualization, self-growth and development.

McGregor noted that the conditions of modern life give only limited opportunity for these needs to obtain expression. The deprivation people experienced on other lower level needs diverts their energies into the struggle to satisfy those needs and the need for self-fulfilment remain dormant. However, to an academic, these needs are basic and fundamental not only to effectively and efficiently discharging their primary responsibility but, infact, it is also what make them relevant to the academic environment, meaningful to their professional callings and, indeed, determine their job satisfaction, performance and productivity.

On Freedom of academic and research expression and of selecting leaders, significant number (300, 94%) stated that academic and research freedom is highly important and desirable source of job satisfaction. It should be noted that freedom of research into any relevant field of academic endeavour, and capacity to express research findings orally, through conferences and seminars or in writing through publications (books, journals, magazines, etc), have been part of academic professional callings. it

is a great source of academic job satisfaction, enhance performance and ensure optimum productivity. It is what makes an academicians relevant and respectful in the larger society, and give them capacity to achieve, develop potential, be recognize and respected. It is one basic needs academician strive for - to guarantee their operational independence and carved for themselves a distinctive and noble position in the society. It is the same feeling for independence that culminates in the struggle to have capacity to select the academic (university) leaders - free of external or undue political (government) interference.

Although the respondents do not seem too enthusiastic about it, noting its importance in organisation; as responses shows, only 230 (72%) indicates the importance of selecting leaders as source of ensuring their job satisfaction. This may, however, not be unconnected with the fact that, as at the time of conducting and gathering this research data a new Vice-Chancellor for A.B.U. was just being appointed; and who seems to be popular choice of the university community. So, respondents needs on leadership selection as a source of job satisfaction was not the dominant or important need or issue at that point in time. Moreso, leadership is seen by the respondents within the context of HOD, Dean, Coordinator, etc., who has no much individual effect on overall management of the university. And their incumbency were virtually popular choice or consensus leaders, who relate positively with most members of the academics.

Notwithstanding, leadership in any organisation has been observed to be vital and fundamental not only in determining the character and behavioural disposition of the organisation members, but also is panacea to the success or otherwise of the organisation. Leadership can make or mar the corporate objective and can stress its members to the point of frustration, dissatisfaction, poor performance and even resignation.

Table 15 The Need Factors that Motivate Academics for Higher Performance

Responses	Number	Percentage
Working Conditions	310	97
Security	260	81
Socialization	200	63
Self-Esteem	280	88
Self-Development	315	98
Freedom	280	88

Source: Field Survey, 1999

Significant number of the respondents made bulk choice, i.e. ranking as numbered (1. Conditions of Service; 3. Socialization, etc.); while others were specific (i.e. ranking just salary/allowances, job security, freedom of academic expression, etc.) - as the main factors motivating them for higher performance. From the average responses, significant proportion of the respondents (315, 97%), stated that working conditions and opportunity for development are the greatest motivating factors that can stimulate them for higher performance; others (280, 88%) ranked Freedom and Self-esteem as motivating factors for higher performance, while 260 (81%) and 200 (63%) of the respondents stated security and socialization respectively as paramount factors to motivating them for higher performance. And on the specific responses, salaries and allowances was ranked the most significant, followed closely by life and property security, others are teaching and research facility, job security, self-growth and development, recognition and respect, training and higher degree, academic expression, leadership choice, acceptance, and then opportunity for challenge/achievement, responsibility/authority, appreciation/advancement, participation in decision, friendship and love, association and funds for research, conferences, etc.

Relating the above responses to the Maslow Needs Hierarchy, one can see the non-progression and disjointed needs of the respondents. And, indeed, the non-conformity with Herzberg submission that salary is not source of motivation. Though this is based on money durability or potency as source of satisfaction or dissatisfaction over time. Bryan (ibid) also noted that, "monetary rewards power of satisfaction were short-lived, and in the long run became impotent. One pay rise soon loses its attraction and gives rise to desires for another". Notwithstanding, however, the operational environment of the respondents confirms what Ngu and Negandhi said - that "...salary and other financial remuneration are major sources of motivating workers in developing countries..." Furthermore, the prevailing socio-economic conditions in Nigeria calls for strong desire for financial remuneration - with inflation, high cost and poor standard of living, and general manifestation of poverty in the country.

Furthermore, the satisfaction of the physiological need can better be achieved through self-development (of potential, achievement, recognition and status attainment). McGregor observed that money becomes important sources of motivation when it is the only means to fulfil thwarted or deprived other higher level needs, despite its value

limitation. This thus informed why the respondents chose conditions of service and self-development as the next most important motivating factors to ensuring their higher performance. The attainment of the former (money) can guarantee the achievement of the latter (through provision of means), and the latter is the surest way to better improvement of the former, everything being equal (through potential development, achievement, recognition and status attainment). Moreso, the central interest of good academician is to develop self academically and professionally) so that he becomes confident and useful to his academic calling and, indeed, explore the intellectual horizon to achieve and control his environment (academically, socially, economically, etc.). Also, financial desire and professional exposition informed why significant of the respondents (260 - 81%) indicated that they derived great satisfaction when engaged in professional practices (consultancy, commission work, private practice, etc.). Moreso, Bryan (op.cit) said "...without money, people cannot buy the goods and services necessary for survival, ...cannot advance in status in the eyes of their fellow men, nor...make material improvements in their standard of living".

Freedom of intellectual exertion, of expression and dissemination is one character and fundamental desires of academics. This is what build confidence, enhance self-esteem, increase job satisfaction and consequence performance cum productivity. Freedom to select leaders, who will not only carry people along, but create enabling environment for intellectualism and conducive atmosphere for free interaction, participation, achievement, recognition, role assignment and appreciation. Academic freedom and university operational autonomy are one factor ASUU has, overtime, been striving for unabated. As Okpapi (ibid) reported, "...the outlook of academics everywhere is very similar - they tend to be independent, free thinking and want little or no restrictions in their freedom of thought and action". This therefore informed why majority of the respondents ranked freedom and self-esteem as next motivating source for higher performance. When one satisfy his physiological needs and develop his potentials, the next desire is to freely express the accumulated intellectual tension, and thus prepare ground for more challenges, achievement, recognition and, indeed, higher status attainment.

After achieving the above satisfaction, what one desires next naturally is security for job, life and property - not only to sustain achievement and development, but to also ensure continuity and relevance within the academic community (81% noted this). And this calls for socialization, of free interaction between academic colleagues, of acceptance, respect and acknowledgement by the noble commity of intellectuals within the academic profession. Invariably, this can create room for friendship, academic fraternity and love; and 63% of the respondents noted this.

The above operational scenario and job satisfaction, the researcher observed, informed the basis for and order of responses by the respondents on the factors that motivate them most for higher performance.

Table 16 Height the Academics desire to Achieve in the University

Responses	Number	Percentage
Acquire highest qualification	265	83
Acquire highest academic status	40	13
Aspire to the highest position	5	1
Others	10	3
Total	320	100

Source: Field Survey, 1999

The above table 16 was designed to further understand the interest of respondents to being in the university system. However, from the responses, significant number (265), indicated their interest to acquire the highest academic qualification -which is Ph.D and or related qualifications. This cannot guarantee long stay in the university; as within ten years, one can acquire all the academic qualifications (everything being equal). It is more difficult and challenging to aspire for the highest academic status - which is Professor, and even aspire to be Vice-Chancellor - notwithstanding the politics involve therein. This aspirations can also be assumed to mean or determine an academician enthusiasm for the academic environment. However, the general notion and, indeed, the fundamental requirement for an academic is to first attain the highest academic qualification - to ensure intellectual self-development and have capacity for academic challenges. This is what makes him not only relevant and acceptable within the academic environment but is also determines his achievement, recognition, respect, advancement and status. It can, therefore, be assumed that the respondents, though

Table 18 What Constitute a Threat to Academics Job Satisfaction?

Responses	Number	Percentage
Ethnocentricism	40	13
Nepotism	20	6
Sexual Discrimination	-	-
Religious Discrimination	60	19
Socio-political partisan	115	36
None of the Above	85	26
Total	320	100

Source: Field Survey, 1999

From the table, responses shows that majority (115, 36%) feel threatened by socio-political partisanship - often caused by campus politics of leadership interest or tussle, camps and opposition - brandish along ideological and socio-cultural line. People opposing to the leadership are branded, discriminated and victimized. Others stated religious bigotry (60, 19%), and some states ethnocentricism (40, 13%), and nepotism (20, 6%). While a sizeable number stated none of the above listed discrimination or any whatsoever, is a threat to their job satisfaction and operational performance. Any bias or discriminatory tendency can be a great source of dissatisfaction to an employee, affect morale, increase absenteeism and, indeed, labour turnover. When the operational atmosphere is unconducive, suspicious and threatening, one feels unwanted, unacceptable and unsafe - both for his job and life/property. He then withdraws, and his greatest needs will be security and or the desire to leave.

