

WORK: WHAT IT MEANS TO THE AHMADU BELLO
UNIVERSITY STAFF, THEIR ATTITUDES
AND JOB SATISFACTION

BY

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FOR THE AWARD OF MASTER IN EDUCATION
GUIDANCE AND COUNSELING

.....

DECLARATION

I hereby declare that this project has been produced by me. Its topic has not been presented on any previous application for a higher degree. All quotations are indicated by quotation marks and sources of information are duely acknowledged by means of Bibliography.

GIGIN, Danjuma

AUGUST, 1985

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DEDICATION

This project is dedicated to those who share the belief that no matter how rich, intelligent or powerful an individual is, he/she must require the guidance of another person.

ABSTRACT

WORK: WHAT IT MEANS TO THE AHMADU BELLO UNIVERSITY
STAFF, THEIR ATTITUDES AND JOB SATISFACTION

The primary purpose of this study was fourfold:

- (i) to find out what work means to some staff members of the Ahmadu Bello University, Zaria;
- (ii) the study was also designed to find out their attitudes to work;
- (iii) whether they were satisfied or not with their work; and
- (iv) the study also intended to determine the variables which influence job satisfaction or dissatisfaction.

To direct the collection of data, the following hypotheses were formulated as a guide to the study:

- (i) There are no significant differences in the meanings the senior, intermediate and junior staff of the Ahmadu Bello University, Zaria attach to work.
- (ii) There are no significant differences in the attitudes of senior, intermediate and junior staff of the Ahmadu Bello University, Zaria to work.

- (iii) The senior, intermediate and junior staff of the Ahmadu Bello University, Zaria are satisfied with their work.
- (iv) There are no significant differences in the factors that are responsible for either the job satisfaction or dissatisfaction of the senior, intermediate and junior staff of the Ahmadu Bello University, Zaria.
- (v) That the occupational categories of the respondents have no significant differences on their job satisfactions or dissatisfactions.
- (vi) That the educational categories of the respondents have not created any significant differences on their attitudes to work.
- (vii) That there are no significant differences in the factors that are responsible for the job satisfaction or dissatisfaction among the selected staff members of the Ahmadu Bello University, Zaria.

Procedure

Data were collected from the senior, intermediate and junior staff in the Kashim Ibrahim Library, Registry Department, Estate and Works Department, Sick-Bay Main Campus, and the Faculty of Education in the main campus of the Ahmadu Bello University

samaru, Zaria. There were one hundred and seventy-six (176) senior staff; ninety-nine (99) intermediate staff and one-hundred and twenty-nine (129) junior staff who participated in the study. There were altogether four-hundred and four (404) respondents randomly selected from those departments and faculty. The data for the study were collected through a questionnaire. The study was carried out during the period July 1985 to September 1985.

The Findings

Based on the data and within the limitations of the study, the following specific findings were established:

- (i) The work characteristic of most important to the selected sample was "Increase knowledge and skill". For instance this item had a total of five-hundred and twenty-two (522) computed responses with an item score of 1.253 (Table 4.9).
- (ii) The item "opportunity to help other people" was ranked as the second most important work characteristic by the respondents. This item had a total of three-hundred and ninety-nine (399) computed responses with an item score of .989 (Table 4.9).

- (iii) The work characteristic of third most important was "personal interest in work". For instance this item had a total of two-hundred and fifty-nine (259) computed responses with an item score of .642 (Table 4.9).
- (iv) The data in Table 4.10 surprisingly revealed that the item "making a lot of money" was the work characteristic of "least concern to the respondents. For instance this item had a total of five-hundred and ninety-eight (598) computed responses with an item score of 1.480.
- (v) Table 4.11 shows that about 55 percent of the respondents (223) had planned and prepared for their present jobs whereas about 45 percent of the respondents (181) did not plan and prepare for their present jobs.
- (vi) About 91 percent of the respondents (365) had good attitudes to work.
- (vii) About 95 percent of the respondents (383) were satisfied with their present jobs, about 46 percent of the respondents (190) were satisfied with their departmental promotions; about 43 percent of the respondents (214) were satisfied with their salaries.

It was concluded (base on the data) that career education should start at the primary school level showing relationship between school subjects and the world of work; definite criteria to be established by the university administration and strickly followed in promoting staff; employees of the university who are promoted should be written why they are promoted; similarly employees who are not promoted should be written why they are not promoted; there is the need for the university administration to establish a two-way communication structure between it and the rest of the staff of the university; there is also the need for in-service training facilities to be improved for the semi-skilled workers, fellowships program for staff development and finally adequate funds be made available to the university to buy materials, equipments and books to improve its services. In view of the limited nature and scope of this research study, the findings can not be generalized to include the entire staff of the Ahmadu Bello University, Zaria, as such the following suggestions have been made for further research:

- (i) A nation-wide survey of what work means to individual workers, the study of various occupations, job attitudes, job characteristics and job satisfactions be carried out by

individuals, ministries, universities and
research units in the country;

- (ii) the work values of Nigerian workers and
how they affect choices of occupations;
- (iii) the effects that lower socio-economic
roles have in the development of work habits
in Nigeria; and
- (iv) Changing workers attitudes towards the
organization and work.

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CHAPTER ONE

INTRODUCTION

Many opinions have been expressed as to what work is. These opinions date back to early existence of man. Posner et al, in Connellan (1978, 6-7) have provided some interesting observations on the role of work in society. They suggest the following stages that indicate the evolution of the role of work in different societies. Primitive culture for example still makes little distinction between work time and free time. The culture made no difference between work and play. Much time was spent providing for the basic needs of people. Ancient civilizations such as the Egyptians, the Romans and the Greeks believed work to be a curse. Work was regarded as manual labor to be performed by slaves.

Individuals who were fortunate not to be slaves were expected to study the sciences, liberal arts, and physical culture. The distinction between work and non-work began to emerge during these ancient civilizations. Early christianity placed a positive value on work not only as a means of gaining wealth

but also as a way of avoiding idleness which was thought to be responsible for evil thoughts. The early christians directed their energies toward the organization of the church and viewed this direction of energies as an instrument of purification and attainment. Medieval christianity suggested that work was good because it was painful, humiliating and a remedy for temptations of the flesh. As long as work conformed to the plan organized by God, it became the duty of all. During this period, however, work was given a moral goal because the church could not allow work to become an end in itself.

The sixteenth century revolution gave work an intrinsic value. Martin Luther maintained that work was the base of society and made no distinction between religious and other types of work as long as they were done in obedience to God (Posner et al. in Connellan 1978, 7). Work was no longer regarded as only punishment for sins, but more importantly as a God-given opportunity for people to be creative and establish a new way of life. The Great Depression of 1930's made work not to be a measure of ones piety, but also a mark of cleverness, skill and creativity. The twentieth century America further separated the concept of work from religious doctrines and accorded

work special status (Fosner et al in Connellan 1978, 6). The importance of work was dramatized during the development of the labor movement. For instance having a job during the days of the Great Depression in America became a major obsession. It was generally felt that the work an individual did not only contributed to the lives of other people but made one a better person simply by virtue of working.

Peters and Hanson (1971, 5) summarized the importance of work to man by saying "He who works is good. He is industrious, provident, a contributor, a wage earner. He who does not work is improvident, shiftless, indolent and a hindrance rather than an asset to society". So much has been said about the values people from different cultures attach to work. Unfortunately these values have started changing. For example, work is no longer an essential part of some people's lives. People now attach more and more weight to living a full life including, in addition to employment, good family relationships, meaningful friends, opportunities to pursue personal interests or to engage in leisure activities. Freedman (1979, 126) supports this notion by citing Japan as a country where there is a decline in work ethics. He states:

"even in Japan, with its pronounced work ethics there has been a decline in work ethics. For example in 1955 work was the most important factor in

life for 65 percent of the Japanese population sampled. In 1969 work was the most important factor in life to only 45 percent of the population sampled".

Gibson et al (1979, 71) saw attitudes as determinants of behavior , since they are linked with perception, personality, learning and motivation. From this one can say that an attitude is a mental state of readiness organized through experience, exerting a specific influence upon a person's response to people, objects and situations with which it is related. Attitudes are learned from family, peer groups, society, previous job experiences, the culture, mores and language of a society. Through job experiences individuals learn attitudes. They develop attitudes about such factors as pay equity, leader capabilities, job design, work group affiliation, and other organizationally relevant factors. These attitudes provide the emotional basis of employee's interpersonal relations and identification with others (Gibson et al 1979, 71).

Blair et al (1968, 202) found that attitudes can affect school work and learning. According to them if a child has positive attitudes about teacher and likes school work, it is almost inevitable that he will experience some success and may achieve more nearly up to his capacity. Conversely, negative

attitudes toward school and teachers usually signify that his interests and energies are aimed elsewhere and that he will fight attempt to make him learn. The influence which attitudes have upon behavior is seen in both scriptural and classical literature. For example, "as he thinketh in his heart, so is he", "we make our fortunes and we call them fates" (Westlake 1972, 87). When a person expresses an opinion, he is revealing an attitude by verbalizing it.

There are two types of attitudes, favorable and unfavorable attitudes. In any set up we try to encourage the expression of positive or favorable attitudes. Negative attitudes are those emotional feelings that may affect the realistic perception of a cause of a problem. When workers are employed they join their organizations with either of those attitudes. It is the responsibility of the organization to identify negative attitudes and to seek ways to eliminate those attitudes in the worker. Gibson et al (1979, 73) on changing the attitudes of people towards objects, people, or situations suggested three things (a) that there must be trust in the sender and message itself. If employees do not trust the leader they will not accept the message neither a change in attitude. (b) similarly if the message is not convincing, there will be no pressure to change.

(c) it also depends on the individual's commitment to an attitude. According to them attitudes that have been publicly expressed are more difficult to change because the person has shown commitment and to change would be to admit a mistake.

One might ask, why do employees perform differently even if they possess the same skill, do the same job, and earn the same salary? Many factors have been found to be responsible for such differences. Among some of these factors are the feelings of the employee about the work, the types of attitudes already formed by the employee, the amount of change the organization can do to negative attitudes, of employees, the types of leadership in the organization, and the type of motivation the employer uses for the group and even the individual members. All these and many more are related to the type of satisfaction an employee can derive from his organization.

Job satisfaction has received a host of definitions from different writers. Job satisfaction according to Katz and Kahn (in Houghton et al. 1975, 223) "Is the affective feeling states which people experience in the course of their employment". Job satisfaction according to this definition has been of interest to people because of two main reasons (a) it's intrinsic value - many people share the humanistic position that

people who engage in some work should enjoy their work. Secondly, job satisfaction is directly related to the continuance and regularity of employee participation in organizational activities. Metzner and Mauer in Houghton et. al. (1975, 223); saw job satisfaction to mean the probability that a person would continue in his organization despite a variety of inducements to leave. Westlake (1972, 152) sees job satisfaction to be related to the feelings of individual worth. According to her individual's feelings about his work can affect his feelings about his home, family, and his future. For example, a man who is criticized by his boss may have a quarrel with his wife when he returns home. This is simply explaining the escape mechanism of displacement. This is a displacement of feeling from a situation in which he cannot express to another situation in which he can.

On the other hand, people who take pride in their work and whose occupational identity is important to them quite often extend that pride to include the appearance of their homes. Positive feelings about work has been found to be correlated with a positive optimistic outlook on life (Gibson et. al. 1979, Westlake 1972; Sell and Shipley 1979). As Westlake (1972, 152) puts it "a person can be comfortable about the future if he trusts it". But when work

experience holds no promise of further growth and development a man will invest the major part of his energies elsewhere. Gibson et al (1979, 397) call this an indication of job dissatisfaction and such a feeling could be reflected in the employee's attitudes and performance. According to them employees with this type of feelings may be involved in such acts as absenteeism, drug addiction, indifference to organizational properties. The employees may show aggression to the leadership and worst of all they may leave the services of the organization.

1.1 Background of the Study

Many research studies have been conducted in other countries about people's attitudes, job satisfaction and job dissatisfaction. Blair et al (1968, 202) see attitudes as being acquired through experiences which have a pronounced affective (feeling) component. According to them attitudes are transmitted through the process of imitation, but many have origins early in life. Lee (in Coleman 1968, 251) made intensive studies of value in some cultures and emphasizes subjective satisfaction as a universal criterion of value. He states:

"... we perceive value when our activity is permeated with satisfaction, when we find meaning in our life, when we feel good, when we act not out of calculating choice, and not for extraneous purpose but

rather because this is the only way that we, as ourselves deeply want to act".

When people are engaged in any activity they do so because of the enjoyment they derive by so doing. To be satisfied with the work we do is the main thing that people look for when they take up jobs. But people differ in their value of what work aspect satisfies them. It is important that the Ahmadu Bello University Zaria knows the expectations and ambitions of its employees. By so doing the Ahmadu Bello University, Zaria, may identify and probably meets the diversifying needs, ambitious and expectations of its employees. Hence, this study is concerned with identifying the various meanings the Ahmadu Bello University, Zaria staff attach to work, their attitudes to work and job satisfaction or job dissatisfaction.

1.2 Statement of the Problem

The problem of this study was to investigate the meanings workers attach to the work they do, their attitudes to work and whether they are satisfied or dissatisfied with their work. Sometimes people engage in activities that are not meaningful to their lives. If employees are engaged in work that is not meaningful to them they may not put up their best. Therefore if employees have the feelings that their work has no meaning to them, they will invest their

energies elsewhere instead of getting work done. This would be reflected in their attitudes to their work. Consequently it will affect their behavior on the job. Weiss and Kahn (in Peters and Hensan 1971: 461) found that a vast majority of workers in America view work as imposed, not enjoyed, and negative rather than freely chosen, productive and positive. Crow and Crow (1960: 385) are of the opinion that if youth are guided during their formative years towards the development of habits of trustworthiness, industry, responsibility and social usefulness, they are likely to go to their jobs with behavior patterns which will be powerful aids to success.

To understand an individual's emotional responses, one must understand his frame of reference. Both the feelings a person has and the way he expresses and controls them depend on his basic assumptions about what is true, what is right and what is possible (Coleman 1960: 327). According to Coleman (1960: 95 - 96) once attitudes are formed especially the earliest ones, learned irrationally and often with a high degree of emotional involvements, they serve as reference

points for evaluating new experiences and guiding response patterns; and with time and repeated reinforcements, they become increasingly resistant to change.

One can judge the adequacy of any value by the amount of satisfaction that one can derive from living by it. It must give meaning to one's life and a sense that one is fulfilling the purposes of one's existence (Westlake 1972: 152). Cantril (in Coleman 1960: 309) goes as far as to suggest that "the ultimate criterion against which to judge the rightness or wrongness of any action is whether or not an individual himself senses that it will contribute in the long run to the possibility of his experiencing greater satisfaction in living". Sell and Shipley (1979: 7) saw job satisfaction to be a conscious personal reaction of an individual. That a person engaged in doing a particular job should be able to state whether or not or how far he finds it satisfying. Satisfaction, then could be viewed as a process of compromise between what is wanted and what can realistically be achieved.

In trying to categorize the types of satisfaction people derive from their work Mirvis

and Berg (1972: 224) suggested the following types of satisfaction;

- (a) General satisfaction if it gives an overall indicator of employee satisfaction with work.
- (b) Specific satisfaction which they associate to related hygiene factors such as pay and benefits, coworkers and clients, supervision, change for personal growth and development on the work.
- (c) Internal-work motivation - this is the degree to which the employee is self-motivated to perform effectively on the job.

The work that people perform can also be an important factor in the effectiveness of the employees. Gibson et. al. (1979: 279) recognize six job characteristics which can contribute to the effectiveness of an employee. They are summarized as follows;

- (a) Skill variety - this is simply the variety of activities in carrying out the work and the extent to which different skills and talents are used.

- (b) Task-identity - the extent to which employees do an entire or whole piece of work and can clearly identify with the results on the job.
- (c) Task significance - is the impact of the job on the lives of workers or other people either inside or outside the organization.
- (d) Autonomy - is the extent to which employees have a major say in scheduling their work, selecting the equipment they will use and deciding on procedures to be followed.
- (e) Feedback is the degree to which employees receive information as they are working, which reveals how well they are performing on the job.
- (f) Friendship opportunities is the degree to which a job allows employees to talk with one another on the job and to establish informal relationships with other employees at work. These findings suggest that job characteristics are good indicators of the degree to which a job motivates and satisfies employees to perform effectively and to come to work regularly.