Table 19 Satisfaction of Academics with Teaching/Research Job Situation

Responses	Number	Percentage
Frustrated	15	5
Dissatisfied	190	59
Satisfied	110	34
Much satisfied	5	2
Highly satisfied	-	-
Total	320	100

Source: Field Survey.

Significant (190, 59%) of the respondents indicates dissatisfaction with their job situation. This is borne out of many factors - ranging from poor condition of service, to lack of teaching and research facilities, obsolete and inadequate equipment - leading to operational stagnancy or redundancy, poor welfare facilities necessary to boost morale and enhance productivity, etc. All culminated to psychological frustration and operational dissatisfaction. And others (110, 34%), stated that they are satisfied with their job situation; these respondents may be from those Faculties that require little facilities to ensure smooth discharge of their job. Those from Faculties of Law, Arts, Social Sciences, Administration, etc. may be included. They require more of printed materials (books, etc.) but less of equipment; unlike those in science related courses.

The lack of necessary operational tools or equipment for efficient discharge of responsibility can be very depressing - especially to those who really cares and desire to perform - both for self-development and realized university objectives. And the five who claimed were much satisfied are not only from non-science related Faculties but were also Professor. They have reached the peak of their academics and know the secret of their professional/academic callings and have capacity for effective control or management of their environment.

Table 20 Satisfaction Derived by Academics from Professional Practices

Responses	Number	Percentage
Highly satisfied	100	31
Much satisfied	160	50
Satisfied	55	17
Dissatisfied	-	-
Frustrated	5	2
Total	320	100

Source: Field Survey, 1999

The above table 20 shows that almost all the respondents (315) were satisfied and enjoy engaging in private practice, consultancy work, commission work, community services, etc. This can develop them professionally, create atmosphere for interaction and interrelationship with the larger society, and allow further understanding of academic theory to industrial practice. Also the financial remuneration or benefits that comes with such practices is additional sources of satisfaction in a developing country like Nigeria. It is not therefore surprising that virtually all the respondents indicates great satisfaction on professional practices. This does not only give them much challenges, professional exposition and potential development but also allow for achievement, recognition and advancement. The significant responses shows both the physiological and psychological benefits from the out of academic work practices.

Q.25 How Much Satisfaction do you derived in Performing Variety of Works?

Job variety may be spatial (changed operation or places of work), or may be temporal (such as job rotation or cycle times). Though variety on its own may not be a true motivator, it may simply reduce boredom. However, Bryan (ibid), noted that if employees are to adapt successfully to change, acquire new skills and face challenge of the future, they need to perform variety but related jobs which will help them to broaden their skills and knowledge. Therefore, employee participation and involvement is enhanced by "...extending job related decision-making, providing opportunity to learn new skill, performing a wide range of tasks, and creating a renewed commitment to the job and the organization". And this is achieved through increased responsibility and or role assignment to an individual or group. It is on this fact that the question was asked respondents, to confirm the effect of job variety on their job satisfaction and performance.

Table 21 Satisfaction Academics derived from Variety of Work

Responses	Number	Percentage
Highly satisfied	35	11
Much satisfied	95	30
Satisfied	160	50
Dissatisfied	25	8
Frustrated	5	1
Total	320	100

Source: Field Survey, 1999

From the table 21 responses, it can be noted that significant proportion of the respondents (290, 59%), indicated that they derived great satisfaction when performing variety of but related (academic/professional) works. This shows that the respondents, when confined only to their teaching or research work, do affect morale and productivity. But when engage in teaching, research, administration, consultancy, conference/seminar, workshop, etc., they derive a lot of satisfaction - boredomeness is reduced, challenges enhanced through more responsibility or role assignment, potential development and recognition cum status attainment increased. Walker and Guest (1978), noted that what can increased job satisfaction entails ...the process of making jobs more challenging and interesting, by increasing personal responsibility for one's work and the opportunity for personal achievement and recognition, and by providing expanded opportunities for psychological growth and development".

Thus, giving variety of responsibility and challenging assignments, the academics derives pleasure and great satisfaction. This can enhance morale, reduce tardiness, absenteeism and, indeed, labour turnover.

Table 22 How Much Do Academics thinks Students Like Mimeograph (Handout)

Responses	number	Percentage
Very much	5	1
Much	185	58
Indifference	115	36
Dislike	15	5
Highly Dislike	-	-
Total	320	100

Source: Field Survey, 1999

The above table 22 was meant to understand the use and effect of Handout in academic teaching. The general notion is that the usage of handout not only make students lazy, unproductive, poor researching and wide-reading habits, but is also seen as a means to meet economic ends. Students confined themselves to the Handout and thus limit their academic scope and intellectual horizon. This affect standard and quality of end product - especially if the handout is not rich in content and coverage. And most often, it is a matter of "garbage in and garbage out" - whatever is given in the Handout so shall it be return by the students in exam. Thus, confirming what Chief S.Adebo said about our university graduates, that "...we are producing intellectual robots, who are indolent and lack ambition". And from the responses, significant number (190), stated that the students like Handout, and 115 of the respondents stated that the students are indifference about it.

And from seeking the opinion of the respondents concerning the use of Handout as aid for teaching, about 150 (47%), said it is OK. This is in the light of dearth or inadequacy of necessary up-to-date books or print materials for academic purpose. But frown at its being used for economic ends. Others, 170 (53%), outrightly frown and indicated their dislike for Handout - not only because it makes students lazy but also that it affects standard and quality of end products (graduates). They also dislike because its being abused for economic ends and is a violation of university rule - prohibiting sale of hands.

The above table and opinion expressed informed the scenario of our educational (university) operation. The multiplier effects of neglect, dearth of teaching and research facilities and, indeed, the staff under-nourishment, frustration and dissatisfaction are the end result of poor quality graduates, who finished by hook or crook, and are, by extension, made to head Nigeria societal affairs and propel the engine of our socio-economic and political development.

Table 23 The Academics Satisfaction with Prevailing University Conditions of Service

Responses	Number	Percentage
Highly satisfied	-	-
Much satisfied	5	1
Satisfied	40	13
Dissatisfied	180	56
Highly dissatisfied	95	30
Total	320	100

Source: Field Survey, 1999

From the table 23 above, it can be seen that significant number of the respondents, 275 (86%), indicated their dissatisfaction over the present conditions of university service. This is not only due to poor remuneration but also poor job satisfaction and incapacity for effective performance caused by lack of academic teaching/research facilities. Although others, 45 (14%), stated that they are satisfied with the university conditions of service, it was observed that most of these respondents were either senior academic members or expatriate staff.

Table 24 If the Academics get Better-paid Job would they leave the University Service?

Responses	Number	Percentage
YES	255	80
NO	65	20
Total	320	100

Source: Field Survey, 1999

The above table 24 further confirms the importance of remuneration as a source of motivation to the academic staff performance. From the total respondents, 255 (80%), stated that they will leave the university service if better-paid job comes their way. And of the 65 (20%), respondents, who indicates their intention for continuous service to the university despite the poor pay-package, it was observed that significant were also senior academic and expatriate staff.

Table 25 If Conditions of Service Improves, would the Academics still prefer joining much better sector?

Responses	Number	Percentage
YES	15	5
NO	305	95
Total	320	100

Source: Field Survey

The above table 25 clearly show the unequivocal interest, enthusiasm and desire of the respondents to remain within the academic profession. Virtually all the respondents, 305 (95%), stated that they would rather remain in the university service, if conditions improves and is better than present situation, than going to other sector. This also confirms the respondents reasons for joining ABU, where 305 (95%), said they join the university service for love of academic, to acquire knowledge and be useful to the Nigeria society. Most of the respondents to this question (295, 92%) also said they prefer to remain within the university environment both for love of it and, indeed, for its serenity, calmness and peaceful operational pattern coupled with the fact that they are contributing, more fundamentally, to the socio-economic, political and techno-scientific development of Nigeria - in ways most satisfying and honourable.

Table 26 How can the University Management Improve the Academics Job Satisfaction/Performance?

Responses	Number	Percentage
Adequate and prompt payment of pay	320	100
Participation in decision-making	290	91
Opportunity for advancement	300	94
Opportunity for achievement/recognition	305	95
Opportunity for responsibility/authority	295	92
Freedom for association/acceptance	215	67
Provide teaching/research facilities	315	98

Source: Field Survey, 1999

The above table 26 shows what individual respondent feels are the most important needs preference to improving job satisfaction and performance by the university management. As can be seen, all the respondents (320, 100%) chose and ranked adequate and prompt payment of remuneration as fundamental and effective mean of ensuring job satisfaction and motivating for higher performance. This is followed closely by the need for adequate teaching and research facilities (with 315, 98%, responses) - a necessary factor that facilitate effective education and, indeed, can ensure job satisfaction and efficient performance. Next ranked and mostly chosen is the need for academic/professional achievement (with 305, 98%) - which allows for self-development, recognition and status. After this comes the need for advancement with 300 (94%) respondents - a factor necessary to ensuring potential development, achievement, recognition and responsibility. The respondents (295, 92%) then ranked and chose the need for challenges, responsibility and authority - sources of job satisfaction that boost self-esteem and increase efficient performance. The respondents (290, 91%), feels the capacity to participate in management and, by extension, in

decision-making is sine-qua-non to ensuring job satisfaction and enhance performance. This does not only increase morale, esprit de corp and capacity to control the environment, but also give confidence, increase recognition, enhance challenges and increase desire for achievement and consequent higher performance.

The respondents then concluded the ranking with the need for freedom of association, acceptance and academic expression. This is panacea to academic intellectualism - as it develop confidence, capacity for research and free academic expression. It is the based upon which academics derives and satisfy their disposition for free independent thought, research and expression.

Table 27 What Inhibit the Academics Efficient Job Performance?

The responses to this question was total and the ranking was unequivocal, viz:

Responses	Number	Percentage
Teaching/Research Facilities	320	100
Welfare Facilities	315	98
Quality and Quantity of Students	260	63
Others, specify please	280	88

Source: Field Survey, 1999

All the respondents ranked teaching and research facilities as the main hindrance to their efficient job performance. This is fundamental to realizing organisation operational objectives; for, notwithstanding the quality and quantity of personnel, the efficient work method, and the welfare package, to an educated and ever rational work-

force like the academics, the necessary operational tools, equipment or material are as vital and important as all other organisation operational constituents or inputs. As a practical realist, rational thinker and transparently objective, they cannot be blinded to material comfort without justifying the end purpose for which they were made comfortable. In other words, they will not strive for welfare package to the neglect of their operational facilities. Moreso, their potentials, achievement, recognition, challenges responsibility and status are all shrouded into their teaching and research ability and, indeed, their development. Therefore, the non-availability, inadequacy or obsoleteness of teaching and research facilities cannot only be source of dissatisfaction, frustration and depression (to a work enthusiastic academician), but can also affect potentials, achievement and intellectual cum academic development. And this lapse can crumble the entire system - when the primary objectives cannot be achieve, you make do with what is available and, by extension, standard and quality is compromise. And when there is no challenge, potential becomes static and deteriorates, idealness becomes pronounced and the end-result is deviation from academic norms and values (to, inter-alia, researching, educating, developing the human mind, his physical and psychological state and disseminating facts for human development) to engaging in obnoxious acts. The academics neglecting primary responsibility to deriving pleasure and fulfilling their needs satisfaction outside the university environment (through consultancy works, private business, professional practices, etc); and the students scheming and plotting all avenues to acquiring certificates (through exams malpractice, bribery, threats, or engage in social vices like cultism, etc.) It is therefore not surprising that the academics responded and ranked teaching and research facilities as the major factor inhibiting their efficient job performance.

The next ranking was staff welfare facilities - good and conducive housing, office accommodation, transport facilities, health facilities, schools for children, etc. These facilities are essential to ensuring staff well-being, balanced mind, alert brain and conducive operational atmosphere. For when staff is burdened by the means to ensuring his and family well-being, he becomes disorganized, disgruntled and incapacitated for any meaningful intellectual exertion, purposeful academic work and operational efficiency. Lack of or inadequate welfare package can, indeed, inhibit effective staff management and their efficient job performance. For when staff are left to fetch for and bear the whole burden of their well-being (without commensurate financial support by management), there may be divided loyalty. Because, their primary responsibility will not only be divided but they will be compelled to go places to supplement the shortfalls from their welfare needs. Afterall, people work to sustain and better their well-being. This can, therefore, be source of distraction, reduce commitment and affect efficient job performance.

Then next stated factor, ranked Others, was promotion and advancement. Just like any organisation desires to grow and develop, the personnel also aim to achieving, developing, recognize and attain higher status. Similarly, the academic staff (like any worthwhile worker) also desire to developing their potentials, achieve academic height, strive for recognition, advancement and status attainment. Thus, promotion and or advancement are part of staff welfare and development package. This make them not only relevant and useful to the system but also build sense of belonging, commitment, dedication and industriousness and, indeed, enhance potential, desire to achieve and have

more responsibility and authority; and can effectively stimulate job satisfaction and performance.

Ranked next is the quality and quantity of students intake into the university. This seems to be less of a problem, probably because it has not direct consequences to realizing respondents operational efficiency. Of course, it can be frustrating to have dull, unproductive and lazy students in a teaching-learning situation. It will require more effort, patience and energy-sapping to have large collection of poor quality students in a class. Also, the effectiveness of teaching-learning can be inhibited in an over-crowded class room situation - the atmosphere will be unconducive for meaningful learning, comprehension and understanding will be affected, and the end result is poor quality knowledge or produce "half-baked" graduates. Furthermore, poor quality intake with no tenacity for learning, can lead to academic malpractice - in desperate need to acquire certificates. This problem was also noted by the former Sole Administrator to A.B.U. (Maj. Gen. M. Kontagora, rtd.) - that to ensure high quality, maintain standard and for effective university management, "...the (university) Council must be strong with unlimited powers, (however University is a democratic set up requiring a democratic process and not authoritarian operation; moreso effectiveness and efficiency can be achieved only through collaborative effort and collective responsibility that accommodates divergent views , ideas and free intellectualism that constitute the university system and indeed makes it tickle) while the commercialization of education and lowering of standard requirements, which leads to excessive admission and admission of unqualified candidates, must be stopped", (though his administration

deficiency syndrome admitted unqualified candidates to ensure balanced education and socio-political integration).

Therefore, the quality of students intake should be enhanced, quantity should commensurate with available physical facilities (teaching and research) and standards must be enforced to the letter.

4.3 General Discussions of Findings

From the general analyses of research findings, it can be deduced and concluded that the university environment and its operational process or work method has the capacity to meet respondents value expectations to ensuring their job satisfaction and, indeed, enhance motivation for higher performance. From the question on why respondents join ABU, it was observed that significant number (305 - 95%), indicated that they join the university service for the love of the system, and not only because it can fulfil their needs expectations but also provide capacity to develop self for productive ventures both within the university environment and the larger society.

Simon and March (ibid), stated that job satisfaction is about "a worker's willingness to remain with organisation despite more favourable conditions or inducement offered by other organisation". Thus, the academic staff of ABU job satisfaction can be related to this statement with the research question on whether the respondents will leave if the university conditions of service improves but not necessarily better than other sectors. Significant number (305, 95%) indicated their willingness to stay-on with the university service. We can conclude that the university system has an affective cognitive orientation towards its members. This, however, is subject to the degree of affinity from member to member - those with positive affective

orientation are satisfied and those with negative orientation are dissatisfied. Yet, significant number of the respondents categorically stated that the university environment is calm and peaceful and its operational system gives them psychological satisfaction - hence prefers to remain within it. Hence, job satisfaction is the favourableness or unfavourableness with which employees view their work and its environment.

Bryan (ibid), said job satisfaction "is a feeling which individual may have that their important need are satisfied by the work they are doing...", and hence express a favourable attitude to their job. Underlying this sentiments will be a feeling that they will not be better or more easily satisfied in comparable jobs. This fact is in similitude with the academics who remain on their jobs despite poor conditions of service - but chose to struggle in unionism to better the state of their well-being and the university system. This may probably be because their job is both satisfying and self-fulfilling than they would have derived with other jobs; moreso, the research responses indicates this fact. The obvious problems affecting academic staff job satisfaction and motivation for higher performance, from the research discovery, include, inter alia, better condition of service, poor teaching/research facilities, opportunity for staff development, freedom of research and academic expression.