Freight in Gibson et. al. (1979: 121) has used behavior modifications in those jobs where optimal performance gains could potentially occur. Managers in that company were urged to use praise and recognition twice a week. The performance standards rose between 30 - 40 percent before the program was introduced to 90 - 95 percent after the program was initiated. The researchers concluded that positive reinforcements can be successful where work can be measured and quantifiable standards set. As plausible as behavior modification may seem, it has been criticized by many people. These critics hold the opinion that behavior modification is a threat to the individual. Secondly, since only the managers can manipulate the reinforcers it was thought unethical. For example, Deci (in Gibson et. al. 1979: 126) states that "it follows that there are many important motivators of human behavior which are not under the control of managers, and therefore, cannot be contingently administered in a system". The theme of Deci's recommendation is to develop reinforcement programs in which individuals can be motivated by the job itself.

The problems in this study may be stated as follows:

1. What does work mean to the staff of the Ahmadu Bello University, Zaria?
2. What are the attitudes of the staff of the Ahmadu Bello University, Zaria to work?
3. Are the staff of the Ahmadu Bello University Zaria satisfied with the work they are doing?
4. What factors may be associated with job satisfaction or job dissatisfaction among the staff of the Ahmadu Bello University Zaria?
5. Do the staff of the Ahmadu Bello University, Zaria differ in their job satisfaction or job dissatisfaction?
6. What other factors are related to job satisfaction or job dissatisfaction among the staff of the Ahmadu Bello University, Zaria?

1.3 Purpose of the Study

The main purpose of this study is to find out what work means to the Ahmadu Bello University staff, their attitudes to work and their job satisfaction or dissatisfaction.

Four sub-purposes are raised here;

- (i) to identify the various meanings the various categories of staff of the Ahmadu Bello University, Zaria attach to work;
- (ii) to investigate their attitudes to work;
- (iii) to find out the factors that are responsible for job satisfaction among the staff of the Ahmadu Bello University Zaria; and
- (iv) finally to investigate and identify the factors that are responsible for job dissatisfaction among the staff of the Ahmadu Bello University, Zaria.

1.4 Hypotheses to be Tested

This research study will attempt to test the following hypotheses:

- (i) There are no significant differences in the meanings attached to work by the Senior, Intermediate and Junior Staff of the Ahmadu Bello University, Zaria.
- (ii) There are no significant differences in the attitudes of the Senior, Intermediate and Junior Staff of the Ahmadu Bello University, Zaria.
- (iii) The Senior, Intermediate and Junior Staff of the Ahmadu Bello University, Zaria are satisfied with their jobs.

- (iv) There are no significant differences in the factors that are responsible for either the job satisfaction or job dissatisfaction of the Senior, Intermediate and Junior staff of the Ahmadu Bello University, Zaria.
- (v) That the occupational categories of respondents have no significant differences on their job satisfactions or dissatisfactions.
- (vi) That the educational qualifications of respondents have not created any significant differences on their attitudes to work.
- (vii) That there are no significant differences in the factors that are responsible for job satisfaction or job dissatisfaction among Ahmadu Bello University staff.

1.5 Basic Assumptions

This study was based on the following assumptions:

1. That, the Senior, Intermediate and Junior Staff of the Ahmadu Bello University,

Zaria have established opinions about what work means to them.

2. That as a result of participating in work situations the Senior, Intermediate and Junior staff of the Ahmadu Bello University, Zaria have formulated certain attitudes towards work.
3. That, the Senior, Intermediate and Junior staff of the Ahmadu Bello University, Zaria have opinions about whether they are satisfied or dissatisfied with their jobs.
4. That, the Senior, Intermediate and Junior staff of the Ahmadu Bello University, Zaria can identify the factors that are responsible for either their job satisfactions or job dissatisfactions.
5. That, ^{if} the knowledge of the attitudes of employees to work, and an understanding of the factors responsible for job satisfaction and job dissatisfaction are identified, the Ahmadu Bello University, Zaria may be able to improve the work setting to increase the job satisfaction of its Senior, Intermediate and Junior staff members.

1.6 The Significance of the Study

Work as a concept seems to be important to three categories of people in any society. First, work is very important to the employee because it is both a way of earning a living and a situation in which an employee spends much of his/her life. Secondly, work is important to an employer because it is a method of getting work done so as to enhance the amount of profit an employer can make, and because it is a major item of cost to the employer. Thirdly, work is important to the society because jobs are the context in which large numbers of people live together, interact with each other and from which social and political attitudes emerge. No wonder each organization, institution or any undertaking is conscious of the type of workers it has and how it can improve the performances of these workers.

The Ahmadu Bello University, Zaria, like all other organizations in Nigeria embarks on training of its staff in order to improve their skills and efficiency. As a result of such training a large number of staff have improved on their personal effectiveness. This is a welcome venture, but the university needs to be aware of some of the things that make the most qualified person use

his or her skills to the maximum. It must not be argued, however, that adequate training is the pre-requisite to maximum performance on the job. This study is going to help the Ahmadu Bello University, Zaria to understand its workers, what work means to them, their attitudes to work and how satisfied or dissatisfied they are in their work. The study will also help the university to know how it could help the workers improve upon their performances and how to reduce dissatisfaction among its workers. By getting the workers discuss what work means to them and how they feel about their jobs, the university might be in a better position to help its workers improve upon their performance.

1.7 Scope and Delimitations of the Study

This research study is confined to Ahmadu Bello University, Zaria. The opinions of the Senior, Intermediate and Junior staff members will be sampled. Only Kashim Ibrahim Library, The Registry Department, The Estate and Works Department, The Sick-Bay Main Campus Samaru and the Faculty of Education will be used as the research parameters.

The study does not attempt to measure the performance of the workers and does not intend to find out the leadership styles being used in the areas in which the opinions of employees are being sampled. This research is limited in scope because it is designed primarily to yield important information in the meanings to work, on attitudes towards work and job satisfaction. Also, only the opinions of six hundred employees in the university are sampled due to lack of time and insufficient financial support to widen the scope of the research. With these limitations in mind, the findings cannot be generalized. However, the conclusions reached will apply essentially to the population used for the study.

1.8. Definition of Terms

In order to provide for more understanding in reading this project some terms as used here are being defined as follows:

Attitudes - A way of thinking, feeling and behaving towards people, objects and situation in which a person interact with.

Job Satisfaction - A feeling of contentment by the employee that his job is meeting his aspirations, ambitions, beliefs, values and his personality as a whole.

Job Dissatisfaction - Is a feeling of lapses between the expectations of an employee and what the employer can offer in his job.

Employee - A person who works for an organization or another person.

Employer - An organization or a person who gets services from individuals and who pays compensation for these services in cash or kind.

Job Characteristics - Are the necessary conditions which must be met to enable a successful task completion by the employees.

Intrinsic Value - An intrinsic value is an internal feeling of an employee about a job. For example a feeling by the employee that he should work hard. These values are internally motivated by the employee.

Extrinsic Values - Are values that the employer provides as incentives to motivate employees to work harder. For example pay benefits, promotions, pensions and gratuity and loans.

REVIEW OF RELATED LITERATURE

This chapter is subdivided into five sections. The first section considers the various meanings of work. The second section deals with the theories of Career Development. The third section focuses on the attitudes of Nigerians and Africans to work. The fourth section reflects the attitudes of people in other countries to work. The last section concentrates on the factors that are responsible for job satisfaction and job dissatisfaction and their implications.

2.1 Meanings attached to Work

Different meanings have been given to the term "work". For instance the Greeks used to think of work as curse; the Romans thought much of work as Vulgar; whereas the Hebrews thought work was a form of drudgery (Peters and Hansen, 1966: 1). These feelings about work might be related to what was written in the Holy Bible about Adam (Genesis 3 verses 17 - 19). In these verses God cursed the soil and promised Adam hard labor before he could sustain

himself. These unpleasant feelings about work have given way to more pleasant feelings as expressed by these authors. For example Carp (1972: 205) sees work as an activity in its own right, as a system of obtaining a variety of rewards to fill more or less essential needs; and as a basis for establishing major parameters of one's style of life including the status and a number of roles played. According to him work must appear to be crucial in determining an individual's adjustment. Fetcher in Odejide (1982: 208) in support of the above notion saw work not as mere drudgery but a delight, an honour in itself, rather than a means of gaining one's livelihood. Odejide (1982: 208) writing with the Nigerian feeling about what work should be states "The main motivation for work is to gain a living and acquire prestige, no wonder then the preference for middle class jobs and the over-emphasis on formal education". Morse and Weiss in Maisamari (1983: 17) accepted that making a living is one of the things that make Americans involve in work, but emphasized that some have enough to make a living but still take up jobs to contribute to the society.

Denga (1975: 1 and 1982: 30) emphasizes the importance of work to a person when he says "A person's social status, income, style of life, his choice of friends, his mental and physical health are influenced by the type of job he does". Work, according to Mills (1978: 255) means different things to an employee, an employer and the society. According to him work to an employee is both a way of earning a living and a situation in which a person spends much of his or her life. To an employer work is a method of getting work done, major item of cost and a means of making profit. To the society as a whole, jobs are the context in which large numbers of people live together, interact with each other and from which social and political attitudes emerge.

Westlake (1972: 148) summarized the function of work as follows:

- (a) It provides those who engage in it with economic rewards. When we engage in work, we get paid and the money we receive helps us to buy goods and services. This shows that when we get paid we use this money to buy articles such as food, clothes, shelter and other luxuries. For example we can make other

people to work for us and then we use this money to compensate for their labor.

(b) In most industrialized societies, a man's job is not only a means of earning a living, but is also a way of establishing himself as an adult. Work enables a man to judge his adequacy, worth and contribution as an adult. The idea of establishing oneself early in an occupational role is so important that there is a vital need to give emphasis to vocational guidance in primary and post-primary institutions.

(c) In addition to the importance of a man's job for his identity and for the experience of being needed, work is important simply because much of one's life is devoted to it. For example, in Nigeria some workers spend at least two-thirds of their waking hours at work (others often spend many more hours). It should be noted that most people start working before getting married and continue many years after they have had many children. The retiring age for Nigerian workers is sixty-five years.

Most of these workers start working as early as twenty-five years of age.

- (d) Work creates opportunities for people to establish relationships with others. From such relationships people derive status, prestige and affection. They may become members in clubs and various organizations and may also get support during emergencies.
- (e) As individuals work they may be able to separate themselves temporarily from personal and family problems. When they return from work they may be more psychologically refreshed and better able to deal and cope with their personal problems. This is true for some people who may go to work partially to avoid home and family pressures.
- (f) Another consideration is a persons relationship to the organization in which he works. People who don't work may depend on their neighbors for help in time of difficulties such as when their homes are destroyed by fire or any other calamity that may befall them. These needs can now be met by the organization, so that a worker may not have to depend on the charity of his neighbors during any calamity. This is

evident in fringe benefits, such as yearly bonuses, salary advance, car loans, housing loans, gratuity and pension after retirement. Isaacson (1979: 8) states that work provides a person and often the family as well with status, recognition, affiliation and similar psychological and sociological products essential for participation in a complex society.

The various ways which people describe the function of work seem to be related to the type of profession they belong. Isaacson (1979: 9) cited some examples of what people in different profession think is the function of work. "According to Freud, work provides us with a sense of reality; Elton Mayo, work is a bind to community; to Marx, its function is primarily economic; theologians are interested in work's moral dimensions; sociologists see work as a determinant of status, and some contemporary critics say that it is simply the best way of filling up a lot of time". The counselors look at work as the means for self-realization and self-actualization. Scientists may look at work as the means of expending energy so as to get some way of earning a living. If we look closely

at work we shall conclude that it influences and is influenced by other basic institutions such as the family, the community and schools within the community.

Isaacson (1979: 8) cited the following significant quotations made by prominent personalities about work. "I look on that man as happy, when there is question of success looks into his work for a reply" - Emerson. "Every child should be taught that useful work is worship and that intelligent labor is the highest form of prayer" - Ingersoll. "Hard work is the best investment a man can make" - Schwab. "It is work which gives flavor to life" - Amiel. Emphasizing the profound importance of work to human nature, Isaacson (1979: 9) states "much depends on how we define work, what we conceive work to be, what we want work to be, and whether we successfully uncover its meaning and purpose". In Nigeria much depends on how individuals define "work", what we conceive work to be, what we want work to be, and whether we can successfully uncover its meaning and purpose.

In summary, at the beginning of time many people had unpleasant feelings about work. Work was regarded as a curse from God and was meant

to be done by slaves. In many advanced countries these unpleasant feelings have now changed. People in advanced countries regard work as a means of earning a living, establishing themselves as adults, as a means of self-identity, and as a way of establishing relationships with other people. Work helps to separate people temporarily from personal and family problems. The various ways people describe the function of work seem to be related to the type of profession they belong. The meanings individuals attach to work can influence their attitudes towards work and what should be the purpose of work.

2.2 Theories of Career Development ✓

In Nigeria today, many individuals have some kind of freedom of choice relative to their careers. This freedom has influenced the relationship between people and the work they do. It is unlike before when major choices and decisions about careers were often made for children by significant adults such as parents, teachers, headmasters, uncles, aunts, etc. Up to today, parents, teachers and relatives still play some prominent roles in the career choices of students. Hoppock's theory of career development gives a vivid explanation as to how

adequate career planning may be responsible for job satisfaction of individuals. According to Isaacson (1979: 33-39) Hoppock postulated ten things that are necessary for career development. Some of these postulates are summarized as follows:

- (a) That individuals choose occupations that meet both their physiological and psychological needs. These needs are security, income and friendship.
- (b) That the needs of the individuals may be perceived clearly or vaguely depending on the person's self-understanding and insight.
- (c) That adequate knowledge of individuals capabilities, interests and aptitude coupled with sound knowledge of the work demand will provide better choices for individuals.
- (d) That when individuals are able to form philosophies of what they want out of life and then match these to contemplated occupations there is the possibility that they can succeed on these occupations.

- (e) That job satisfaction depends upon the extent to which the job that an individual holds meets the needs he feels it should meet.
- (f) That a job is satisfying if it meets the needs of individuals today, or in the future or helps them to get the jobs they want.
- (g) That individuals may change their jobs if that change will better meet their needs.
- (h) That if the needs of the individuals change even if the organization still offers what they used to get satisfied with, they may change. For example individuals may find jobs that demand extensive journeys satisfying if they are bachelors. When they get married and establish homes, extensive journeys may not be satisfying to them. They may seek different positions that will permit them to be home more of the time.

Holland's Theory of Vocational Choice

Holland assumes that each person holds a stereotypical view of various vocations. These stereotypes have psychological and sociological relevance for the individual and many of them have demonstrable validity. Holland says that members of a vocation have similar personalities and therefore they will respond to many situations and problems in similar ways. Finally, he assumes that vocational satisfaction, stability and achievement depend on the extent to which the individual's personality and work environment are compatible (Isaacson 1979: 38).

Holland classified individuals into six personality types and similarly classified work environments into six categories. Isaacson (1979: 38 - 42) described the six personality types and the six work environments as follows:

- (i) The realistic person deals with environment in an objective, concrete and physically manipulative manner. The work environments that suit the realistic person are those which involve concrete, physical tasks requiring mechanical skill, persistence and physical environment. The realistic person will prefer agricultural, technical, skilled trade and engineering vocations.

- (ii) The investigative person deals with environment by the use of intelligence, manipulating ideas, words and symbols. The investigative environment requires the use of abstract and creative abilities. An investigative person will work better as a scientist, a mathematician and as a research engineer.
- (iii) The ^{artistic} person deals with environment by creating art forms and products. The artistic environment demands the creative and interpretive use of artistic forms. An artistic person prefers musical, artistic, literary and dramatic vocations.
- (iv) The social person handles environment by using skills in handling and dealing with others. The social environment demands ability to interpret and modify human behavior and an interest in caring for and dealing with others. The social person will prefer educational, therapeutic and religious vocations.
- (v) The enterprising person copes with environment by choices expressing

adventurous, dominant, enthusiastic and impulsive qualities. The enterprising environment requires verbal skill in directing or persuading other people.