From the research findings, and in relation with Frederick Herzberg (ibid),motivation-hygiene theory submission, the variable that constitute and determine job satisfaction and consequent job attitude were tested. The results indicates how these factors not only constitute academic job contents but also influences the academics job satisfaction and behavioural disposition. From opportunity to participate in management and in decision-making, to variety and challenging jobs which gives capacity to achieve,

develop potentials and, indeed, attain recognition, to having freedom of operation for effective performance as well as understanding supervisors (leadership) attitudes and possible threats towards overall work performance of the academic, and finally noting opportunity for growth, self-fulfilment and development. All these factors were responded to as constituting intrinsic academic job contents and greatly influence academic job satisfaction and performance. And these factors, Herzberg (ibid) stated, are "the sources of satisfaction or outlets for self-actualisation", and are desirable, Lucey (ibid) said, both "to sustain performance and (as motivators) increase output". Thus, the academic job not only give capacity for achievement and recognition but also provide responsibility and opportunity for advancement. And these factors are, Herzberg said "strong determinants of job satisfaction ... (with the work itself) and of greater importance for lasting change of attitudes".

The research also used Abraham H. Maslow (1943), Needs Hierarchy submission, not only to appreciate its effects on job satisfaction but also their relative importance and motivating effects for high performance by the academics. Here, the respondents considered opportunity for self-development as well as freedom of academic and research expression and of selecting leadership as highly important and dominant needs for job satisfaction and high performance. Within the academic circle, these are fundamental factors - as ensuring desire to develop potential, have challenges, achieve, be recognised, attain more responsibility and authority, and, indeed, ensure self-growth and development. This will be best complimented by freedom of academic and research expression, and constitute the core dimension of an academic job satisfaction. The idea of freedom of selecting leadership is also fundamental, as it is sine-qua-non to needs fulfilment and or motivation in organisation. And, infact, the issue of leadership in

Nigeria university has been one of the greatest industrial problem over time. Leadership that is not democratic, open, honest and transparent in all its management ramifications cannot smoothly carry its members along nor realised its set objectives. Moreso, in an environment housing academic intellectuals who are meticulous to the faults and desire to control their environment. Choice of leadership becomes apparently important to create the enabling environment and conducive atmosphere for job satisfaction, needs fulfilment, motivation and higher performance.

Other highly important factors noted by the respondents are the needs for good working conditions (salary/allowances and operational facilities) and security. The former being more important not in its right than as to face the prevailing socio-economic reality in the country - as the only means available to fulfill the deprived basic needs. As McGregor noted, "people will make insistent demands for more money under the conditions where their higher level needs cannot be satisfy". Money becomes more important than ever to buy the material goods and services which may provide satisfaction of the thwarted needs. Though of limited value, McGregor added, "it becomes the focus of interest if it is the only means available to survive, to advance in status and respect in the eyes of fellow men or make material improvements in standards of living".

And teaching and research facility becomes highly important to a good academician because it is the means to achieve and develop in an academic environment. For, when the tools for effective teaching are lacking, and the necessary machinery or material for successful research work are obsolete, inadequate or not available, the academician cannot live upto his/her professional callings, cannot effectively develop potential, may not achieve or face challenges, and, indeed, may not

grow and develop self for productive ventures, recognition and attain status. In other words, teaching and research facilities are part and parcel of an academician, the means of achieving academic responsibility and of ensuring job satisfaction and determining efficient performance.

On security, life and property was consider highly important than the respondents sees job security. This security need for life and property is important now because of the prevailing rampant threats to life and property in the larger society and university campuses. And the less emphasis on job security, though stated as important, may be both due to the tenure nature of academic (public/civil servant) appointment - which guarantee job security until found wanting; and probably because academicians are scarce to come by, educated and important members of the society - whose academic and professional ability are desirable to propel the engine of social, economic and political endeavours. Therefore, job security may not be a necessity.

An interesting discovery of the research is the confirmation of the past researches on the effect of salary/allowances as a major source of motivating workers for higher performance in developing countries (Ngu, 1995; Negandhi, 1975). The research confirms salary/allowances as a major source of motivating the academician for higher performance - as majority (280 - 88%) responded in affirmative. This is, however, not in isolation from teaching and research facilities. To a good academician, Prof. A. Abdullahi (in Okpapi, op.cit) said, "...condition of service is not only on salary/allowances but also include availability of teaching and research facilities". Thus, they go hand-in-hand; the achievement of one compliment and better improve the attainment of the other. Facilities ensure self-fulfilment and development and leads to achievement and recognition for higher status and hence more remuneration. And

conversely, more money can be used to develop self and attain greater height in life; or, as McGregor said, purchase the deprived or thwarted higher level needs.

However, money does not seem desirable in the absolute sense; as most respondents (255, 80%) stated that they will leave the university service for a better-paid job if opportune, yet significant number (305, 95%) indicates that they will remain in the university service if the condition of service improves - not necessarily higher or equal with the other acclaimed buoyant sectors of the economy. In other words, an improvement from the resent condition is enough to keep them attached to the university services. Moreso, as they clearly indicates their love for the university system more than any other sector of Nigeria economy. Thus, when job satisfied and motivated for higher performance, the respondents will be seen as fulfilling the dominant needs and anticipating better satisfaction over their value expectations.

Notwithstanding, the respondents mostly indicated that the basis for improving their job satisfaction and enhancing performance is through adequate and prompt payment of salary/allowances, provision of teaching/research facilities and opportunity for achievement, recognition and advancement. However, they stated that what significantly inhibit their efficient job performance is teaching/research facilities. And other inhibiting factors are staff welfare facilities, opportunity for advancement through promotion, and then finally the quality and quantity of students intake. This latter inhibiting factor is a manifestation of the ugly or deteriorating state of education in Nigeria due to government neglect - the intakes are too large in number to be adequately accommodated by the facilities available and worst-still many neither have the adequate intellectual ability and capacity for academic study nor desire to engage in thorough academic exertion, the interest is more of getting certificates than acquiring

knowledge, by hook or crook. This is the frustration of an academician desiring to impart knowledge.

And within the context of this research it can be concluded, therefore, that the needs expectation of the academic staff is a good condition of service - a better pay package to sustain self and meet family socio-economic demands; the operational tools necessary not only to discharge primary academic objectives and responsibility, but also to fulfil dominant needs and value expectations of self achievement, growth and development alongside recognition through participation and status attainment - and in a free and conducive atmosphere. When the dominant needs expectation are put in place, the academic staff job satisfaction can be ensured, commitment, industriousness and dedication can be enhanced and, indeed, increase level of performance and optimum productivity - since the respondents indicates their resolute interest and enthusiasm for university service than other sector of Nigeria economy - and. of course, believing that they are not only qualify but also competent to deliver the goods.

Furthermore, the better condition of service will also drastically reduce level of absenteeism, tardiness and, indeed, labour turnover (brain-drain). This is because morale will not only be enhanced and love for achievement increased but academic challenges, exertion and quest for recognition through academic research and intellectual expression will also invariably increased. For, as McGregor (op.cit) stated, man has a natural capacity for creativity, imagination and intellectual development. He therefore "...seeks scope to deploy his talents, and will expand considerable energy in the pursuit of goals to which he is committed. (hence, he)...needs to be motivated on a higher level than simple carrot and stick philosophy".

Thus, giving the opportunity, an academic has the capacity and enthusiasm to give his best, work effectively and efficiently, and desires to develop his potentials for greater height and challenges. And as Locke (ibid) also hypothesized and confirmed, good "incentives, performance feedback and participation in decision-making will increase employee performance only if they give the employee challenges and capacity to set higher goals for achievement and recognition". In summary, the research discovers that:

a. academic work were intrinsically enriched to realizing higher order needs for potential development, achievement, recognition, responsibility and capacity for advancement;

b. academics have affactive cognitive tendency towards their profession;

c. the inhibiting factor to realising academics self and university operational objectives were extrinsic satisfaction borne by poor conditions of service and academic work facilities; and these were the existing dominant needs of the academics;

d. the deprivation of these needs affect academics value expectations and cause job dissatisfaction leading to low morale, absenteeism, poor performance, productivity and turnover;

e. an intrinsically and extrinsically satisfied academics will not only exert and deploy his tallents and ability, but will also seek scope and challenges to express potential for high performance and productivity.

ENDNOTES

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

One of the most difficult tasks of an organisation is that of motivating its employees to perform the work assigned to them in a manner that meets or surpass expected standards of performance. Many methods are used to encourage employees to put forth their best, from relating pay to performance, provisions for security on the job and during retirement, to praise, recognition in the form of special awards, role assignment or promotion. Indeed, the existence of so many different approaches to motivation suggests the complexity of the problem. While many are within organisational control others are beyond its direct manipulation; and those forces that motivate a person today may be of little value as motivators another time. Therefore, fundamental to the success of any plan for motivating employees is the extent to which the intended motivators meet the needs of the individual employees for whom they are designed - their dominant needs and value expectations at any point in time; and as determine by person's self-evaluation and environmental conditions. The study of motivation attempts to answer the why of human behaviour - why do people behave as they do? Why are others productive and satisfied and why are others unproductive and dissatisfied? This is the central focus of this research - to understand the why of academic staff job behaviour (the seeming negative job attitude), the poor trends in university education and suggest possible solution to the problems.

The academics have, over-times, cried foul of government and management neglect and persistently demanded for better conditions and improvement of service and university operation - for staff well-being and to realised the corporate (university) objectives. The university values and norms are being eroded by the day, they seems to lose focus and direction, and are deteriorating to abys. And the need to address and

redress the situation cannot be over-emphasized - not only because it is the base upon which Nigeria socio-economic, political and technological development can be realised, but also because it hold the matrix for future Nigeria societal existence. It is therefore, pertinent to better the university situation, improve the operational pattern and, indeed, begin to make it to become. And it is the believe of this researcher that one such way is to ensure academic staff job satisfaction and motivation not only for commitment, dedication and industriousness but also to enhance performance and for optimum productivity towards achieving university operational objectives. It was observed that lack of staff job satisfaction has greatly contributed in high level of absenteeism, tardiness to academic work, hostility, self-withdrawal, poor performance and low productivity - with resultant effect of poor standard and low quality outputs (of research publications and university graduates). According to A job dissatisfied person has tendency for negative job attitudes which can take many forms: labour turnover, absenteeism, loss of interest, engagement in reveries, bad time-keeping, tardiness, and even possibly accidents. Nearly all are symptomatic of malaise and reflect negative job attitudes on the part of employees. Most often, it is management negative reaction to employee needs fulfilment that makes him behave in ways which tend to defeat organisational objectives. And this informed academic staff union seemingly antagonism or uncooperative attitude towards university management/federal government over issues affecting university staff welfare and or the university operational policy objectives.

A man whose needs are deprived or frustrated significantly affect his job satisfaction adversely. And by this, the man may start to manifesting some psycho-maladjustment which results in negative attitudes. Maladjustment is a reaction over frustration (or needs deprivation), express through many forms available to man - restriction of output, antagonism, militant unionism, subtle but effective sabotage of

management objectives, absenteeism or resignation. And needs deprivation is what characterized Nigeria university system, and informed not only the incessant crises affecting its operational smoothness but, above all, the deteriorating standard and quality of education.

In summary, Chapter One of the research discusses general background of the study, where general scenario of education, the falling standard and consequent effects were analysed. And the statement of the research problem discuss the core dimension of the research (i.e. job satisfaction), its effect on behavioural disposition, job attitude, and performance of the academic staff. Job dissatisfaction is seen as likely cause for negative job attitudes and consequence poor performance by the academics. Others include aims of the study, the significance, scope and limitation, the research hypotheses and methodology.

Chapter Two consist of the Literature Review and operational Conceptual Framework upon which the research was guided. The chapter review and analyse some related literature presented by various scholars, intellectuals and administrative theorists on job satisfaction, motivation and general job related attitudes - showing factors that influences or determine human behavioural disposition, job performance and effects on organisation performance and development.

Chapter Three discusses the historical background, structural formation and operational pattern of the research case analyses - Ahmadu Bello University, Zaria. Facts about the university history, its organisation pattern of operation and relationships and the Vice-Chancellor leadership role on effective management and efficient utilisation of personnel towards achieving corporate (university) goals and objectives was discussed.

Chapter Four entails the data presentation, analyses and discussion on case study. It identifies the causes of job dissatisfaction, the why of negative job attitudes, poor

performance and down-turn trends in realizing the university primary objectives. The research questionnaire were individually analysed, to test the hypotheses postulated, and discussed; and analytical conclusion, based on finding, was also presented.

Chapter Five conclude the study. It gives the research summary, conclusion and recommendations towards effective personnel management through job satisfaction and motivation to ensure efficient and high performance capacity among the academic staff of Ahmadu Bello University in particular, and consequent university development.

5.2 Conclusion

To an educated, self-conscious and development oriented persons like the academics, their central interest and focus is to achieve, to break-through greater height, to develop and be recognised. That is why their aggriveness or strike action often centres on better condition of service and, indeed, greater improvement in teaching and research facilities with adequate university funding to allow for academic achievement, potential and intellectual development, alongside freedom of academic research and expression. But conditions of modern life and typical organisation offers few opportunities for these relatively higher needs to obtain expression. And where available (like in the university), they are either frustrated, allowed at very slow pace or deprived completely. The deprivation of these needs has behavioural consequences. As McGregor (ibid), noted, "...the man whose high motivation needs re thwarted is sick just as surely as the man who has rickets ... we will be mistaken if we attribute his resultant passivity, hostility, refusal to accept responsibility to his inherent human nature.These forms of behaviour are symptoms of illness - of deprivation of high (motivational) needs".

Therefore, the academic staff negative behaviour disposition or job attitude is a manifestation of frustration on needs deprivation. This manifest itself through resignation, regression or aggression - both on their academic responsibility and against

the management. The deprivation culminates into job dissatisfaction and leads to the tendency for absenteeism, tardiness, self-withdrawal, radical unionism (ASUU) and labour turnover (Brain-drain syndrome) - and affects morale, performance, productivity and potentials.

Generally, it was discovered in the course of this research that the dominant needs deprivation of academic staff of ABU was first better conditions of service. This include salary/allowances; and this need not only become basic and fundamental but also paramount to facing the prevailing socio-economic reality in Nigeria. Moreso, in a market economy like Nigeria, without money, people cannot buy the goods and services necessary for survival, they cannot advance in status in the eyes of their fellow men; nor can they make material improvements in their standards of living. And, under conditions of great needs deprivation, McGregor (ibid) also noted, money can become the central focus of interest if it is the only means available. People will make insistent demands for more money under these conditions.

However, to the academics, financial remuneration must be complimented with adequate and effective teaching and research facilities - as fundamental part of condition of service. It is only then can these needs factor (conditions of service) be an effective source of motivation for higher performance and to ensure job satisfaction for positive job attitude in the academic circle.

The next needs observed was on self-growth and development which, however, the respondents noted was more feasible through freedom not only of selecting leadership who will be democratic, create enabling environment for freedom of academic research and expression and, indeed, conducive atmosphere for effective social

relationship and security; but also a leader who will ensure staff potential fulfilment, challenges, achievement, self-growth and development alongside recognition and participation.

Thus the research major findings on academic staff dominant needs and value expectations for job satisfaction and performance were shrouded in conditions of service, operational facilities, opportunity for self-growth and development and, indeed, advancement; alonside the need to be recognised through research publications and academic expression, and to effectively participate in university management and decision-making process.

And the central focus to ensure job satisfaction and high performance should be on the intrinsic content of the job, which will be satisfying to the worker and aimed at enhancing achievement, growth and development. For where a job is designed in such a way that intrinsic rewards are satisfied, then effort to perform is likely to be expended. Thus, an intrinsically enriched job (like the academic) will not only ensure job satisfaction but will also sustain and enhance job performance. The prevailing problem with the academic work, however, is the capacity not only to perform effectively and in the most efficient manner, but also be motivated through extrinsic satisfaction - giving necessary operational tools and incentives. It can therefore be concluded that for a positive change to academics job attitude, it is paramount to address their dominant needs for better conditions of service and operational facilities as well as their value expectations for achievement, growth and development - to ensure job satisfaction and motivation for optimum productivity

5.3 Recommendations

There is high demand (effort) on university staff - both for promotion, advancement, recognition and better remuneration. They have to attain high intellectual and professional standard to progress or achieve and consequent realize their

physiological and psychological needs. But when some sees places where there is less demand upon them but high prospects, they may strive to join. Thus, paying less attention or commitment to the university operational objectives; while others, with inclination for academic profession will go to other institutions where they have capacity to achieve and develop. It was observed that the incapacity to adequately contribute potential, effectively and efficiently perform towards the university objectives (for want of operational tools and opportunity), alongside payment of "starvation wages" which cannot meet even the basic needs of the academics not only affects their job satisfaction, performance and productivity but increase dissatisfaction, affect morale, productivity and general university outputs. The situation degenerates to social crises, vices and moral decadence - leading to staff strikes, students demonstration, administrative and exams malpractice, cultism, desperate seek for certificates rather than seek for knowledge, and general erosion of university values and norms.