The enterprising person prefers sales, supervisory, athletics, dramatics, public speaking and leadership vocations.

- (vi) The conventional person deals with the environment by choosing goals and activities that carry social approval. The conventional environment involves systematic, concrete, routine processing of verbal and mathematical information.

A conventional person prefers clerical and computational tasks, identifies with business and puts a high value on economic matters.

Holland suggests that each model environment is sought by the individual whose personality type is similar to those controlling the environment. 'It is assumed that an individual will be comfortable and happy in a compatible environment. A congruent person - environment match presumably results in a more stable vocational choice, a higher vocational achievement, higher academic achievement, better maintenance of personal stability and greater job satisfaction (Isaacson 1979: 41).

Ginzberg and Associates' Theory

Ginzberg and his associates concluded that four variables bear on vocational choice - a reality factor, the educational process, emotional factors and personal values. The reality factor, they said, includes the person's response to environmental pressures that lead to making vocational decisions. The quality and quantity of education available to the individual either limits or opens the range of choices one can make. Emotional factors include the personality aspects that bear on vocational choice. Personal values influence the nature of choices made by the individual.

Ginzberg and associates pictured the vocational choice process as covering three principal periods, which they called fantasy, tentative and realistic periods.

- (i) Fantasy period - at the beginning a child may make vocational choices that are arbitrary and lack rational or realistic basis, but reflect idealized choices drawn from influences within the child's environment.
- (ii) Tentative period - the tentative period begins when the child begins to recognize that there are certain activities he/she does well in ~~them~~. The child finally fits

ideas of interest, ability and values as things most important to a career choice. Having experienced the environment the child may choose things he/she likes and dislikes. The choice of an occupation now will reflect only things the child likes.

- (iii) The realistic period - the realistic period includes the exploration stage in which the individual is actively involved in implementing tentative choices. During crystallization ^{he} fixes himself to a fairly clear vocational pattern. The child reaches the specification period when a pattern has clearly focused on a particular position or occupation.

Ginzberg and his associates have modified the three major components of vocational choice to include these ideas:

- (i) that the occupational decision-making process extends from pre-puberty to the early twenties;
- (ii) that many of the decisions have an aspect of irreversibility;
- (iii) that the choice process always ends in compromise; and

- (iv) that the possibility of marriage and its effect on a woman's career has a heavy impact on the career planning of all women (Isaacson 1979: 48).

Super's Theory of Vocational Development

Super in Isaacson (1979: 49) suggested three propositions for vocational development to include the followings:

- (i) that vocational development is an ongoing, continuous generally irreversible process;
- (ii) that vocational development is orderly, patterned and predictable process;
- (iii) that vocational development is a dynamic process. He identifies life stages as growth, exploration, establishment, maintenance and decline.

The growth stage consists of a period when primary emphasis is on physical and psychological growth where attitudes and behavior mechanisms are formed. The exploratory stage begins with the individual's awareness that an occupation will be an aspect of life. The establishment stage relates to the early encounters within the work experience. During the maintenance state, the individual attempts to continue or

enhance the occupational situation. The decline stage includes the pre-retirement period during which the individual's emphasis in work is focussed on keeping the job and meeting the required standards of output. The period terminates with the individual's withdrawal from the world of work.

Super views vocational development as consisting of an interaction between the individual - behavior, attitudes, ambitions, and values - and the social factors that surround him/her. That this dynamic interaction produces a series of compromises as the individual matches what he/she would like against the realities and attempts to identify what is attainable. On job satisfaction Super made two propositions as follows:

- (i) Work satisfactions depend upon the extent to which the individual can find adequate outlets in his job for his abilities, interests, values and personality traits.
- (ii) The degree of satisfaction the individual attains from his work is related to the degree to which he has been able to implement his self-concept in his work.

Relation of Career Theories to Career Planning

Since most students in schools, as well as out-of-school youth in the adolescent years, are embroiled in career planning it has special importance to teachers and counselors. Most theories emphasize that career development is a long-range, gradual process involving the acquisition of self-understanding and of knowledge of the world of work. It is a known fact that there occurs in the life of each youth certain crucial points involving key decisions that will later have great influence on his personality. Helping to identify these important points in sufficient time so that careful planning by student, school and parent can be accomplished is one of the significant responsibilities of teachers, counseling and others who work with youth. There is the need for this assistance if the 6-3-3-4 educational system in operation in Nigeria is to make an impact on the lives of youths in our schools.

In summary, many theorists on Career Development have expressed the need for job satisfaction of each individual. If individuals are to find their jobs interesting and satisfying there must be adequate career planning right

from the primary school up to the university. Career planning should be the privilege and responsibility of the individual students. Through career planning students should be able to see the relationship between themselves and the work they intend to do in the future. Hence, job satisfaction is dependent on harmonious relationships between a worker and his work environment.

2.3 Attitudes of Nigerians and other Africans towards work

Onyemelukwe (1973: 114) interviewed 850 managers including employees in many organizations in this country and the workers interviewed felt that management had responsibility for their total welfare which extended even to their families. This shows that managers are expected to assist and show sympathy with the difficulties facing workers, whether such difficulties arise in or out of work. Management often prefers to draw a line between a worker's private life and his life at work. According to Onyemelukwe (1973: 114) this difference in perception of organizational responsibility leaves the worker's needs unattended to. In the same research Onyemelukwe (1973: 116) found that the African worker has a feeling that he is a hired person doing someone else's work, but not an integral part of the organization. This attitude stemmed from the concept of African employment. In the African context a hired person was given food and drink and was treated as a guest. This attitude

is usually taken to work by the African worker. Onyemelukwe (1973: 116) found also that the African worker feels he is employed for the benefit of the employer and that the employer should show gratitude. Unfortunately for the African worker, this notion is in conflict with that of management.

Certain characteristics of the African worker according to Onyemelukwe (1973: 120) are summarized as follows:

- (i) that an African worker works best when his competitive spirit is aroused;
- (ii) that the African worker feels more involved if he takes part in the planning of the work he is to do; and
- (iii) lastly, that he wants to be given a chance to exercise initiative.

According to Onyemelukwe if the employer provides such opportunities for workers, he will attract their "loyalty and dedication" (Onyemelukwe 1973: 120). Duku (1984: 10) opined that most Nigerians (top executive inclusive) would prefer to get their monthly salaries without actually working for it. He cited the enthusiasm with which Nigerian workers welcome public holidays and the anxiety following the last hour before the close

of each day's work as examples to support his claim. Supporting Duku's statement **Arene** (1984: 15) writes "Nigerian worker demonstrates the worst work attitude in the whole world and lacking in commitment and a sense of duty". She attributes Nigerian's poor attitudes to work to the way the colonial masters handled them. According to her they gave Nigerians the impression that civil service work was no one's father's work and should not be accorded any commitment or devotion. **Arene** (1984: 15) however, made a distinction between the private and public sectors. She praised the average Nigerian private entrepreneur for being the most creative, the most resourceful in the whole world, tireless in overcoming obstacles and succeeding under what others often might thought impossible conditions.

In a study conducted in Ghana involving factory workers, **Peil** (1972: 90) asserted that Ghanaian workers consciously conserve their energy on their regular jobs so that they can work on their farms or at other enterprises in the evenings. Talking about punctuality to work, **Peil** (1972: 90) said "most workers see no reason to worry about fifteen to twenty minutes delay in starting work". She attributed lack of punctuality to work to poor clocks or watches,

inadequate transportation and because a few workers who have been farmers find it difficult to adjust to rigorous time keeping. Secondly, coming late to work by Ghanaian workers doesn't bother them because they were the first generation in Ghana to take up industrial work. That the same thing occurred to British workers during the nineteenth century industrial revolution.

Kilby (1961: 279) studied private firms, government departments and public corporations in Nigeria and made the following:

- (i) that the African worker does not possess any inherent incapacities or attitudes which are detrimental to efficient production;
- (ii) that the African worker is well suited to repetitious operations that go on in modern production;
- (iii) that the African worker's willingness to work considerably exceeds that of laborers in developed economics;
- (iv) that certain aspects of machine technology is not suited to the African environmental background so the African worker finds it difficult to adjust; and

- (v) that lack of output of the African worker was associated to the work process, supervision and production control, planning and coordinations, provision of incentives to labor and maintenance of plant equipment.

Asiwe (1985: 12) emphasized that the Nigerian worker directs his loyalty to his family rather than the organization because the organization does not provide for the periods of uncertainty such as retrenchment. He describes a Nigerian worker as lazy, lacking initiative and direction.

In a study of attitudes of Nigerian workers among Universal Textile Workers in Kano, Bamro (1979: 39) found that 64 percent of the workers saw work as a means of livelihood, and 19 percent regarded work as pastime. Glass in Koripamo (1979: 53) surveyed the attitudes of African workers in South Africa and compared them with those of American operators. He concluded that there were no specific cultural traits in African workers which prevented them from acquiring attitudes that were favorable to the industrial work situation. In the same research Glass in Koripamo (1979: 52) tried to measure the degree of industrial commitment among African

workers. She considered variables such as the length of time the worker had spent in industrial work, skill level, attitudes to work and position. Along a seven point continuum ranging from highly committed to totally uncommitted, Glass showed that majority of African workers were as committed as workers in any industrial society. Using acceptance of an industrial way of life as an indication of commitment, Gutland in Koripamo (1979: 64) holds the view that lack of commitment of the African worker is as a result of the general insecurity which the colonial economic development generates.

On the problem of commitment among factory workers in Zaria, Weeks in Koripamo (1979: 65) observes that all the workers in the factory were able to distinguish the status hierarchy within the factory. They also realized that educational certification was the criterion for acquiring better paying jobs and opportunities for advancement. As a result, workers engage in a number ^{of} adaptive strategies which include saving enough money to establish as private businessmen. Oloko (1972: 206) on his part sees management nationality as influencing the commitment of workers to industrial employment. He

tries to show in a study of Nigerian industrial workers that as a result of their common cultural origins and experiences with their workers, Nigerian managers should find it easier to predict Nigerian workers attitudes than European managers. He attributes this advantage to racial factor and its concomitants.

In summary, the African worker and his organization have conflicts in determining the organizational role. The African worker has a belief that his welfare and that of his extended family should be cared for by the organization employing his services, while management often prefers to draw a line between a worker's private life and his life at work. This is one of the sources of conflict between the African worker and his organization. Some studies supported the view that the African worker has equal chance to succeed in his work Kilby 1961, Yesufu 1962, Glass 1962. Others term the African worker as lazy and lacking initiative and direction, Arene 1984, Duku 1984, African workers are to some extent committed to their work but still associate more with their families since that is the way of getting support in time of emergencies such as retrenchment. Ubeku (1985: 15) is of the

opinion that irrespective of the position of the Nigerian worker, his immediate problem is how to be able to look after himself and his family.

2.4 Attitudes of People in other Countries to Work

People in other nations have made great contributions as to how attitudes are formed and changed and how people react to their work. On attitude formation and change Travers (1973: 349-360) seems to emphasize on attitude change rather than attitude formation. He thinks that serious problems in all societies have been attributed to the fact that attitudes are formed that run counter to the development of the country. For example in Nigeria our attitudes towards corruption, honesty, hardwork and dedication have plunged us into a situation that calls for immediate solution so as to have disciplined citizens. Many methods have been used in changing attitudes. Unfortunately, the nature of attitude is such that a condition that will produce effective change in one attitude will not produce effective change in another. Travers (1973: 360) suggested five things that can help attitude change. They are as follows:

- (i) people must consider the source from which the change in attitude is coming;

- (ii) the creditability of the source of change is equally important, the competence of the source and the trustworthiness of the source is important in determining whether the message will or will not change the attitudes;
- (iii) attractiveness of the message. If the source of the change is similar to the receiver of the message attitude may change; and
- (iv) the power of the source of the change in attitudes. The more powerful the source of change in attitude, the more likely the change in attitude.

For example in Nigeria the Federal Government is a more powerful source of change than a Local Government Council. One thing that seems important though not mentioned by Travers is the amount of commitment a person has made to the attitudes already formed. Gibson et al. (1979: 73) emphasized the importance of commitment to an attitude by an employee to be an important factor in attitude change. According to them attitudes that have been publicly expressed are more difficult to change because the person has

shown commitment and to change would be to admit a mistake.

In summing up the importance of attitudes, Oppenheim (1978: 106) states "It would be possible to argue persuasively that in the final analysis every thing in life depends on people's attitudes. Attitudes are so important in fields like politics, marriage, religion, food habits, social change, education, fashion, childrearing, racial prejudice and communication". Tannenbaum (1973: 52) found that a member's attitudes of support for the organization and its policies are likely to change as his position in the hierarchy changes. Lieberman in Tannenbaum (1973: 52) investigated this concept with workers in an appliance manufacturing industry. At the initial stage questionnaires were given to workers who had little support for the organizational policies. A year later the same questionnaires were administered to the same workers who had been promoted foremen. The data from the same questionnaire indicated that those promoted as foremen have greater agreement with the organization and support the organization's policies. Some years later Lieberman administered the questionnaire during

economic recession. As a result of the economic recession eight of the foremen had been demoted to worker status. He found out that the demoted foremen (now at worker status) had regained their original attitudes of disagreeing with organizational policies.

Manley (1975: 58) in his twenty years as a trade unionist in Jamaica found workers attitudes toward work to be given little seriousness. According to him lunch periods in Jamaican factories used to run to two hours or more and that workers had elastic views of rest periods. With respect to justice, Manley (1975: 60) said that workers usually have the notion that justice was irrelevant to their survival. They tended to see every disciplinary issue as a matter of oppression of the employees. Workers viewed discipline not as the pre-condition of efficiency and success or as an extension of each man's responsibility to the society, but rather as the "arbitrary, whimsical and unnecessary imposition of the employer". He gave an example of how workers describe disciplinary requirements as "the wishes of the slave master" (Manley 1975: 61).

2.5 Factors that are responsible for job Satisfaction or job dissatisfaction and their implications

In a study of job satisfaction and performance of teachers in Plateau State, Ezenne (1979: 43) stated that justice in the distribution of rewards is the principal ingredients of job satisfaction. He saw job satisfaction to mean different things to different people. As a result of this what may satisfy one person may not satisfy another person since individuals differ in needs. Peil's study (1977: 81) in Ghanaian factories revealed that the owners of factories were not bothered about workers satisfaction because workers could easily be replaced. In the same study, Peil (1972: 82) asked workers what occupational advice they could give to a young man starting a job. The responses showed that those who were satisfied with their jobs recommended their jobs to other people, whereas those who were not satisfied did not recommend their jobs to other people. She found that even those who indicated that they were satisfied with their jobs were only happy with their jobs because it provided them with daily bread, but not that their jobs were satisfying. People were bound to be happy or else they stay without jobs. Peil (1972: 80) also found out that

low point of work satisfaction is often found in large-scale factories where there is mass production of goods. She attributed this low point of work satisfaction to the fact that in such factories each man does a very small task over and over, with no control over the work process; no sense of participation in the creation of the final product and continual pressure to produce.

In another study, Bamro (1979: 39) investigated the attitudes of workers in the Universal Textiles Limited, Kano and found that seventy percent (70%) of the workers indicated that they were not satisfied with their work because of poor salary. Duku (1984: 14) expressed an opinion that the amount of pay a person receives in Nigeria is not the motivation for job satisfaction. Peil in Koripamo (1979: 58) found that workers in Ghana were unreasonably satisfied with their jobs because of the big competition that was going on among those who had finished from schools. This could apply to Nigeria in view of the on-going retrenchment of workers. It is likely that more workers may be satisfied with the conditions available in their jobs even if those conditions are not favorable to them. Arene (1984: 17) saw

Nigerian workers to be primarily motivated by selfish values of material gains, self-enrichment at all costs, acquisition of personal power and manipulation of others. Duku (1984: 14) shares the same opinion when he states:

Nigerian workers perceive work as an unpleasant endeavour. They work not because they really love what they are doing, but because they are motivated to work because of the monetary rewards that accompany the work. It is not uncommon therefore to find the Nigerian workers very indolent once not under close supervision.

Odejide (1982: 209) is of the opinion that job satisfaction can be achieved if the organization enables each worker to feel that he belongs, that he has a contribution to make to society and that he will be respected by others, no matter how high or low his job is.