The scenario informed the researcher to investigate causes of this deteriorating state of the university system - a signal than can endanger the socio-economic and political development and corporate existence of Nigeria nation. It was observed and from literature that the fundamental problem was the ineffective management and inefficient utilisation of human and material resources towards achieving corporate (university) objectives.

This research investigation discovered that lack of job satisfaction and effective motivation affects morale, operational efficiency and productivity of the academics. And as Maslow (ibid) stated, man is a wanting animal, and he desires to meet his needs at different point in times, with the unfulfill needs being the dominant, desirable and a great source of motivation for higher drive or performance. And Herzberg (ibid), stated that the motivators for job satisfaction and high performance are the intrinsic job contents and complimented by extrinsic rewards (incentives). That "an employee who

attempts to do a good job because the work is interesting, challenging and fulfilling is said to be 'intrinsically' motivated". Through job enrichment an employee's intrinsic motivation rather than his extrinsic motivation is enhanced and provide more challenging and interesting tasks, more responsibility and self-direction, and opportunity for achievement, advancement and psychological growth. Whilst extrinsic motivation can be provided by incentive programme, which include supervision, company awards, promotion or advancement and, most commonly, pay - which help sustain performance.

It is from the aforementioned facts and based on the research findings, deductions and conclusion that the following recommendations were proffered to enhance job satisfaction, ensure high performance and optimum productivity and, hopefully, bring back the loss glory for which universities, especially Ahmadu Bello University, was established - its qualitative research, human development and effective achievement of university norms and values.

First recommendation is on dissatisfaction with the reward system. It was discovered that the academics dominant need and source of motivation for high performance is good salary and allowances, better than the present situation. This is not only basic but also fundamental going by the prevailing socio-economic reality in Nigeria. Notwithstanding the inequity in pay-package compared with other foreign universities and, indeed, the private and some public sectors in Nigeria, the academics were highly underpaid compared to their job value. The salary/allowances can neither meet their basic physiological needs nor cushion the socio-economic pressures by dependants and or extended family. This affects them not only psychologically (as they cannot buy the goods and services necessary to survive, or advance in status and be respected by their fellow men, nor make material improvements in their standard of living), but also their intellectual and academic achievement, growth and development (as they lack the finance to publish, attend conference/seminar, register with professional

bodies and procure academic materials necessary to meet their value expectations). Consequently, they divert their energy, time and commitment to such ventures that can provide the additional income to meet the socio-economic shortcomings of their professional lives. This, of course, is to the detriment of primary responsibility - as the academic will surfer neglect; and, in the long run, the academics may display negative job attitude - as morale will be affected, absenteeism will increase, tardiness, self-withdrawal and labour turnover will be the order.

Furthermore, the university salary system should not only be made independent of the whole public sector, but should be designed to commensurate the academics productive effort and value to the national socio-economic, political and techno-scientific development. And university as the most potent instrument by which our national aspirations can be fulfilled and the very bedrock upon which all development rests, the academics interests should not be toyed with or neglected. The importance of meeting their dominant and value expectations cannot be over-emphasized. It is one fundamental way, in the present day Nigeria , to adequately and promptly pay the academic staff salary/allowances and other financial inducements, to ensure their job satisfaction, motivation for high performance and productivity.

Secondly recommendation is on the inadequate, obsolete and non-availability of teaching and research facilities; poor library facilities; and incapacity to attend/organise conferences/seminars and register with professional bodies.

These factors are not only significant and fundamental to realizing academic staff needs and value expectations, but also determine the capacity to express potentials, to achieve, have challenges and ensure self-growth and development alongside earn recognition and status attainment. Infact, the research findings clearly indicates that these factors are not only highly important source of job satisfaction and motivation for

high performance, but are also major inhibiting factor to the academics efficient performance and productivity. When the right/qualified personnel is put in place, the job intrinsically enriched to fit and ensure job satisfaction and covered with beautiful incentive package, but without the necessary operational tools to discharge the assigned responsibility - of course, the organisation can neither realised its set goals nor can the individual achieve, grow or develop his potential.

Thus, as the socio-technical system suggest, both the human and material resources should be effectively harnessed, efficiently integrated and adequately developed for productive purpose to ensure self and organisation growth and development. Therefore, the necessary operational tools, up-to-date equipment, adequate materials and other facilities should be put in place to ensure effective teaching-learning situation and conducive atmosphere for academic research and potential development. This is the sure way to job satisfaction, enhance motivation for high performance and optimum productivity, and indeed, increase intellectual and academic exertion both by staff and students alike.

Third recommendation is on the need for academics self-development. One fundamental value expectations of the academic staff is the capacity for self-growth and development. Significant number of the research respondents indicates that the principal purpose for joining the university, in addition to loving the system, was to develop self for more productive ventures - academic or otherwise. Similarly, significant of them also indicated their main ambition is not to attain academic status only but, most importantly, to achieve the highest academic qualification. This is not too surprising, because to be a good academic, have ability to withstand the challenges and effectively respond to professional (academic) callings, one must be intellectually alert and academically developed. It is this same feelings that made significant number of the respondents desire to undertake postgraduate research or academic programme Overseas.

Fourth recommendation is on the problem of social relationship and academic freedom; these factors are distinct but interrelated. It was observed that work is not an insular but a group activity; it is not just doing things, but a pattern of social and interpersonal relationships. Therefore, the need for recognition, security and sense of belonging is more important in determining morale and productivity of a worker than physical condition - noting the psychological effects. Association or unionism emerge in work situations, and ensure effective group collaboration and cohesion in relation to the formal organisation. And through formal and informal relationship, understanding, tolerance and mutual co-existence can be established, and a condusive operational atmosphere created to ensuring that individual, group and corporate objectives are achieved. But where the needs for belonging, association and acceptance is deprived or seen as threat, and worker feel alienated, unwanted and unrecognized, he become frustrated, withdrawn and self-inhibited or feel intimidated. This affect morale, increase absenteeism, tardiness and even labour turnover; or may become resistant, antagonistic, and uncooperative.

Most often than not, management sees unionism as a threat to its objectives, and may climbed on them by controlling and directing the human efforts in ways inimical to human nature. This approach cannot augur well to an academic environment, where social relationship and freedom of expression is not only paramount to intellectual academic development but also facilitate growth, development and recognition. When minds are rob together, ideas shared, opinion expressed and intellectualism vibrates - then knowledge, understanding and esprit de corp is spread towards the common good of the individual, group and organisation, and society as a whole.

When academics, individually or collectively (ASUU) react to issues of local, national or international concern, government or management sometimes construe this

to mean antagonism or sabotage and climbed down on them through various means of intimidation. This act, by extension, suppresses not only social but also ego needs - as the academic is inhibited by fear to express freely his ideas or research findings. The academic freedom is thus eroded and, as fundamental to intellectual development, this can be a great source of dissatisfaction, frustrating and demoralizing. The implication is to hide facts and present what pleases the authority - a process that is both damaging to the university norms and values and the society in general. The capacity to relate, reach out freely, be accepted, praised and, indeed, freely research, report and express findings - all constitute an important aspect of job satisfaction and are source of motivation for high performance.

Management should therefore create an atmosphere conducive for effective labour-management relations. And for effective industrial relation, university should establish machinery for regular consultation between management and staff representatives - such as a Joint Committee, meeting monthly or quarterly - to exchange ideas, to avoid adversarial atmosphere of grievances. A serious commitment to consultation not only keeps alive this Committee but also ensure a healthy forum for debating all plans and policies affecting the university and the employees - providing facts and statistics for informed dialogue. Such forum will also ensure that management is aware of employee views and potential problems, and can modify its plan to avoid or minimize resistance or industrial conflict. And with proper role playing and development in the consultative and communication process, academic staff representatives acquire a broader understanding of the university's problems and can act as a stabilizing influence and thus ensure industrial peace and harmony. Company that do not communicate should not be surprised if their employees interpret this as a sign that management does not see them as people with an interest in, and the intelligence

to understand, what is going on around them. Where there is no effective communication from management, the information vacuum will be filled by rumour, and employees will turn to their union representatives for information - thus following the demagogue.

Thus, the labour-management goal should be to effect a reasonable integration, leading to productive and creative collaboration towards mutual objectives - of understanding, tolerating, interacting and interdependence. An atmosphere of open door administration, of laying bare facts and figures, and, indeed, of constructive engagement. This is even more necessary in an environment like university, housing academic intellectuals who are not only enlightened but are more meticulous to the faults.

Fifth recommendation is on the problem of University Leadership. Leadership is not only fundamental but is also panacea to ensuring stability and achieving corporate objectives. It is a teething problem affecting university growth and development - not only in having a balance between the leader's self interest, the university objectives and the employees' needs, but also the external (governmental) influence in directing the university operational pattern and policy focus. The capacity of the leader to ensure that his actions are acceptable, beneficial and useful to all the interest groups, and how satisfactory and successful are issues or problems which some leaders found easier and others consider a big burden or seemingly unsomountable. And it is the ability and capacity to muzzle through these divergent and complex interests that make or mar most university administrations. While the academics feels the leader went through rank and file of academic process and hence should think and know that his primary constituency is the academic; yet the leader, on the other hand, feels he was appointed by the government and his resources power are subject to government approval and so hold

allegiance to it first. This is the dilemma of university administrator - whose interest to serve first?

The objectives of any organization will be achieved more efficiently when the people working therein are motivated and committed. Management try to increase motivation by not only using motivators but also by their style of management and leadership practice or behaviour (autocratic, democratize, etc.). A leader, trying to increase motivation may adopt the stick approach - using reprimands, demotions or threat of dismissal to manage his personnel; or may use the more positive carrot approach - using external motivators such as pay or promotion or by offering internal satisfaction for the individual through a sense of achievement or responsibility, job enrichment, delegating authority and encouraging participation in decision-making. Thus leadership style and behaviour affects and determine employee' job attitude, operational pattern and motivation for job satisfaction, performance and productivity.

The ability of the leader to exert influence and determine the behaviour, job attitude of employees and the overall organisation is subject to personal characteristics of the leader (his intelligence, initiative, courage, decisiveness, etc.), his power potential within the organisation and behaviour of the followers (employees). That group performance depends on the leader adopting a style appropriate to the relative favourableness of the situation. A more authoritarian style was most effective when the situation was very favourable or unfavourable to the leader. And when the situation is moderately favourable, then participative style worked best. Thus, to an academic environment, housing intellectuals, enlightened, rational and meticulous people - and who feels stake to the university leadership, a more participative leadership may be the ideal. The style brings increased subordinate satisfaction and reduce inter-group conflict and tend to satisfy higher order/personal needs such as esteem and self-actualization.

By such leadership style, it gives employees extrinsic job satisfaction through possibly creating conducive atmosphere for staff growth and development. Therefore, when the leader not only ensure effective communication and integration of the workforce, but also allow for participation and decision-making alongside staff achievement, it can ensure staff job satisfaction, enhance performance and increase productivity. Furthermore, the contemporary changing social attitudes to authority and the need for adaptability, especially to an academic workforce needing freedom and operational flexibility to adapt to changing trends in global development, modern leaders should exhibit flexibility about people and organisational structure and, indeed, a willingness to share power. The leader should lead by personal example, operate an open administration, take a visible, consistent and supportive role, create positive climate to achieve organisation goals and objectives alongside individual value and needs expectations. The leader should always keep in touch with as much people and units as possible - to have a feel of happenings within and outside the university. The Vice-Chancellor (as both administrative and academic leader) should thus try to create a climate which increases staff motivation and effectiveness to ensure job satisfaction, high performance and productivity. This should also guide him while organising and co-ordinating university activities, especially through the committee operationl system.

It is lack of proper communication, understanding and effective articulation of the complexity and divergent elements that constitute university system and influence its operational pattern that often times led to crises and failure of some past administration in Ahmadu Bello University, Zaria.

The sixth recommendation is on University Funding. This is observed as a major problem affecting the smooth running and successful achievement of university operational objectives. To any organisation, financial resource is the lubricant necessary to propel the engine of its operations. The federal government took over universities

to ensure adequate funding and orderly development of the institutions. While the spirit is to ensure national integration, maintain uniformity and operational standard of education, the process soon gave way to governmental interference and usurp the power and independence of the university. Gradually, the university seemingly becomes a government department and, indeed, dependent on and subservient to governmental interest, policy decision and implementation. This resulted in the centralised co-ordination and planning of the universities - government control of fees structure, operational pattern and financial base of the universities; it also determines who manages the universities (as government approves Vice-Chancellor and appoint the Governing Council members). The direct control of university is an erosion of their traditional autonomy, of determining their development patterns and of its independent revenue base - the scenario becomes "he who pays the piper dictates the tune". The situation rendered the university under perpetual governmental subjugation and total reliance over-time in achieving all it operational objectives. This affect its values and norms, and its distinctive nature of being, what Hobbes (op.cit) described as, "...an institution that makes strong claim for loyalty and effort on those involved in it, and it defends a distinctive autonomous place in society and has the right to chose its members, settle its aims and operate in its own way". This nature has give way to a humble institution, whose financial control and total reliance on government, has made it lose it autonomy and capacity to develop in line with its value and norms. It cannot wholly decides who manages its affairs; neither can it achieve most of its basic and fundamental objectives necessary for creating an atmosphere for effective teaching-learning situation and, indeed, meeting the developmental needs of staff in ensuring job satisfaction, operational efficiency and high performance. The lack of effective revenue base, inadequate government subventions and the university incapacity to meeting its multifarious and multidimensional developmental financial demands not only has

multiplier effects on the academic staff growth hand development but also on their performance and consequent the entire academic operational sphere. Lack of funds affect capacity to purchase necessary and adequate teaching and research facilities, improve its infrastructural facilities, provide welfare facilities for staff and students alike, provide funds for staff development (on further training, conference/seminar attendance, publications, etc.) This incapacity affects staff job satisfaction, morale, level of performance and productivity.

The university should therefore look inward, device effective means of raising revenue and enhance its financial accrual. University should lessen its reliance on government for financial support and create avenues to self-sustain and fund it various operational or developmental objectives - not only to regain loss operational autonomy but also determine its pattern, growth and development. It is because the university has lost out and decaying in most respect that "...the best brain are running away from the country's universities because of frustration, unattractive conditions of service and financial constraints which could no longer make universities carry out meaningful research work to increase knowledge, potential and development".

Furthermore, looking inward becomes necessary in the light of the fact that even government could not effectively meet its social and economic obligations due to falling level of its revenue base and high public debt. Coupled with this is the prevailing trends of government resolute to privatise most part of the public sector to save cost. University should borrow a leave and source for its financial needs within and outside Nigeria - through bilateral relationship with foreign Universities and institutions; independently organising, structuring and managing programmes (other than the conventional degrees) beneficial to the public, private sectors and individuals in Nigeria and other African countries; to expand and effectively engage in its Consultancy Outfit;

and to invest its resources for future development. Above all, honesty, transparency, accountability and prudency should characterize and symbolize its financial management. Further, the academic staff can well be mobilized, motivated and engaged in the various university business ventures - not, of course, to the detriment of their primary (teaching/research) objectives but as a compliment to their intellectual, academic and professional responsibility. This operational variety may not only ensure job satisfaction and increase performance but may also enhance productivity for the challenges and potential expression they will face therefrom.

Seventh recommendation is on the need to ensure constant reinforcement and research on job satisfaction and performance. That is, proper maximization of the relationship between satisfaction and performance, rather than on job satisfaction itself, should always be investigated. This is to ensure effective performance, job satisfaction and optimum productivity for individual academic and university development - to safeguard against the effect of negative job attitudes. As the research discovers, any organisation where satisfaction-performance are muzzled and rewards are not being effectively related to performance, absenteeism and turnover are likely to be equally distributed among both good and poor performers. And this will even be greatest among the good performers, where satisfaction - performance has negative relationship between each other. And the less positive relationship between satisfaction and performance in an organisation, the less effective the organisation will be. Thus, a measure of the relationship between satisfaction and performance would be helpful diagnostic tool for examining organisation.

Recommendation on educational neglect. On a final note, the research observed the general neglect of education, in which the active role players (teachers) are seen as

civil servants, whose humane and fundamental service to mankind is best rewarded in heaven. This has not only cause disillusionment and frustration to the teachers but also put them always on the defensive both in seeking for their well-being and in ensuring an effective dissemination and general development of education. The struggle to better and improved standard of education has caused some teachers their jobs, some incarcerated, others in perpetual intimidation, victimization and oppression. This discourage prospective teachers, affect professional ability and capacity for effective performance. Moreso, the operational tools are lacking, inadequate and or in obsolete state, the infrastructural facilities are in shamble, and prospect for development is hopeless. The under-utilization of teachers cause job dissatisfaction, affect morale and, due to poor incentives, their operational efficiency dwindles and high performance capacity or optimum productivity becomes abysmal. The situation divert their attention elsewhere to meeting basic and psychological needs.