Sell and Shipley (1979: 11) are of the opinion that before we talk about job satisfaction we must think through an individual's age, marital status, personality, home and family background and finally the job before the assessment of satisfaction. Projections from age differences have suggested some changes in job satisfaction. Troll (1975: 121) found that 75 percent of workers under 21 years old say that

are satisfied with their jobs, and 84 percent in their 20's say they are, but over 90 percent over 30 years old say they are ^{not} satisfied with their jobs. Hurlock, Crites in Troll (1975: 121) generally felt that in the beginning of a person's work history, just having a job can be satisfying, even if the job is not entirely to one's liking. Differences in job satisfaction base on age has been attributed partly to shifts in educational expectations and values.

Discrepancy models of job satisfaction have been proposed by a number of psychologists, Morse, 1953; Schaffer, 1953; Rosen and Rosen 1955; Rose and Zander, 1957; Porter, 1962; Katzell, 1964 and Locke, 1969 in Houghton et al. (1975:176). They all supported the notion that satisfaction is a function of the difference between a person's preferences and his actual experience. The less the discrepancy between preferences and experiences, the greater the satisfaction. In another study conducted in the United State of America, Sell and Shipley (1979: 125) found that professional pilots were satisfied with their jobs because they had the opportunities to do a difficult job well, they exercised skill and knowledge, and

had high measure of independence to make decisions on the job. Gibson et al. (1979; 281) saw job satisfaction to depend on the levels of intrinsic and extrinsic outcomes and how the job holder views those outcomes, the involvement of the worker in the job, and the perceived equity of the outcome in terms of what the job holder considers as fair reward. According to them, if the outcomes are perceived to be unfair in relation to those of others in similar jobs requiring similar effort, the job holder will experience dissatisfaction and may seek means to restore the equity either by seeking greater reward, or by reducing effort.

In summary, the chapter takes off with a consideration of the meanings people attach to work. It appears that the occupations of individuals influence them to see "work" in different perspectives. It reviews several studies which show that the attitudes of Nigerian and African workers to civil service work is negative, but they have positive attitudes to work if they are working for themselves in their private businesses, that adequate career planning for students from primary school up to the university

is essential for job satisfaction they will experience later when they start working; that Nigerian and African workers will find their jobs satisfying if their needs and the needs of their extended families are catered for by the organization; that Nigerian and African workers may be satisfied with their jobs if they have no alternative job elsewhere and that Nigerian and African workers can be satisfied with their jobs if there is a sense of participation in the production of the final product. The next chapter discusses the methodology and procedure used for the study.

Chapter 3

RESEARCH DESIGN AND PROCEDURE

3.1 Introduction

Data for this study were obtained by employing a sample research method. The opinions of senior, intermediate and junior staff of the Ahmadu Bello University, Zaria, were sampled as to what work means to them, their attitudes towards the work they are doing and the satisfaction or dissatisfaction they derive from their jobs. The three categories of staff of the Ahmadu Bello University Zaria were chosen for this research because the writer wanted to see the different meanings they attach to work and the varying attitudes they have towards their work and their job satisfaction or dissatisfaction. These people having worked for some times are in good position to say what they feel about their jobs. Secondly, the writer considers this time most appropriate to carry out this research study because of the on-going retrenchment of workers by the Ahmadu Bello University, Zaria. With these reasons, the writer felt that the sample selected for the study is in

a better position to:

- (i) state what work means to them;
- (ii) state their attitudes towards work;
- (iii) state whether their jobs are satisfying to them or not;
- (iv) indicate the possible causes of job satisfaction or dissatisfaction; and
- (v) provide possible suggestions as to how the Ahmadu Bello University, Zaria, could help its employees to find their jobs satisfying. The study made use of descriptive survey method, in which the data collected were interpreted.

3.2 Sample

The sample comprises of senior, intermediate and junior staff of the Ahmadu Bello University, Zaria. Specifically the sample was drawn from Kashim Ibrahim Library, The Registry Department, The Estate and works Department, The Sick-Bay Main Campus, Samaru, Zaria and the Faculty of Education.

3.2.1 Selection of Departments and Faculty

There are nine (9) faculties in the Ahmadu Bello University, Zaria. Out of this number the Faculty of Education, the Registry Department,

the Kashim Ibrahim Library, the Estate and Works Department and the Sick-Bay Main Campus Samaru, Zaria were selected for the study.

3.2.2 Selection of Sample Respondents

Senior, intermediate and junior staff were randomly selected from Kashim Ibrahim Library, The Registry Department, the Estate and Works Department, the Sick-Bay Main Campus Samaru, Zaria and the Faculty of Education in the Ahmadu Bello University, Zaria. A simple random sampling was used in both the Departments and the Faculty. At the time of this study these Departments and Faculty have the following number of staff under their employment:

1.	Kashim Ibrahim Library	269
2.	The Registry Department	315
3.	The Estate and Works Dept.	484
4.	The Sick-Bay Main Campus	194
5.	Faculty of Education	<u>187</u>
	Total	= <u>1,449</u>

The writer selected the following number of staff in each Department and Faculty to be given a questionnaire each.

1.	Kashim Ibrahim Library	100
2.	The Registry Department	100

3.	The Estate and Works Department	120
4.	The Sick-Bay Main Campus	100
5.	Faculty of Education	<u>100</u>
		<u>520</u>

A total of five-hundred and twenty (520) questionnaires were given to the four departments and the faculty.

Department or Faculty	Question Return ed	Valid Ques. ed	%
1. Kashim Ibrahim Library	79	75	75
2. The Registry Department	80	77	77
3. Estate and Works Department	103	99	82.5
4. The Sick-Bay Main Campus	73	70	70.0
5. Faculty of Education	<u>86</u>	<u>83</u>	<u>83.0</u>
Total =	421	404	

Out of the total of (520) five-hundred and twenty questionnaires distributed, four-hundred and twenty-one (421) were returned. Four-hundred and four (404) questionnaires were found valid. On the whole a total of four-hundred and four (404) members of staff of the Ahmadu Bello University, Zaria, were included in this study.

3.3.1 Research Instrument

A questionnaire method was used for data collection. The questionnaire format was used in order to obtain the respondents' own ideas on

the research topic and to gather a wide variety of opinions as to what "work" means to them, their varying attitudes to work and the satisfaction they derive from their jobs. One set of questionnaire was constructed for all the respondents. The title of the questionnaire was "Work: What it means to the Ahmadu Bello University staff, their attitudes to work and job satisfaction" (see appendix B for specimen questionnaire). This questionnaire is a modification of Centers' ten hypothetical jobs. In Centers' analysis these ten jobs are designated as exemplifying leadership, interesting experience, esteem, power, security self-expression, profit, fame, social service and independence (Peters and Hansen 1966: 27). From replies to these questions Centers in (Peters and Hansen 1966: 27) concludes that "there are distinct differences in the desires or value preferences of the various occupational strata". It is the hope of the writer that after the responses are tabulated and comparisons made he can be able to make categorical statements about the staff of the Ahmadu Bello University, Zaria.

3.3.2 Construction of the Questionnaire

A twenty-one item questionnaire was constructed to seek the opinions of staff concerning what work means to them, their attitudes to work and their job satisfaction or dissatisfaction. In addition they were asked to indicate three aspects of a job that are most important to them, what aspects of their work satisfy them and what aspects frustrate them. The questions were constructed in such a way that it would be simple for the respondent to fill and also easy to analyse. In enlisting co-operation for the survey study, the respondents were given assurance that all findings will be reported without mentioning the name of anyone who participated in the research. In supporting the anonymity of respondents Oppenheim (1966: 37) states "this is often crucial in obtaining frank and revealing responses". Each section of the questionnaire carried a detailed instruction to guide the respondents in responding to the questions. Three types of questions were asked. They were those requiring respondents to:

- (i) select from among the best alternatives;
- (ii) select and rank their responses among certain items; and
- (iii) give free expression of opinions.

By doing these the writer has an added advantage of both closed and open questions.

Writing on the type of questions that should be used in sampling respondents' mind Oppenheim (1966: 45 - 50) is of the opinion that questions should sample the respondents' universe so that he should be able ^{to} outline its salient features, general direction and the presence and absence of specific items. He emphasized three things that can improve responses. They are the content of the questions should be right; the wording must be suitable and lastly the response categories must help the respondent without biasing the answers (Oppenheim (1966: 51)).

Questions in seven areas were included in the twenty-one item questionnaire. The questionnaire asked the respondents to:

- (i) provide their personal information (Questions 1 - 8);
- (ii) select three most important aspects of a job out of thirteen aspects of a job (Question 9);
- (iii) select three characteristics of a job that are of greatest concern and three characteristics of least concern to respondents (Question 10 - 11);

- (iv) show how they chose the work they are now doing (question 12);
- (v) express their attitudes towards work and to show how satisfied or dissatisfied they are with their jobs (questions 13-18);
- (vi) state two factors of satisfaction or dissatisfaction with their jobs (Questions 19 - 20); and
- (vii) make possible suggestions that will help the university improve their welfare and that of other workers (Question 21).

3.3.3 Validation of the Questionnaire

The draft questionnaire was submitted to each of the following staff of the Faculty of Education, Ahmadu Bello University, Zaria, Dr. M.J. Shuaibu, Dr. S.K. Fianu, Mr. John Adeogun and Dr. Okatahi. Each of them criticized and made valuable suggestions. As a result of their advice some items were dropped and some rephrased. After this, the writer still gave the draft questionnaire to Dr. Abbas Ahuwan of the Department of Industrial Design Ahmadu Bello University, Dr. James Zasha and Mr. Michael Tungalergo Department of Sociology, Dr. J.A. Oladipo and Mr. L. Fulkerson, Computer Centre, Ahmadu Bello University, Zaria. Each one of them made valuable

suggestions which improved the draft questionnaire. None of these people was used in the final study.

Before the questionnaires were administered they were pretested on a small group of staff of the Institute of Administration, Ahmadu Bello University, Kongo Campus, Zaria. Senior, intermediate and junior staff were involved in the pilot study. This was followed by personal interviews with some of the junior staff members. Through this pretesting the actual wording of the questions were improved and difficulty in understanding or knowing what the writer wants were identified. The writer is of the opinion that having subjected the questionnaire to the above tests, the questionnaire can now be accepted as valid and reliable. None of those who participated in the pilot study was used in the final study.

3.3.4 Limitations of the Questionnaire

A questionnaire has the advantage of observing the data beyond the physical reach of the observer. Despite the advantages of questionnaire method in gathering information, the writer is aware of some of its limitations. Some of the limitations the writer thinks can interfere with the results of this data could be loss of information due to lack of relevance of

the questions. Also many open questions due to the freedom they give the respondent may produce a good deal of information that is not really relevant to the problem of the researcher. Loss of information can also occur in the use of closed questions. The alternatives these type of questions offer may bias the responses. Sometimes conflicting information is usually obtained. The difficulty of validating attitudinal measures because of their abstract and indirect nature and because of the absence of suitable criteria poses a serious limitation for this research study (Oppenheim 1966: 151).

In view of these limitations the writer conducted an oral interview with the different categories of workers - senior, intermediate and junior staff of the Ahmadu Bello University, Zaria. The main aim of such interviews was to find out whether information supplied is genuine or not and also to cross check and supplement the information contained in the questionnaire.

3.4 Administration of the Questionnaire

Before administering the questionnaires the writer presented a letter of request to each of the heads of departments and the Dean of the

Faculty soliciting permission to conduct the survey (see Appendix C). After each head of department and the Dean of the Faculty has approved that the research should be conducted, the questionnaires were administered. The writer administered the questionnaires personally to the respondents. The writer visited those departments and the faculty several times in order to collect completed questionnaires.

3.5 Analysis of Data

After all the questionnaires had been collected, the writer checked through all of them if they had been completed according to the instruction. A few that were wrongly completed were rejected. Four-hundred and four (404) questionnaires were completed according to the instruction. All the data obtained were assembled, coded, tabulated and analysed item after item. The analysed data was then summed up using a point of reference in each case to form the bases of the tables presented and analysed in chapter four of this research work. The following statistical methods were used in analysing the data:

- (i) frequencies and percentages were used for ranked items (Questions 12 and 13).

(ii) The chi-square was used to measure variables and secondly, to determine if the frequencies or proportions observed in the sample would also hold in the population. Palumbo (1977: 332) suggests this formula for the chi-square

$$\chi^2 = \sum_{i=1}^k \frac{(O_c - E_c)^2}{E_i}$$

where O_c is the observed cumulative frequency, E_c is the expected cumulative frequency.

Chapter 4

PRESENTATION OF THE FINDINGS

4.1 Introduction

In this chapter the results of the study are reported. The groups were made up of the senior, intermediate and junior staff of the Ahmadu Bello University, Zaria. The groups were randomly selected from the Kashim Ibrahim Library, Registry Department, Estate and Works Department, Sick-Bay Main Campus, Samaru and the Faculty of Education. The respondents answered questions on work characteristics, their attitudes to work and job satisfaction or dissatisfaction. Similarly respondents ranked work characteristics that are most important and least important to them.

The results of the study were analyzed using two statistical methods. The first was the simple frequencies and percentages. These were to show the number of times certain phenomena occurred in the groups of respondents. The Chi-square test of significance was used to determine the significance differences within

the specific demographic categories. The description of the tables are as follows:

- (i) Tables 4.3 to 4.7 present the demographic data of the respondents;
- (ii) Tables 4.8 to 4.10 present the responses of the respondents ranking work characteristics;
- (iii) Table 4.11 presents data about how respondents had chosen their work;
- (iv) Tables 4.12 and 4.13 present data about the attitudes of respondents to work;
- (v) Table 4.14 presents data about the job satisfaction of the respondents;
- (vi) Table 4.15 presents data as to how much of the time respondents were satisfied with their work;
- (vii) Table 4.16 presents data about the satisfaction of respondents with departmental promotions;
- (viii) Table 4.17 presents data about the opinions the respondents gave about their salaries;
- (ix) Table 4.18 presents data showing two major reasons respondents gave for being satisfied with their jobs;

- (x) Table 4.19 presents data showing two major reasons respondents gave for being dissatisfied with their jobs; and
- (xi) Table 4.20 presents data on the suggestions respondents made to the university administration that might improve their welfare and that of other workers.

Table 4.1: Distribution of Respondents According to Department/Faculty and Sex .

DEPARTMENT/FACULTY	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
Kashim Ibrahim Library	51	12.6	24	5.9	75	18.5
The Registry Department	55	13.6	22	5.4	77	19.0
The Estate and Works Department	87	21.5	13	3.2	99	24.5
The Sick-Bay Main Campus	43	10.6	27	6.7	70	17.3
Faculty of Education	69	17.1	14	3.5	83	20.6
Total	305	75.5	99	24.5	404	100

Table 4.1 shows that about seventy-six percent of the respondents (305) in the study were males, while about twenty-five percent (99) of the respondents were females. The Estate and Works Department has the highest number of male respondents of about twenty-two percent of the respondents.

This large number of male respondents in the Department may be due to the nature of its job, most of which demands manual labor. The Sick-Bay has the highest percentage of female respondents (about seven percent) but has the lowest percentage of male respondents (about eleven percent). This can also be associated to the nature of the work in the Sick-Bay which tends to attract more females.

Age Range of the Respondents

The age range of the respondents has been found in some studies to be a factor in job satisfaction. For example Troll (1975: 121) made some projections which proved that age differences were related to job satisfaction. Probably the age range of the respondents in this study may influence the respondents' ideas about work and may even influence their attitudes to work and job satisfaction.

Table 4.2: The Age Range of Respondents.

AGE RANGE	N	%
15-20 years	3	.74
21 - 25 years	55	13.60
26 - 30 years	104	25.74
31 - 35 years	103	25.50
36 - 40 years	82	20.30
41 - 45 years	17	4.20
46 - 50 years	12	2.99
51 - 55 years	4	1.00
56 - 60 years	2	.50
Did not indicate	22	5.44
Total	404	100

The data in Table 4.2 shows that about twenty-six percent of the respondents (104) in the study were between the ages of twenty-six and thirty years. About twenty-six percent of the respondents (103) were between the ages of thirty-one and thirty-five years. In other words, about fifty-two percent of the respondents (207) were between the ages of twenty-six and thirty-five years. Only two respondents (less than one percent of the respondents) were between the ages of fifty-six to sixty years. Twenty-two respondents (about six percent) did not indicate their ages.

Description of Respondents According to Rank

The rank or title of the individual within an organization is important. The ranks individuals hold within the organization give them the rights to the pay they receive, the prestige and any prerequisites that may be associated with the rank. The ranks individuals hold are determined by their educational qualifications, the amount of training they have acquired and years of working experience. The ranks of individuals are important because they place individuals on certain decision-making roles (Schafer 1973: 107). Within an organization, people work together but are rewarded differently. For example, people at the higher levels of the hierarchy are not only paid more salary, but are given certain privileges such as freedom to decide the movements of other workers. They have more security, and they have the ability to choose and manipulate the job content. The self-interest of members within an organization can be met depending partly on where they are in the organizational hierarchy. A member's attitudes of support for the organization and its policies are likely to change as his position in the hierarchy changes (Lieberman in Tannenbaum 1973: 52).

Table 4.3 below shows the distribution of respondents according to department and faculty and their ranks.

Table 4.3: Distribution of Respondents According to Department/Faculty and their various Ranks.

DEPARTMENT/FACULTY	SENIOR STAFF		INT. STAFF		JUNIOR STAFF		TOTAL	
	N	%	N	%	N	%	N	%
Kashim Ibrahim Library	26	6.4	18	4.5	31	7.7	75	18.56
The Registry Department	37	9.2	20	5.0	20	5.0	77	19.06
The Estate and Works Department	34	8.4	29	7.2	36	8.9	99	24.5
The Sick-Bay Main Campus	34	8.4	12	3.0	24	5.9	70	17.32
Faculty of Education	45	11.1	20	5.0	18	4.5	83	20.54
Total	176	43.6	99	24.5	129	31.9	404	100

Key

Sen. = Senior Staff

Int. = Intermediate Staff

Jun. = Junior Staff

Table 4.3 shows that about 44 percent (176) of the respondents were senior staff. The high rate of response by the senior staff may partly be attributed to their sense of responsibility and comitment to their work. It may also be explained that the senior staff in the study knew the value of research and that might have been the

reason they were willing to participate in the study. Lastly, it could have been that by virtue of their positions they were motivated to contribute to the study. One hundred and twenty-nine (129) junior staff (about 32 percent of the respondents) participated in the study. Only ninety-nine (99) intermediate staff (about 25 percent in the group) participated in the study. The low rates of response by both the junior and intermediate staff may partly be related to their educational backgrounds.

Description of Respondents According to Marital Status

Asiwe (1985: 14) is of the opinion that the Nigerian worker directs his loyalty to his family rather than the organization he is working for. Similarly, Dyer in (Isaacson 1979: 121) studied the reciprocating influence between family attitudes and the father's job satisfaction. He hypothesized that the father's job satisfaction is influenced by the feelings of his wife and the children toward the job and also that family members gain satisfaction about the father's job according to their perceptions of his work. With these feelings being expressed about the relationship between the

worker and his or her marital status, the writer is keenly interested in finding out the number of respondents that are married, single or divorced. Table 4.4 below shows the distribution of respondents according to Department/Faculty and marital status.

Table 4.4: Distribution of Respondents According to Department/Faculty and Marital Status.

DEPARTMENT/ FACULTY	MARR- IED		SINGLE		DIVORCED		TOTAL	
	N	%	N	%	N	%	N	%
Kashim Ibrahim Library	66	16.3	9	2.2	0	0	75	18.6
The Registry Department	61	15.1	14	3.5	2	0.5	77	19.1
The Estate and Works Department	82	20.3	17	4.2	0	0	99	24.5
The Sick-Bay Main Campus	60	14.9	10	2.5	0	0	70	17.3
Faculty of Education	71	17.6	11	2.7	1	.25	83	20.5
Total	340	84.2	61	15.1	3	.74	404	100

Table 4.4 above shows the distribution of respondents according to Departments/Faculty and their marital status. The table shows that 84 percent (340) of the respondents were married. The Estate and Works Department has the highest number of married people. For instance 82 respondents (20 percent) from the Estate and Works

Department were married. Sixty-one respondents in the sample were single. This represents fifteen percent of the total respondents and less than one percent of the respondents were divorcees at the time this research study was going on.

Description of Respondents According to Department/
Faculty and Years of Working Experience

Generally speaking, those workers who are trained, experienced and productive may find some aspects of their work satisfying. Onyemelukwe (1973: 116) found out that the African worker expects his promotion to be based on age and years of working experience, but most organizations base promotions on merit. The years of working experience of the respondents may influence what individuals perceive work to mean to them, their attitudes to work and job satisfaction or dissatisfaction. Table 4.5 below shows the distribution of respondents according to their Department/Faculty and years of working experience.

of freedom and the probability of significance was .3112, therefore their choices of this item were not influenced by their occupational categories.

The same data were crosstabulated with the educational categories of the respondents. The result produced raw-chi-square of 18.10245 with 14 degrees of freedom and the probability of significance was .2022, therefore the educational categories of the respondents did not affect their choices of this item. The responses of the respondents to the item "Personal interest in work" were crosstabulated with their sex. . The result had a raw chi-square of 1.19290 with 2 degrees of freedom and the probability of significance was .5508, therefore their sex did not produce significant differences in their choices of this item. The same data were crosstabulated with the occupational categories of the respondents. The raw chi-square was 30.32311 with 46 degrees of freedom and the probability of significance was .0164, therefore the occupational categories of the respondents did not create differences in their choices of this item.

The same data were crosstabulated with the educational categories of the respondents. The result produced a raw chi-square of 13.25719 with

Table 4.5: Distribution of respondents According to their Departments/Faculty and Years of Working Experience.

YEARS OF WORKING EXPERIENCE	K.I.L.		REGIS-TRY		ESTATE		SICK-BAY		FAC OF EDUC.		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Under 1 yr.	1	.25	1	.25	1	.25	4	1.00	1	.25	8	1.98
1 - 5 yrs.	19	4.7	30	7.4	23	6.7	17	4.2	22	5.4	111	27.47
6 - 10 yrs	36	8.9	26	6.4	38	9.4	28	6.9	37	9.2	165	40.84
11 - 15 yrs	13	3.2	11	2.7	18	4.5	13	3.2	11	2.7	66	15.34
16 - 20 yrs	4	1.0	6	1.5	11	2.7	5	1.2	4	1.00	30	7.42
21 - 25 yrs	2	.50	3	.74	6	1.5	3	.74	3	.74	17	4.21
26 - 30 yrs	0	0	0	0	0	0	0	0	0	0	0	0
Over 30 yrs	0	0	0	0	2	.50	0	0	5	1.2	7	1.73
Total	75	18.56	77	19.1	99	24.5	70	17.3	83	20.5	404	100

Key

Yrs. = Years

K.I.L. = Kashim Ibrahim Library

Fac. of Educ. = Faculty of Education.

A close look at Table 4.5 shows that one-hundred and sixty-five (165) respondents representing about 41 percent had worked for ten years. Those who had worked for five years were one hundred and eleven (111), which represents about 28 percent of the respondents. The Estate and Works Department

had the highest number of experienced workers. For example two respondents from the Department had worked for over thirty years. The Faculty of Education had the second highest number of experienced workers. For instance thirty-seven (37) respondents in the Faculty had worked for ten years. The table further shows that none of the respondents in the group had worked between twenty-six and thirty years, but that only seven (7) respondents (approximately 2 percent) in the group had worked for over thirty years. On the whole about eighty-five percent of the respondents in the sample (342) had between one to fifteen years of working experience.

Description of Respondents According to their Educational Categories

Education and work are interrelated. This is because every profession requires a thorough grounding in certain knowledge. For example the classroom teacher requires adequate knowledge on how learning takes place. In order for an individual to become an effective class room teacher an individual needs an understanding of the students such as what the students are like, what background they have, their interests, what motivates them, what they want to accomplish and

how they learn (Isaacson 1979: 31). It is an established fact that different kinds of work require varying degrees and types of educational preparation. Knowledge and skills in different subjects relate to performance in different work roles and job satisfactions depend upon the extent to which an individual can find adequate outlets in his job for his abilities, interests, values and personality traits (Isaacson 1979: 54). Table 4.6 below shows the distribution of respondents according to their Department/Faculty and Educational Categories.

Table 4.6: Distribution of Respondents According to their Department/Faculty and Educational Categories.

EDU'L CAT.	KIL		REGIS- TRY		ESTATE		SICK- BAY		FAC. OF EDUC.		TOTAL %	
	N	%	N	%	N	%	N	%	N	%		
C.P.E.	15	3.7	8	1.9	30	7.4	18	4.5	18	4.5	89	22.03
C.F.P.E	26	6.4	28	6.2	34	8.4	22	5.4	25	6.2	132	32.67
C.P.	13	3.2	26	6.4	25	6.2	26	6.4	15	3.7	105	25.98
C.U. (BA,MA, Ph.D.)	21	5.2	18	4.5	10	2.5	4	1.0	25	6.2	78	19.30
Total	75	18.5677	194	99	24.5	70	17.383	20.5	404	100		

Key:

C.P.E. = Completed Primary Education
 C.P.P.E. = Completed Post Primary Education
 C.F. = Completed Polytechnic
 C.U. = Completed University
 B.A. = Bachelor's Degree
 M.A. = Master's Degree
 Ph.D. = Doctor of Philosophy.

Table 4.6 shows the number of respondents according to their departments/Faculty and their educational categories. One hundred and thirty-two (132) respondents (about 33 percent in the group) completed post-primary education. About twenty-six percent of the respondents (105) successfully completed their training in the Polytechnics. The respondents in the group had ordinary and Higher National Diploma qualifications. About twenty-one percent (80) respondents were Ordinary National Diploma holders, whereas about five percent (25 respondents) were Higher National Diploma holders. About twenty percent of the respondents in the study (78) were graduates of the university.

Description of Respondents According to their Occupational Categories

Occupational prestige is generally recognized as an important feature of any occupation. Caplow in Isaacson (1979: 137 - 138) has proposed eight

items as elements in occupational prestige.

According to him these elements are; extent of responsibility in the work, nature of the work, amount of formal education required, length of training, authority, social class attributes of the occupation, income, both amount and certainty and behavior control. Two reasons seem to support the importance of occupational prestige and they are:

- (i) the considerable variation in the amount of prestige generally given to various occupations; and
- (ii) the impact that such prestige values have on young people and their parents in considering and evaluating occupations

(Isaacson 1979: 137). Table 4.7 below shows the distribution of respondents according to their Departments/Faculty and occupational categories.

Table 4.7: Distribution of Respondents According to their Departments/Faculty and Occupational Categories.

OCCUP. CAT.	DEPARTMENT/FACULTY										TOTAL	
	K.I.L.		REGIS-TRY		ESTATE		SICK-BAY		FAC OF EDUC		N	%
	N	%	N	%	N	%	N	%	N	%	N	%
T & R	8	1.98	-	-	-	-	-	-	39	9.6	47	11.63
Admin.	19	4.7	46	11.4	11	2.7	4	.99	19	4.7	99	24.50
Lib.	32	7.9	-	-	-	-	-	-	2	.50	34	8.42
Tech.	-	-	-	-	40	9.9	14	3.7	2	.50	56	14.20
Cl.	16	3.9	28	6.9	15	3.7	6	1.5	18	4.5	83	20.5
S.S.W.	-	-	3	.74	6	1.5	9	2.2	3	.74	21	5.68
Eng.W.	-	-	-	-	27	6.68	-	-	-	-	27	6.68
M.P.	-	-	-	-	-	-	37	9.2	-	-	37	9.2
Total	75	18.56	77	19.1	99	24.5	70	17.3	83	20	404	100

Key

T & R = Teaching and Research

Admin. = Administration

Lib. = Librarianship

Tech = Technician

Cl. = Clerical Staff

S.S.W. = Semi-Skilled Worker

Eng.W. = Engineering Work

M.P. = Medical Personnel

Table 4.7 above shows the occupational categories of the respondents. About twenty-five percent of the respondents in the group (99) were involved in administration. About twenty-one

percent (83 respondents) were the clerical staff. There were 56 technicians in the sample which represents about fifteen percent of the total respondents. The respondents who were involved in teaching and research were 47 (about twelve percent) of the total respondents. The medical personnel were 37 (about ten percent) of the total respondents. In this case nursing sisters, nursing superintendents, staff nurses, health inspectors, medical doctors and sanitary inspectors have been collectively called medical personnel.

4.2 Important Work Characteristics

Working by both men and women is so common that the question "why do people work?", is seldom asked. People are more likely to wonder why people climb mountains, go to the moon, or commit suicide than to question the motivational basis of the decision to work. If asked directly why they work, most individuals would probably give answers such as: "They work because there is work to be done, because they like work, or because they need to earn a living". All these answers contain a grain of truth, but their apparent simplicity makes work look easy, though it is an extremely complex and basic problem to men and women (Kazi 1984: 1).

Work means different things to different people. The literature reviewed indicates that meanings people attach to "work" may be related to the type of occupations they are involved in. Question Number 9 in the questionnaire asked respondents the most important, second most important and third most important characteristics of work. They were asked to circle three out of thirteen work characteristics and to indicate their order as follows:

- 1 = most important characteristic of work;
- 2 = second most important characteristic of work;
- 3 = third most important characteristic of work.

The question aimed at reviewing what respondents see as the most important, second most important and third most important characteristics of work.

The thirteen characteristics of work given in the questionnaire are as follows:

- Increase knowledge and skill
- Interesting work
- Opportunity to help other people
- High salary or income on the job
- Opportunity to be independent
- Friendly and nice co-workers
- Avoiding a job that takes too much out of you.
- Chance to exercise leadership
- Making a lot of money

Personal interest in work

Opportunity for rapid advancement

High prestige and social status

Variety in work assignments.

The responses to this question are summarized in Table 4.8. Table 4.8 shows the ranking by respondents of the three most important characteristics of work.

Table 4.8: Ranking by Respondents of the three most important characteristics of work.

WORK CHARACTERISTICS	MOST IMP. CR	%	SEC. CR	%	MOST THIRD CR	%	TOTAL FRE.	ITEM SCORE	RANK	
Increase Knowledge and skill	345	28.5	30	2.5	47	3.9	.562	522	1.252	1
Interesting Work	141	11.6	38	3.1	24	1.9	.223	203	.503	5
Opportunity to help other people	177	14.6	160	13.2	62	5.1	.498	399	.989	2
High salary or income on the job	63	5.2	56	4.6	14	1.1	.156	133	.329	6
Opportunity to be independent	39	3.2	36	2.9	27	2.2	.144	102	.253	7
Friendly and nice co-workers	24	1.9	52	4.3	22	1.8	.139	98	.243	8
Avoiding a job which takes too much out of you.	24	1.9	8	.66	6	.49	.045	38	.095	13
Chance to exercise leadership	18	1.4	20	1.6	16	1.3	.079	54	.133	10
Making a lot of money	12	.99	14	1.1	3	.24	.035	29	.072	13
Personal interest in work	120	9.9	82	6.8	57	4.7	.342	259	.642	3
Opportunity for rapid advancement	96	7.9	94	7.7	43	3.5	.302	233	.577	4
High prestige and social status	15	1.2	24	1.9	10	.82	.067	49	.122	11
Variety in work assignments	18	1.4	34	2.8	29	2.4	.129	81	.201	9

Key: Most Imp. = Most important.

Third most = Third most important

Sec. Most = Second most important.

C. R. = Computed responses

Interpretation

The data on this table have been computed as follows:

- (i) All the items that have been ranked as 1 are multiplied by three. For example if 5 respondents ranked an item as 1 it will be $3 \times 5 = 15$.
- (ii) All the items that have been ranked as second most important are multiplied by two. For example if 5 respondents ranked an item as the second most important it will be $2 \times 5 = 10$.
- (iii) Similarly, all the items that have been ranked as the third most important are multiplied by one. For example if 5 respondents ranked an item as the third most important it will be $1 \times 5 = 5$. Therefore the responses are showing quality not number of respondents. To find the number of respondents the computed responses should be divided by 3, 2, 1 as the case may be.