It becomes imperative to state that government should not see education as a social welfare package for the citizenry (in fulfilling its social contract obligation). Education is a necessity to develop the human personality (his physiological and psychological being), and, indeed, should be seen as the bedrock upon which all the fabric of social, economic, political and techno-scientific advancement are interwoven and laid. Infact, it is fundamental to and panacea for national development, sovereignty and the corporate survival of Nigeria nation. The government should therefore not only provide all the necessary operational tools for effective realization of educational goals and objectives, but should also ensure that the dominant needs and value expectations of the teachers/academics are adequately and promptly met. This will not only give them sense of dedication, commitment, and industriousness, but will also ensure their job satisfaction, motivation for performance and optimum productivity.

ENDNOTES

1. Adebo, S. (in Sani, op.cit)
2. Bryan, L. (op.cit)
3. McGregor, D.M. (op.cit)
4. Flippo, E.B. (ibid)
5. Maslow, A.H. (ibid)
6. Herzberg, F. et.al (ibid)
7. Hobbes, T. (op.cit)
8. Ike, B.L. (1976), Developing The Africa University
9. Lucey, T. (ibid)
10. Lawler and Porter (op.cit).

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APPENDIX

QUESTIONNAIRE TO A.B.U. ACADEMIC STAFF ON "EFFECT OF JOB SATISFACTION ON ACADEMIC STAFF PERFORMANCE"

Dear Respondents,

I am a Postgraduate (MPA) student of Public Administration Department, conducting a research on the above topic, as part requirement for graduation. The purpose of this questionnaire is to enable me obtain necessary data with hope of achieving better understanding of job satisfaction in the University. And through your earnest and sincere response, you will both be contributing to the success of this research and, indeed, the university. Your assistance in completing the questionnaire will help this study achieve its main objective of understanding and providing suggestion for enhancing academic staff job satisfaction, performance and consequent positive contribution to university operational objectives.

All information given through this questionnaire will be treated with utmost confidentiality and anonymity, and used for this research purpose only. And your prompt response in answering the questionnaire will be highly appreciated, while thanking you for your anticipated cooperation.

Yours faithfully,

HAMZA A. YUSUF

QUESTIONNAIRE TO ABU ACADEMIC STAFF

SECTION A: PERSONAL DATA

1. Age: 20-30
   31-40
   41-50
   51-60
   61-above

2. Marital Status ( ) Sex ( )

3. Number of Dependents

4. Highest Qualification

5. Nationality

6. Previous Academic (University) Work prior to ABU YES or NO

SECTION B: WORKING EXPERIENCE IN ABU:

7. Reasons for joining university service
   (a) like academic and academic environment (teaching)
   (b) to acquire more knowledge and be useful to other sectors
   (c) for recognition and as a springboard to higher national opportunity
   (d) influence of parents/relations/friends
   (e) have no choice or better alternative

8. How long have you join ABU and at what post.....

9. Present rank and data of assumption.....

SECTION C: ORGANISATIONAL CLIMATE

10. What is your job effect
    (a) Tedious
    (b) Boring
    (c) Pressurising
    (d) Challenging
    (e) Satisfying

11. What is your work load
    (a) The only specialist in particular academic area
    (b) Take many courses due to staff shortage
    (c) Engage in important research projects
    (d) Hold vital administrative works in addition to teaching (exams/registration/headship)

12. Do you participate in management and influence decision-making of your unit?
    (a) Not at all
    (b) Little but no impact
    (c) Make impact
    (d) Much impact
    (e) Great impact

13. How much challenge do you have on your job?
    (a) No challenge
    (b) Little challenge
    (c) Challenging
    (d) Much challenging
    (e) Highly challenging

14. Do your job provide capacity for achievement and potential fulfilment?
    (a) No capacity
    (b) Little capacity
    (c) Adequate
    (d) Much capacity
    (e) High capacity

15. How much freedom do you have in job performance and achievement
    (a) No freedom
    (b) Little Freedom
    (c) Adequate freedom
    (d) Much freedom
    (e) High freedom

16. Are you satisfied with the level of responsibility/authority attached to your duty(academic and/or administrative)?
    (a) Very dissatisfied
    (b) Dissatisfied
    (c) Satisfied
    (d) Much satisfied
    (e) Highly satisfied

17. What effect does the attitude of supervisor (head/dean/coordinator, etc.) has on your overall work performance?
    (a) Unfavourable
    (b) Slightly favourable
    (c) Favourable
    (d) Much favourable
    (e) Highly favourable

18. What importance does the following factor have on your job satisfaction?

FACTORS LEVEL OF IMPORTANCE
Not Imp. Less Imp. Imp. Highly Imp

1. Working Conditions
   (a) Emoluments (Salary/Allow)
   (b) Teaching/Research Facility

2. Security
   (a) For Job
   (b) For Life and property

3. Opportunity for Socialization.
   (a) For Association
   (b) For Acceptance
   (c) For Friendship and Love

4. Opportunity for Self-esteem
   (a) For Challenge/Achievement
   (b) For Recognition/Respect
   (c) For Responsibility/Authority
   (d) For Appreciation of Perform.
   (e) For Participation in Decision

5. Opportunity for Development
   (a) Funds for Research/Publication
   (b) Training/Higher Degree
   (c) Self-growth and Development
   (d) Funds for Conference/Seminar

6. Opportunity for Freedom
   (a) Of Academic/Research Express
   (b) Of Selecting Leadership

19. Which of the above motivate you the most for higher performance? Please Tick or rank, 1,2,3, etc in ascending order (1 being the most significant)
   1. (a) (b)
   2. (a) (b) (c)
   3. (a) (b) (c)
   4. (a) (b) (c) (d) (e)
   5. (a) (b) (c) (d)
   6. (a) (b)

20. What height do you desire to achieve in University?
   (a) Acquire the highest academic qualification
   (b) Attain the highest academic status
   (c) Aspiring to be VC/Dean/Director/Head
   (d) Any other desire, please specify .....

21. Where would you like to undertake postgraduate/research fellowship given the opportunity of choice?
   (a) In A.B.U.
   (b) Any other Nigeria University
   (c) Overseas
   (d) Please give reasons, if any.....

22. Which of the following constitute a threat to your job satisfaction?
   (a) Ethnocentricism
   (b) Nepotism
   (c) Sexual discrimination
   (d) Religious discrimination
   (e) Socio-political partisanship
   (f) None of the above

23. How satisfied are you with your (teaching/research) job situation?
    (a) Frustrated
    (b) Dissatisfied
    (c) Satisfied
    (d) Much satisfied
    (e) Highly satisfied

24. How much satisfaction do you derived undertaking professional practices (i.e. consultancy work, commission work, community service, private practice)?
    (a) Highly satisfied
    (b) Satisfied
    (c) Less satisfied
    (d) Dissatisfied
    (e) Highly dissatisfied

25. How much satisfaction do you derived in performing variety but related works (academic: changing course/s; administration: coordinator, exams, registration, consultancy, etc)
    (a) Highly satisfied
    (b) Much satisfied
    (c) Satisfied
    (d) Dissatisfied
    (e) Highly dissatisfied

26. How much do your students like the use of Mimeograph lecture note (Handouts) to direct lecture and giving reference materials?
    (a) Very much
    (b) Much
    (c) Indifference
    (d) Dislike
    (e) Highly dislike
    What is your opinion about it?.....

27. How satisfy are you with the present conditions of University service?
    (a) Highly satisfied
    (b) Much satisfied
    (c) Satisfied
    (d) Dissatisfied
    (e) Highly dissatisfied

28. If you get a better-paid job outside the University will you leave?

(a) YES

(b) NO

29. If the conditions of service/job satisfaction improves in the University, would you still prefer to join other better conditions of service sectors (private/public)?

(a) YES

(b) NO

Any reasons?.....

30. How can the University Management improve your job satisfaction/performance?(please rank in order of preference - 1,2,3, etc.)

(a) Adequate and prompt payment of remuneration

(b) Participation in decision-making

(c) Opportunity for advancement

(d) Opportunity for academic/professional achievement and recognition

(e) Opportunity for challenges, responsibility and authority

(f) Freedom for association, acceptance and academic expression.

(g) Others, please state:..... .....

31. What inhibit your efficient job performance? Please rank (1,2,3, etc)

(a) Teaching Facilities

(b) Your welfare Facilities

(c) Quality/Quantity of Students

(d) Others, state in order of significance

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