Table 4.8 above shows that "increase knowledge and skill" has a total of 522 computed responses, with an item score of 1.252 thus ranking the first

item among the thirteen work characteristics presented in the questionnaire. "Opportunity to help other people" has a total of 399 computed responses with an item score of .989 thus ranking the second item among the thirteen work characteristics presented in the questionnaire. "Personal interest in work" was ranked as the most important work characteristic with 120 responses, second most important characteristics 82 responses, the third most important work characteristics with 57 responses. The total computed responses was 259 with an item score of .642 thus ranking the third most important work characteristic among the thirteen work characteristics presented in the questionnaire.

The three most important work characteristics were crosstabulated in order to see if differences could be traced to demographic factors. "Increase knowledge and skill" was crosstabulated with the sex of the respondents. The result produced raw chi-square of 4.71934 with 2 degrees of freedom and the probability of significance was .0945, therefore the sex of the respondents did not create any difference in the choice of that item. The same data were crosstabulated with the occupational categories of the respondents. The result produced raw chi-square of 23.45887 with 12 degrees of freedom

and the probability of significance was .0240, therefore their choices of this item were not influenced by their occupational categories. The same data were crosstabulated with the educational categories of the respondents. The result produced raw chi-square of 30.65191 with 14 degrees of freedom and the probability of significance was .0062, therefore the educational categories of the respondents did not show any significant difference in their choice of this item.

"Opportunity to help other people" was crosstabulated with the marital status of the respondents. The result produced raw-chi-square of 6.40641 with 4 degrees of freedom and the probability of significance was .1708, therefore the marital status of the respondents did not affect their choices of this item. The same data were crosstabulated with the sexes of the respondents. The result produced raw chi-square of 4.16301 with 2 degrees of freedom and the probability of significance was .1247, therefore the sexes of the respondents did not either influence or inhibit their choices of this item. The same data were crosstabulated with the occupational categories of the respondents. The result produced raw chi-square of 18.21946 with 16 degrees

of freedom and the probability of significance was .2981, therefore the occupational categories of the respondents did not influence their choices of this item.

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14 degrees of freedom and the probability of significance was .5064, therefore the educational categories of the respondents did not have significant differences in their choices of this item. The same data were crosstabulated with the marital status of the respondents. The result produced raw chi-square of 6.07757 with 4 degrees of freedom and the probability of significance was .1934, therefore the marital status of the respondents did not show significant differences in their choices of this item. In conclusion it can be said that the ranking of the most important, second most important and third most important work characteristics by the respondents were not influenced by their sex marital status, educational categories and occupational categories.

The respondents were asked in question number 10 to rank the three work characteristics that are of greatest, second greatest and third greatest or least concern to them. Respondents were to rank them as in question number 9. The question provided each respondent with thirteen characteristics associated with work and work settings. This question is aimed at verifying the consistency of the respondents' choices of work characteristics. Table 4.9 below shows their computed responses.

Table 4.9: Work Characteristics that are of Greatest, Second Greatest and Third Greatest or Least Concern to the Respondents.

WORK CHARACTERISTICS	G. CON.		SECON. G.		THIRD G.		% FREQ.	TOTAL	ITEM SCORE	RANK
	CR	%	CR	%	CR	%				
Increase knowledge and skill	216	17.8	78	6.4	36	2.9	.364	330	.817	2
Interesting work	21	1.7	18	1.4	18	1.4	.075	57	.135	8
Opportunity to help other people	444	36.6	152	12.5	35	2.8	.641	631	1.561	1
High salary or income on the job	63	5.2	56	4.6	14	1.1	.156	133	.329	4
Opportunity to be independent	21	1.7	18	1.4	14	1.1	.074	53	.131	10
Friendly and nice co-workers	27	2.2	26	2.1	48	3.9	.173	101	.250	6
Avoiding a job that takes too much out of you	24	1.9	8	.66	6	.49	.045	38	.095	12
Chance to exercise leadership	18	1.4	20	1.6	16	1.3	.079	54	.133	9
Making alot of money	12	.9	14	1.1	3	.24	.035	29	.072	13
Personal interest in work	24	1.9	64	5.2	38	3.1	.193	126	.343	5
Opportunity for rapid advancement	96	7.9	94	7.7	43	3.5	.302	233	.577	3
High prestige and social status	15	1.2	24	1.9	10	.82	.067	49	.122	11
Variety in work assignments	18	1.4	34	2.8	29	2.4	.129	81	.201	7

Key: G. Con. = Greatest Concern Third G. = Third Greatest Concern

Sec. Con. = Second Greatest Concern

Freq. = Frequency
C.R. = Computed responses.

Table 4.9 shows the computed responses of three work characteristics that were of greatest, second greatest and third greatest concern to the respondents. "Opportunity to help other people" has a total of six-hundred and thirty-one (631) computed responses with 1.561 item score and thus ranking the most popular work characteristic among the thirteen work characteristic presented in the questionnaire. "Increase knowledge and skill" has a total of three-hundred and thirty computed responses (330) with an item score of .817 and thus ranking as the second most popular of the thirteen work characteristics presented in the questionnaire. "Opportunity for rapid advancement" has a total of two-hundred and thirty-three (233) computed responses with an item score of .577. Opportunity for rapid advancement was the third most popular among the thirteen work characteristics presented in the questionnaire.

When the occupational categories of the respondents were considered it was revealed that "Increase knowledge and skill" was chosen as the most important, second most important and third most important by thirty-six (36) technicians out of fifty-six (56) technicians who participated in

the study. This represents about 9 percent of the respondents (404). Twenty-five (25) librarians chose "Increase knowledge and skill as the most, second most and third most important work characteristic. This represents about 74 percent of the librarians (34) who participated in this research. About 50 percent of the clerical staff (41) ranked "Increase knowledge and skill as the most important, second most important and third most important characteristic of work. About 58 percent of the administrators (57) who participated in this study chose "Increase knowledge and skill as an important work characteristic.

"Opportunity to help other people" was considered an important work characteristic by about 72 percent of those who were involved in teaching and research; about 70 percent of the medical personnel considered "opportunity to help other people" as an important work characteristic; about 61 percent of the administrators considered this item as an important work characteristic; about 54 percent of the clerical staff considered the same item; and lastly about 53 percent of the technical staff considered this item as an important work characteristic.

Table 4.10: Work Characteristics of Least Concern, Second least Concern and Third Least

Concern to the Respondents.

WORK CHARACTERISTIC	1 LEAST CR	2 LEAST CR	3 LEAST CR	% LEAST %	1 LEAST CR	2 LEAST CR	3 LEAST CR	% LEAST %	% OF FREQ.	TOTAL	ITEM SCORE	RANK
Increase knowledge and skill	27	2.2	4	.33	4	.33	4	.33	.037	35	.686	9
Increase work	12	.99	18	1.4	28	2.3	28	2.3	.039	58	.143	8
Opportunity to help other people	24	1.9	3	.24	6	.49	6	.49	.035	33	.082	11.5
High salary or income on the job	12	.99	7	.57	10	.82	10	.82	.040	29	.073	13
Opportunity to be independent	51	1.2	3	.24	14	1.1	14	1.1	.208	161	.399	6
Friendly and nice co-workers	42	3.5	22	1.8	24	1.9	24	1.9	.119	88	.218	7
Avoiding a job which takes too much out of you	390	32.1	52	4.3	124	10.2	124	10.2	.604	566	1.401	2
Chance to exercise leadership	87	7.2	73	6.0	94	7.8	94	7.8	.359	254	.629	3
Making a lot of money	348	28.7	62	5.1	188	15.5	188	15.5	.673	598	1.480	1
Personal interest in work	81	6.7	57	4.7	38	3.1	38	3.1	.255	176	.436	5
Opportunity for rapid advancement	18	1.4	7	.57	8	.66	8	.66	.042	33	.082	11.5
High prestige and social status	69	5.6	44	3.6	110	9.0	110	9.0	.302	223	.577	4
Variety in work assignments	12	.99	8	.66	14	1.1	14	1.1	.047	34	.084	10

Key: 1 Least = The Least Concern C.R. = Computed Responses.

2 Least = The Second Least Concern

3 Least = The third Least Concern

Table 4.10 above presents a very surprising and controversial data of what the respondents felt were the work characteristics of least concern to them. The data surprisingly revealed that "making a lot of money" was the work characteristic of "least concern" to the respondents. The literature reviewed earlier in this study - Peil, 1972; Onyemelukwe, 1973; Asiwa, 1984; Arene, 1985 - show that the Nigerian or African worker values money more than anything else in his work. Real life situations shows that many full-time workers now also engage in part-time employment just to make the ends meet.

It seems unrealistic to see that "making a lot of money" was considered by the respondents as the least work characteristic of concern to them. This item has a total of 598 computed responses with an item score of 1.480. Thus it was considered the least concern among the thirteen work characteristics presented in the questionnaire. "Avoiding a job which takes too much out of you" has a total of 556 computed responses with 1.401 item score, thus it became the second least work characteristic considered by the respondents. The item "chance to exercise leadership" has a total of 254 computed responses with .629 item score. It is the third least considered work characteristic by the respondents.

Hypothesis 1 states that there are no significant differences in the meanings the senior, intermediate and junior staff attach to work. In order to establish a basis for accepting or rejecting this hypothesis the most favored items were crosstabulated with the demographic data of the respondents and the results are as follows:

- (i) "Increase knowledge and skill" was crosstabulated with the ranks of the respondents. The raw chi-square was 3.7852 with 4 degrees of freedom and the probability of significance was .4382, therefore null hypothesis is accepted because it is not significant at .05 level.
- (ii) The item "making a lot of money" was crosstabulated with the ranks of the respondents. The result produced raw chi-square of 9.35223 with 4 degrees of freedom and the probability of significance was .0529, therefore null hypothesis is rejected because it is significant at .05 level.
- (iii) The item "making a lot of money" was crosstabulated with the occupational categories of the respondents. The raw chi-square was 11.60650 with 16 degrees

of freedom and the probability of significance was .7706, therefore null hypothesis is accepted because it is not significant at .05 level.

- (iv) The item "making a lot of money" was crosstabulated with the sex of the respondents. The raw chi-square was .18501 with 2 degrees of freedom and the probability of significance was .9116, therefore null hypothesis is accepted because it is not significant at .05 level.
- (v) The item "making a lot of money" was crosstabulated with the educational categories of the respondents. The result produced raw chi-square of 9.77298 with 14 degrees of freedom and the probability of significance was .7786, hence null hypothesis is accepted because it is not significant at .05 level.
- (vi) The item "avoiding a job which takes too much out of you" is one of the items of least concern to the respondents. The responses of the group to this item were crosstabulated with their ranks. The result produced raw chi-square of 1.52245 with 4 degrees of freedom and the probability

of significance was .8227, therefore null hypothesis is accepted because it is not significant at .05 level. From these results one could infer that the sex, marital status, educational categories and the occupational categories of the respondents did not create significant differences in the meanings senior, intermediate and junior staff gave to the thirteen work characteristics presented in the questionnaire.

4.3 Occupational Choice and Job Satisfaction

Work is a primary source of life satisfaction and occupations provide different outlets for individuals to meet their needs. Vocational decisions, like other life decisions are sometimes rational and irrational. If a rational decision is to be made facts about the individual and the job must be made available to the individual involved in making a vocational decision. Having considered the demands of the job, an individual would have to match these demands to his interests, values, aptitudes and abilities. If this is done properly the individual is most likely to be satisfied with his work and may continue in that work.

In question number 12, the respondents were asked to indicate how they chose the work they were doing now. This question was to find out if respondents have been able to match their abilities, interests, aptitudes and values to the demands of the jobs they were doing. Table 4.11 shows the responses of senior, intermediate and junior staff on how they chose their present jobs.

Table 4.11: How Respondents chose their present jobs.

HOW RESPONDENTS CHOOSE their jobs	S.S.		I.S.		J.S.		TOTAL	
	N	%	N	%	N	%	N	%
I planned and prepared for it myself	136	33.6	48	11.8	39	9.6	223	55.1
My parents helped me get this job	2	.49	3	.74	10	2.4	15	3.7
A friend or relation helped me get this job	8	1.9	23	5.6	40	9.9	71	17.8
I got this job by lack, I was not prepared for it	14	3.4	21	5.1	37	9.1	72	17.8
My teacher helped me get this job	9	2.2	-	-	1	.24	10	2.4
Any other (I was qualified)	7	1.7	4	.99	2	.49	13	3.2
Did not respond	-	-	-	-	-	-	-	-
Total	176	43.6	99	24.5	129	31.9	404	100

Table 4.11 shows that 55 percent of the respondents (223) planned and prepared for their present jobs themselves. About 18 percent of the

respondents (71) got their present jobs by luck. About 18 percent of the respondents got their jobs through the help of a friend or a relation. About 4 percent of the respondents (15) got their present jobs through the help of their parents. On the whole about 45 percent of the respondents (181) did not plan and prepare for their present jobs. Even though a large number of the respondents had planned and prepared for their present jobs, a certain proportion still had depended on relations or friends for the choices of their careers. This supports the notion that parents, teachers, uncles, friends and the society as a whole still play prominent roles in the career planning of individuals.

4.4 Attitudes to Work

It is an accepted fact that attitudes are determinants of behavior, since they are linked with perception, personality, learning and motivation. Attitudes define one's predispositions toward given aspects of the world. Employees usually formulate attitudes about their work, leaders, promotion policy, housing and other organizationally relevant factors. The attitudes so formed provide the emotional basis for employees' interpersonal relations and identifications with others in the organization. Attitudes usually take a pattern and

resemble very closely a person's personality. The attitudes that people have formed can be enduring depending upon the amount of commitment people have made. Yet like each of the psychological variables, attitudes are subject to change (Gibson et. al. 1979: 71).

Question number 13 reads as follows: "How do you always feel if you go late to work?". This question is aimed at revealing the varying attitudes workers have towards their work. Table 4.12 shows the responses of senior, intermediate and junior staff to the question.

Table 4.12: How Senior, Intermediate and Junior Staff felt About Going Late to Work.

CATEGORIES	S.S.		I.S.		J.S.		TOTAL	
	N	%	N	%	N	%	N	%
It does not bother me at all	4	.99	1	.24	1	.24	6	1.4
Many people come late so do I	3	.74	2	.49	7	1.73	12	2.9
I always feel bad about it	157	38.8	94	23.3	114	28.2	365	90.3
I feel happy because the number of hours are reduced	-	-	-	-	1	.24	1	.49
I feel nothing about it	3	.74	2	.49	4	.99	9	2.2
Any other (I never went late to work)	6	1.4	-	-	-	-	6	1.4
Did not respond	3	.74	-	-	2	.49	5	1.2
Total	176	43.6	99	24.5	129	31.9	404	100

Table 4.12 shows how respondents felt about going late to work. An overwhelming majority of the respondents in the study indicated that they would always feel bad if they went late to work. If the respondents have said the truth about what they indicated, it can be concluded that most of the respondents had good attitudes towards their work. About 91 percent of the respondents (365) indicated this attitude. Two percent (9) of the respondents said they would feel nothing if they went late to work. Twelve (12) respondents, about 3 percent in the group indicated that going late to work was every worker's problem, so if they went late to work, they were merely behaving as other workers. Six respondents (about 2 percent) said that they never went late to work. The worst attitude to work was expressed by six respondents (about 2 percent) who indicated that going late to work did not bother them at all. One respondent (less than one percent) saw going late to work as a chance to reduce the number of hours he/she could have spent on the job. On the whole about 9 percent of the respondents (39) indicated negative attitudes to work.

Hypothesis 2 states that there are no significant differences in the attitudes of senior, intermediate and junior staff to work. The data in table 4.12 were crosstabulated with the ranks of the respondents and this result was obtained. The raw chi-square was 12.13006 with 10 degrees of freedom and the probability of significance was .2764, therefore null hypothesis is accepted because it is not significant at .05 level. It can be inferred from this result that there are no significant differences in the attitudes of senior, intermediate and junior staff to work.

Hypothesis 5 states that the occupational categories of respondents have no significant differences on their attitudes to work. To test this hypothesis the responses of the respondents were crosstabulated with their various occupational categories. The raw chi-square was 65.2942 with 56 degrees of freedom and the probability of significance was .0001, therefore null hypothesis is accepted at .05 level of significance.

In question number 14, the respondents were requested to compare the system of promotion in the Ahmadu Bello University, Zaria, with those of other universities in Nigeria. This question was asked

to find out if the respondents have feelings of distributive justice concerning an important issue such as promotion. Secondly, this question was asked in order to find out if there is denial of what respondents feel to be "fair" and "just" treatment concerning their promotions. This feeling is inevitably associated with lower levels of satisfaction (Houghton et al. 1975: 221). Table 4.13 shows how senior, intermediate and junior staff compared the system of promotion in the Ahmadu Bello University with those of other universities in Nigeria.

Table 4.13: How Senior, Intermediate and Junior Staff Compared the system of promotion in the Ahmadu Bello University with those of other universities in Nigeria.

	S. S.		I. S.		J. S.		TOTAL	
	N	%	N	%	N	%	N	%
A.B.U. has a better system of promotion than other universities in Nigeria.	8	1.9	3	.74	10	2.4	21	5.2
Other universities have better systems of promotion than the A.B.U.	18	4.4	10	2.4	10	2.4	38	9.4
A.B.U. and other universities in Nigeria have the same system of promotion	35	8.6	11	2.7	15	3.7	61	15.1
I do not know	115	28.4	75	18.5	94	23.2	284	70.2
Total	176	43.6	99	24.5	129	31.9	404	100

Table 4.13 shows that 70 percent of the respondents (284) did not know whether it was the Ahmadu Bello University, Zaria that had a better system of promotion or other universities in Nigeria. About 10 percent of the respondents (38) indicated that other universities in Nigeria had better systems of promotion than the Ahmadu Bello University. Fifteen percent of the respondents, however felt that the Ahmadu Bello University, Zaria and other universities in Nigeria have the same system of promotion. Twenty-one (21) respondents which represents 5 percent indicated that the Ahmadu Bello University, Zaria has a better system of promotion than other universities in Nigeria.

Hypothesis 6 states that the educational categories of the respondents have no significant differences on their attitudes to work. The data in Table 4.13 were crosstabulated with the educational categories of the respondents. This produced a raw chi-square of 49.93688 with 24 degrees of freedom and the probability of significance was .0066, therefore null hypothesis is accepted because it is not significant at .05 level. It can be inferred from the data that the educational categories of the respondents did not have a significant influence on their attitudes to work,

4.5 Job Satisfaction

Job satisfaction depends on the levels of intrinsic and extrinsic outcomes and how the job holder views those outcomes. For some people, responsible and challenging work may have neutral or even negative outcomes. For other people, such work outcomes may have high positive values. Another important individual difference that may affect job satisfaction is job involvement. People differ in the extent:

- (i) that work is a central life interest;
- (ii) they actively participate in work;
- (iii) they perceive as central to self-esteem, and
- (iv) they perceive as consistent with self-concept.

Gibson et al. (1979: 282) are of the opinion that "those differences alone would account for the different levels of job satisfaction among individual employees who may be performing essentially the same tasks". Other sources of job satisfaction are salaries, pay equity, promotions, housing schemes, gratuity and pension and fringe benefits.

In question number 15, the respondents were asked to show how satisfied they were with their present jobs.

Table 4.14 shows responses to the question.

Table 4.14: Job Satisfaction of the Respondents by their Ranks

CATEGORIES	S. S.		I.S.		J. S.		TOTAL	
	N	%	N	%	N	%	N	%
I like it very much	85	21.	45	11.1	60	14.8	190	47.00
I like it	86	21.2	51	12.6	56	13.8	193	47.8
I really do not care	3	.74	1	.24	11	2.7	15	3.7
I do not like it	2	.49	2	.49	1	.24	5	1.2
I hate it	-	-	-	-	1	.24	1	.24
Total	176	43.6	99	24.5	129	31.9	404	100

Table 4.14 reveals that 47 percent (190) of the respondents indicated that they liked their jobs very much. About 48 percent of the respondents (193) showed that they liked their jobs. The table also shows that about 4 percent of the respondents (15) said that they really did not care. Five respondents or about 2 percent of the respondents indicated that they did not like their present jobs. Less than one percent of the respondents (1) said that they hated their present jobs. On the whole Table 4.14 shows that most senior, intermediate and junior staff in the group were satisfied with their present jobs.

Hypothesis 4 states that there are no significant differences in the factors that are responsible for either the job satisfactions or dissatisfactions of the senior, intermediate and junior staff. The data in Table 4.14 were crosstabulated with the ranks of the respondents. The result produced raw chi-square of 12.24182 with 8 degrees of freedom and the probability of significance was .1407, therefore null hypothesis is accepted because there are no such differences at .05 level. The data on Table 4.14 were crosstabulated with the occupational categories of the respondents. The result produced raw chi-square of 6.2094 with 6 degrees of freedom and the probability of significance was .4001, therefore the occupational categories of the respondents did not influence their satisfactions with their present jobs.

The data in Table 4.14 were crosstabulated with the educational categories of the respondents. The result produced raw chi-square of 7.46050 with 4 degrees of freedom and the probability of significance was .1135, therefore the educational categories of the respondents did not show any significant difference in the satisfactions they have with their present jobs. The data in Table

4.14 were crosstabulated with the years of working experience of the respondents. The result produced raw chi-square of 6.19899 with 6 degrees of freedom and the probability of significance was .4013, therefore the years of working experience of the respondents did not affect their satisfactions with their present jobs.

In question number 16, the respondents were asked to show how much of the time they were satisfied with their present jobs.

Table 4.15; Degree of job Satisfaction of the Respondents by Rank

CATEGORIES	S.S.		I.S.		J.S.		TOTAL	
	N	%	N	%	N	%	N	%
All the time	48	11.8	29	7.1	46	11.3	123	30.4
Most of the time	80	19.8	48	11.8	42	10.3	170	42.07
A good deal of the time	35	8.6	12	2.9	22	5.4	69	17.07
About half of the time	6	1.4	1	.24	-	-	7	1.7
Occasionally	6	1.4	7	1.7	15	3.7	28	6.9
Seldom	1	.24	2	.49	4	.99	7	1.7
Never	-	-	-	-	-	-	-	-
Total	176	43.6	99	24.5	129	31.9	404	100

Table 4.15 shows that about 31 percent of the respondents (123) were satisfied with their jobs all the time. About 43 percent of the respondents (170) were satisfied with their present jobs most of the time. About 18 percent of the respondents (69) indicated that they were satisfied with their present jobs a good deal of the time. Less than 2 percent of the respondents (7) indicated that they were seldom satisfied with their present jobs. On the basis of the data in Table 4.15 it could be said that most of the staff members who participated in the study were satisfied with their present jobs.

Hypothesis 3 states that the senior, intermediate and junior staff were satisfied with their present jobs. In order to find out whether the demographic factors of the respondents might have influenced their job satisfactions, it was necessary to cross-tabulate the data in Table 4.15 with the ranks, sex and the educational categories of the respondents. The data in Table 4.15 were crosstabulated with the ranks of the respondents. The result produced raw chi-square of 17.12385 with 10 degrees of freedom and the probability of significance was .0717, therefore the ranks of the respondents did not show significant differences in the satisfaction they

derive from their present jobs. The data in Table 4.15 were crosstabulated with the sex of the respondents. The result produced raw chi-square of 1.92744 with 3 degrees of freedom and the probability of significance was .5876, therefore the sex of the respondents did not influence how much of the time they were satisfied or dissatisfied with their present jobs.

The data in Table 4.15 were crosstabulated with the educational categories of the respondents. The result produced raw chi-square of 8.68793 with 12 degrees of freedom and the probability of significance was .7293, therefore the educational categories of the respondents did not create significance differences on how much of the time they were satisfied with their present jobs. Hypothesis which states that the senior, intermediate and junior staff were satisfied with their present jobs is accepted. The data in Table 4.15 confirmed this.

In question number 17, the respondents were requested to show how satisfied they were with their departmental promotions. If the promotions of employees in any organization is to be based on performance (hard work) there should be a sound evaluation.

According to Gibson et al. (1979: 393) the performance criteria used must be relevant, reliable and practical as well as able to discriminate between good and bad performers. Table 4.16 shows the responses of the senior, intermediate and junior staff who participated in the study.

Table 4.16: Job Satisfaction of the Respondents with their Departmental Promotions.

CATEGORIES	S.S.		I.S.		J.S.		TOTAL	
	N	%	N	%	N	%	N	%
I like it very much	18	4.4	14	3.4	25	6.2	57	14.1
I like it	73	18.0	35	8.6	25	6.2	133	32.9
I really do not care	28	6.9	11	2.7	20	4.9	59	14.6
I do not like it	51	12.6	32	7.9	49	12.1	132	32.6
I hate it	6	1.4	7	1.7	10	2.4	23	5.69
Total	176	43.6	99	24.5	129	31.9	404	100

Table 4.16 shows that 14 percent of the respondents (57) liked their departmental promotions very much, while about 33 percent of the respondents (133) just liked it. About 15 percent of the respondents (59) in the study said that they really did not care about their departmental promotions. About 33 percent of the respondents

(132) did not like their departmental promotions. About 6 percent of the respondents (23) indicated that they hated their departmental promotions. Altogether about 53 percent of the respondents (214) were not satisfied with their departmental promotions.

Hypothesis 7 states that there are no significant differences in the factors that are responsible for either job satisfaction or dissatisfaction among those who participated in the study. In order to establish a basis for accepting or rejecting this hypothesis, the data in Table 4.16 were crosstabulated with the ranks, sex, educational categories and the marital status of the respondents:

- (i) The data in Table 4.16 were crosstabulated with the ranks of the respondents. The result produced raw chi-square of 21.10867 with 8 degrees of freedom and the probability of significance was .0069, therefore null hypothesis is accepted because it is not significant at .05 level.
- (ii) The responses of the respondents to satisfaction with departmental promotions were crosstabulated with the sex of the respondents. The raw chi-square was 5.10516 with 4 degrees of freedom and

the probability of significance was .2279, therefore the sex of the respondents did not create any difference in the type of satisfaction respondents had with their departmental promotions.

(iii) The data in Table 4.16 were crosstabulated with the educational categories of the respondents. The raw chi-square was 12.07212 with 16 degrees of freedom and the probability of significance was .7390, therefore the educational categories of the respondents did not affect their patterns of satisfaction with departmental promotions.

(iv) The data in Table 4.16 were crosstabulated with the marital status of the respondents. The raw chi-square was 1.74722 with 4 degrees of freedom and the probability of significance was .7821, therefore the marital status of the respondents did not have any effect on their satisfaction with departmental promotions.

In question number 18, the respondents' opinions about the salaries they were receiving in the university was sought. This was to find out if their

job satisfactions or dissatisfactions were related to their salaries. Table 4.17 shows the responses of the senior, intermediate and junior staff about the salaries they were receiving in the university.

Table 4.17: Respondents Opinions About their Salaries.

CATEGORIES	S.S.		I.S.		J.S.		TOTAL	
	N	%	N	%	N	%	N	%
It is very good	20	4.9	10	2.4	13	3.2	43	10.6
It is good	100	24.7	32	7.9	39	9.6	171	42.3
I am just managing with it	43	10.6	52	12.8	74	18.3	169	41.8
It is not good	7	1.7	2	.49	-	-	9	2.2
I do not know	6	1.4	3	.74	3	.74	12	2.9
Total	176	43.6	99	24.5	129	31.9	404	100

The data in Table 4.17 show that about 11 percent of the respondents (43) felt that their salaries were very good. One hundred and seventy-one respondents (171) which represents about 43 percent of the respondents said that their salaries were good. About 43 percent of the respondents (169) indicated that they were just managing with their salaries. Nine respondents (9) (about 3 percent) said that their salaries were not good.

On the whole about 47 percent of the respondents (192) were not satisfied with their salaries.

Question number 19 reads: "If you are satisfied with your present work, write two major satisfactions you derive from it". This question was asked to find out some of the sources of job satisfaction of the respondents other than their salaries, promotions, working conditions and pay equity. The responses to this questions were clustered into economic rewards, prompt and regular payment, challenging work, opportunity to contribute to national development, acquisition of knowledge and skill, promotion, opportunity to know people and satisfaction because of feedback from people. Table 4.18 presents the responses of the respondents to this question.

Table 4.18: Two Major Reasons Respondents Gave for
Being Satisfied with their present Jobs.

CATEGORIES	S.S.		I.S.		J.S.		TOTAL	
	N	%	N	%	N	%	N	%
Economic Rewards (salary)	30	7.4	30	7.4	40	9.9	100	24.7
Prompt and regular payment of salary	20	4.9	15	3.7	15	3.7	50	12.33
Challenging work	40	9.9	4	.99	-	-	44	10.8
Opportunity to contribute to National develop- ment	15	3.7	2	.49	-	-	17	4.1
Acquisition of knowledge and skill	16	3.9	5	1.2	12	2.9	33	8.14
Promotion (Advance- ment)	5	1.2	2	.49	3	.74	10	2.4
Interaction with colleagues	11	2.7	6	1.4	10	2.4	27	6.6
Opportunity to know people	8	1.9	5	1.2	20	4.9	33	8.14
Appreciation by other people	2	.49	3	.74	5	1.2	10	2.4
Total	147	36.3	72	17.61	105	25.9	324	79.99

Table 4.18 shows that about 25 percent of the respondents (100) were satisfied with their present jobs because of the economic rewards the jobs offer them. Twelve (12) percent of the respondents (50) indicated that they were satisfied with their jobs because of prompt and regular payment of their salaries. About 11 percent of

the respondents (44) were satisfied with their jobs because their jobs were challenging to them. The data in Table 4.18 also shows that about 37 percent of the staff (147) were satisfied with their jobs; about 18 percent of the intermediate staff (72) were satisfied with their jobs and lastly about 26 percent of the junior staff (105) were satisfied with their jobs. On the whole about 80 percent of the respondents (324) were satisfied with their jobs because of the nine reasons they gave in Table 4.18 (Table 4.18).

Question number 20 reads: "If you are not satisfied with your work, what aspects make you unhappy?". This question was asked to find out if the respondents have other factors that are responsible for their dissatisfactions other than salary, promotion or working conditions. The responses to this question showed that even the satisfied respondents still had things that made them feel unhappy with their present jobs. Table 4.19 presents the distribution of the dissatisfied respondents and the reasons they gave for being dissatisfied with their present jobs.

Table 4.19: Two Major Reasons Respondents Gave for Being Dissatisfied with their Present Jobs.

CATEGORIES	S.S.		I.S.		J.S.		TOTAL	
	N	%	N	%	N	%	N	%
Irregular promotion showing sectionalism	15	3.7	9	2.2	16	3.9	40	9.9
Lack of appreciation for work done	5	1.2	10	2.4	2	.49	17	4.2
Lack of materials and equipment to use	3	.74	2	.49	-	-	5	1.2
Administration not listening to staff problems	4	.99	5	1.2	7	1.7	16	3.9
Too much emphasis on paper qualifications	-	-	3	.74	15	3.7	18	4.4
The lazy attitudes of some workers	3	.74	3	.74	2	.49	8	1.9
Lack of respect for junior staff	-	-	-	-	5	1.2	5	1.2
The routine nature of my work	-	-	-	-	5	1.2	5	1.2
Lack of chance to contribute	2	.49	2	.49	-	-	4	.99
Lack of regards for honest workers	7	1.7	2	.49	-	-	9	2.2
Total	39	9.7	36	8.75	52	12.68	127	35.49

Table 4.19 shows that about 10 percent of the respondents (40) showed that they were dissatisfied with their present jobs because of irregular promotions

that are based on sectionalism and discrimination. About 5 percent of the respondents (18) essentially intermediate and junior staff were dissatisfied because according to them the university places too emphasis on paper qualifications instead of experience and efficiency. Most of these categories of staff are those whose educational backgrounds are not so sound, but have worked in the university for many years. They may have no hope of acquiring better education, therefore would prefer that promotions be based on hardwork, efficiency and years of working experience. About 5 percent of the respondents (17) were dissatisfied with their work because the efforts they put to their jobs are not appreciated by their leaders. About 4 percent were dissatisfied because they claimed the administration does not listen to staff problems. About 10 percent of the senior staff (39) were dissatisfied with their work; about 9 percent of the intermediate staff (36) were dissatisfied with their work and about 13 percent of the junior staff 52 were dissatisfied with their work. On the whole about 36 percent of the respondents (127) were not satisfied with their jobs for one reason or the other (see Table 4.19).

Suggestions on how the university could improve the welfare of its workers

question number 21 reads: "If the university gives you the chance to make two important suggestions which you consider very important to the welfare of yourself and other workers, what will you suggest?". This question was asked so that the respondents might suggest ways the university administration will improve both their welfare and that of other workers.

The respondents provided a variety of suggestions on how the university might improve on the welfare of its workers. Their suggestions were clustered and they formed seven main subheadings. They are as follows: **Promotions, Housing, In-service Training, Transportation, Health Services, Administration** and the working conditions of the workers. Below is the detail of the responses paraphrased by the writer and some copied verbatim.

1. Promotion - On promotion respondents make the following suggestions on how their promotions could be made:

- (a) Promotion to be based on hardwork not paper qualifications.
- (b) Promotion to be based on merit.
- (c) Promotion to be based on efficiency.

- (d) Provide non-financial rewards for jobs well done.
- (e) Promotion should be fair to all ethnic groups irrespective of ethnicity and affiliation.
- (f) Hardwork and devotion to be rewarded.
- (g) That the university authority should review promotion policy.

2. Housing:

- (a) Provide housing for both junior and intermediate staff.
- (b) Allocation of houses to staff should not be based on status, but the size of the family.
- (c) There should be maintenance of all existing houses.
- (d) Housing loan to be given to all categories of staff in the university.

3. In-Service Training:

- (a) In-service training to be provided to all categories of staff in all departments.
- (b) On-the-job training for semi-skilled workers.
- (c) Fellowships to be encouraged.
- (d) Staff development programme to be introduced.

- (e) More funds to be provided for research into some of our problems.

4. Transportation:

- (a) University to provide a means of transportation for staff who have no facilities for car loans.
- (b) Vehicle loans that was stopped because of austerity should be revived.

5. Health Services:

- (a) Improve health-care delivery.
- (b) The teaching hospital should be completed.
- (c) There should be more equipment in the teaching hospital.
- (d) There should be sufficient drugs for patients.

6. Administration

- (a) All forms of bureaucracy to be reduced.
- (b) Relax red tapism.
- (c) Stop threatening staff with retrenchment.
- (d) Prompt payment of salaries to continue.
- (e) Devise policies to boost worker's morale.
- (f) Check relevance of job to the skill of the individual.
- (g) There should be close supervision of staff.

- (h) University to create better atmosphere for learning.
- (i) Work security for workers.
- (j) Participative management to involve junior staff.
- (k) Flexibility in the application of regulations.

7. Working Conditions

- (a) Improve on the working conditions of workers.
- (b) More fund to be acquired for the importation of books, materials and equipment.
- (c) University to establish a bank and a supermarket in the campus.
- (d) Number of hours of work should differ in various departments.
- (e) Advancing soft loans.
- (f) Increase salary of staff.
- (g) Students should be told their marks.

Table 4.20 shows the suggestions respondents made to the university that might improve the welfare of its workers.

Table 4.20: Respondents Suggestions that might help the university Administration to improve the Welfare of its Workers.

CATEGORIES	S.S.		I.S.		J.S.		TOTAL	
	N	%	N	%	N	%	N	%
Promotion	35	8.6	25	6.2	40	9.9	100	24.7
Housing	10	2.4	15	3.7	20	4.9	45	11.1
In-service Training	14	3.5	10	2.4	15	3.7	39	9.6
Transportation	13	3.2	12	2.9	8	1.9	33	8.2
Health Services	8	1.9	6	1.5	13	3.2	27	6.7
Administration	25	6.2	2	.49	15	3.7	42	10.4
Working conditions	19	4.7	10	2.4	10	2.4	39	9.6
Those who did not respond	52	12.8	19	4.7	8	1.9	79	19.5
Total	176	43.6	99	24.5	129	31.9	404	100

Table 4.20 shows that about 25 percent of the respondents (100) made suggestions that were related to the promotions of the workers. Eleven (11) percent of the respondents (45) suggested that there should be improvement in the housing of staff. About eleven (11) percent of the respondents (42) made suggestions that relate to the administration of the university. About 10 percent of the respondents (39) suggested that there should be improvement in the working conditions of workers. Prominent among their

suggestions were that:

- (i) More funds should be acquired for the importation of books, materials and equipments;
- (ii) University to establish a bank and a supermarket in the campus so as to reduce the number of people that request to go to these places and never return to their offices.

The table also shows that about 10 percent of the respondents (39) suggested that there should be in-service training and on-the-job-training for all categories of staff. Twenty-seven (27) respondents (about 7 percent) suggested that there should be an improvement in the health-care delivery. On the whole about 81 percent of the respondents (325) made suggestions to the university administration on how to improve their welfare and that of other workers. About 20 percent of the respondents (79) did not offer any suggestions on how the university administration might improve their welfare and that of other workers.

Chapter 5

SUMMARY, DISCUSSION OF RESULTS AND RECOMMENDATIONS

5.1 Summary and Discussion of Results

The summary and discussion of results are essentially organized around thirteen major areas as follows:

- (i) the background characteristics of the respondents;
- (ii) years of working experience of the respondents;
- (iii) the educational categories of the respondents;
- (iv) the occupational categories of the respondents;
- (v) selection of three work characteristics which were of "Most Important" to the respondents;
- (vi) selection of three work characteristics of "Greatest Concern" to the respondents;
- (vii) selection of three work characteristics of "Least Concern" to the respondents;
- (viii) how respondents chose their present work;

- (ix) the attitudes of respondents to their work;
- (x) the job satisfaction of respondents with their present work, salaries and departmental promotions;
- (xi) two major reasons respondents gave for their job satisfaction;
- (xii) two major reasons respondents gave for being dissatisfied with their jobs; and
- (xiii) suggestions respondents offered that might help the university administration to improve their welfare and that of other workers.

The main purpose of this study was to find out from some Ahmadu Bello University staff members what work means to them, their attitudes to work and job satisfaction. The subjects of the study were the senior, intermediate and junior staff randomly selected from the Kashim Ibrahim Library, Registry Department, Estate and Works Department, Sick-Bay Main Campus and the Faculty of Education. All the respondents were from the Main Campus Samaru, Zaria. The staff members who participated in the study were chosen on the basis that they had worked for some years and therefore should be able to state what work means to them, their attitudes to work and

what aspects of their work satisfy or dissatisfy them. Three categories of staff were involved so that comparisons of their responses could be made. Through such comparisons it was possible to determine whether there was any significant difference in their responses.

Data were collected from four-hundred and four (404) staff members. They were made up of one hundred and seventy-six (176) senior staff; ninety-nine (99) intermediate staff and one-hundred and twenty-nine (129) junior staff. Three-hundred and five (305) of the respondents were males. This represents about 76 percent of the respondents. Ninety-nine (99) of the respondents were females. This is about 26 percent of the respondents. The Estate and Works Department had the largest percentage of male respondents of about 28 percent of the respondents (87). The Sick-Bay Main Campus on the other hand had the largest percentage of female respondents of about 7 percent of the respondents (27). These differences may be attributed to the nature of their duties: About 26 percent of the respondents in the group were between the ages of twenty-six and thirty. About 26 percent of the sample were between the ages of thirty-one and

thirty-five (31-35). Three-hundred and forty (340) respondents (about 85 percent) in the sample were married. The years of working experience of the respondents was considered important in the study. There were one-hundred and sixty-five (165) respondents, which represents about 41 percent of the respondents in the group who had worked between six and ten years (6-10). About 28 percent of the respondents (111) in the group had worked between one and five years. Seven (7) respondents (about 2 percent) had worked for over thirty (30) years.

The educational categories of the respondents were as follows:

- (i) Twenty-two percent of the respondents (89) had completed primary education.
- (ii) About 33 percent (132) had completed post-primary education.
- (iii) About 26 percent of the respondents (105) had completed and obtained diplomas from the Polytechnics. Nineteen (19) percent of the respondents (78) were university graduates. The Faculty of Education had the highest number of qualified respondents. For instance twenty-five (25) respondents (6 percent) from the Faculty were university

graduates. The Kashmir Ibrahim Library is next to the Faculty of Education with twenty-one graduates (5 percent). The high rate of qualified respondents in both the Faculty of Education and the Kashmir Ibrahim Library may be attributed to the research nature of their duties. The occupational categories of the respondents were as follows:

- (i) About 25 percent of the respondents (99) were administrators.
- (ii) About 21 percent of the respondents (83) were clerical staff.
- (iii) Fourteen percent of the respondents (56) were technicians.
- (iv) About 12 percent of the respondents (47) were involved in teaching and research.
- (v) Nine (9) percent of the respondents (37) were medical personnel, which included nursing sisters, nursing superintendents, staff nurses, health inspectors, medical doctors and sanitary inspectors.

The first question in the instrument requested the respondents to select only three out of thirteen work characteristics that were "most important" to them. They were asked to rank the three work characteristics as follows: 1 for the most important

work characteristics; 2 for the second most important work characteristic and 3 for the third most important work characteristics. Out of the thirteen work characteristics presented "increase knowledge and skill" was ranked as the most important work characteristic with a total of five-hundred and twenty-two (522) computed responses. This item had an item score of 1.253 and was thus placed as the first item. The ranking of this item as the most important work characteristics considered by the respondents may be associated to the fact that a university setting will normally cherish knowledge as the most important work value. Universities are essentially built to enhance knowledge, therefore it is not surprising that the value of some of its workers attach to work are inclined to this direction.

The item "opportunity to help other people" was ranked as the second most important work characteristic by the respondents. For instance this item had a total of three-hundred and ninety-nine (399) computed responses with an item score of .989. People work essentially to produce goods and services for the society, therefore opportunity to produce either goods or services is a central theme in the worker's motivation to work. It is

normal for the respondents that participated in this study to indicate that one of their motivations to work is to find opportunity to help other people. The item "personal interest in work" was the third most important work characteristic considered by the respondents. This item had a total of two-hundred and fifty-nine (259) computed responses with an item score of .642. When an individual has personal interest in an activity or object it means a commitment. This interest usually impels the individual to seek out particular objects, activities, skills, understanding or goals for attention and acquisition. Interests provide driving forces in broad directions. The three most important work characteristics were crosstabulated in order to see if differences could be traced to demographic factors. The data in Table 4.8 were crosstabulated with the sex, occupational categories, marital status, educational categories and the ranks of the respondents. The results obtained did not show any significant difference.

The second question was reframed so that the respondents might indicate three work characteristics of "greatest concern" to them. They were to rank the work characteristics as follows: 1 work

characteristic of "greatest concern"; 2 work characteristic of "second greatest concern" and 3 work characteristic of "third greatest concern". This was purposely done to find out if the respondents will be consistent in their choices. The results indicated that the item "opportunity to help other people" was the item of "greatest concern" to the respondents. For instance this item had a total of six-hundred and thirty-one (631) computed responses with an item score of 1.561 and thus the most popular work characteristic among the thirteen work characteristic presented in the questionnaire. The item "increase knowledge and skill" which was the most important in the first question is now the second most important work characteristic. For instance the item "increase knowledge and skill" had a total of three-hundred and thirty (330) computed responses with an item score of .817. The item "opportunity for rapid advancement suddenly appeared as the third most important work characteristics with a total of two-hundred and thirty-three (233) computed responses with an item score of .577. The item "personal interest in work" which was the third most important work characteristic in the first question is now the fifth most important work characteristic. From these results the writer

was able to observe that the respondents were able to identify the work characteristics that were of importance to them, but they were not consistent in their ranking of these items (Tables 4.8 and 4.9).

Question Number 11 presented thirteen work characteristics (the same as questions 9 and 10) but asked respondents to indicate only three work characteristics of least concern to them. They were to rank them as follows: 1 for the least concern; 2 for the second least concern; and 3 for the third least work characteristic of concern to them. The data in Table 4.10 surprisingly revealed that the item "making a lot of money" was the work characteristic of "least concern" to the respondents. This item had a total of five-hundred and ninety-eight (598) computed responses. The literature reviewed earlier in this study - Peil, 1972; Onyemelukwe, 1973; Asiwe, 1984; Arene, 1985 - show that the African or Nigerian worker values money more than anything else in his work. Real life situations show that many full-time workers now also engage in part-time employment to make the ends meet. It is unrealistic to imagine that Nigerian workers would indicate that "making a lot of money was the least work characteristic to them. If we go through

the pages of the Newspapers we shall be amazed to see the number of workers that are associated with fraudulent acts, embezzlement of public funds and other financial mismanagement.

The item "avoiding a job which takes too much out of you" was the second of "least concern" to the respondents. This item had a total of five-hundred and sixty-six (566) computed responses with an item score of 1.401. The item "chance to exercise leadership" was the third of "least concern" to the respondents. This item had a total of two-hundred and fifty-four (254) computed responses with an item score of .629. The most favored items "avoiding a job which takes too much out of you," "chance to exercise leadership" and making a lot of money were crosstabulated with the ranks of the respondents. The result of the crosstabulation did not show any difference in all the two items, except "making a lot of money". The item "making a lot of money" was crosstabulated with the ranks of the respondents and the probability of significance was .0569; therefore null hypothesis was rejected at .05 level.

The findings show that 55 percent of the respondents (223) planned and prepared for their

present jobs themselves; whereas about 45 percent of the respondents (181) got their jobs through other influences in the society, such as parents, uncles, teachers, friends or relations. Vocational choices of people should be compatible with their interests, abilities and aptitudes. Both the individual going in for a job and the job must fit themselves. If this is done the individual will enjoy the job and is likely to do well and be happy with it. If this is to be achieved there should be career education for the youth right from the primary school level up to the university. There is the need to show how education affects work and how work affects education. There should be a relationship between the world of work and education.

The respondents indicated that they had good attitudes to work. For instance about 91 percent of the respondents (365) indicated that in Table 4.12. On the whole about 9 percent of the respondents indicated negative attitudes to work. Even though this number represents a small proportion of the respondents it is important that the university seeks ways it can identify these attitudes and finds solutions to them.

Hypothesis 2 states that there are no significant differences in the attitudes of senior, intermediate and junior staff to work. The data in Table 4.12 were crosstabulated with the ranks of the respondents. The raw chi-square was 12.13006 with 10 degrees of freedom and the probability of significance was .2754, therefore null hypothesis is accepted because it is not significant at .05 level. The same data in Table 4.12 were crosstabulated with the occupational categories of the respondents. The raw chi-square was 65.2942 with 56 degrees of freedom and the probability of significance was .0001, therefore null hypothesis is accepted at .05 level of significance.

Question Number 14 requested respondents to compare the system of promotion in the Ahmadu Bello University with those of other universities in Nigeria. The findings show that about 70 percent of the respondents (284) did not know whether it was the Ahmadu Bello that had a better system of promotion or other universities in Nigeria. About 10 percent of the respondents (38) indicated that other universities in Nigeria had better systems of promotion than the Ahmadu Bello University. Fifteen percent of the respondents (61), however felt that the Ahmadu Bello University and other universities in Nigeria had the same system of promotion. From

the findings it is observed that a large proportion of the respondents (284) about 70 percent were ignorant about the system of promotion in the Ahmadu Bello University. There is the need for the Ahmadu Bello University administration to educate its employees about the system of promotion. If the staff of the university are made aware of the system of promotion in the university the feelings of injustice due to lack of pay equity will surely improve the attitudes of the workers to work. The data in Table 4.13 were crosstabulated with the educational categories of the respondents. The raw chi-square was 49.93688 with 24 degrees of freedom and the probability of significance was .0066, therefore null hypothesis is accepted because it is not significant at .05 level.

5.2 Job Satisfaction of the Respondents

The data in Table 4.14 reveals that 47 percent of the respondents (190) indicated that they liked their present jobs very much. About 48 percent of the respondents (193) showed that they liked their present jobs. On the whole about 95 percent of the respondents (383) were satisfied with their present jobs. The data in Table 4.14 also shows that most of the respondents in the group sampled were

satisfied with their present jobs. However, about 5 percent of the respondents (21) were not satisfied with their present jobs. Even though only a small proportion of the respondents were not satisfied with their present jobs, there is the need for the university authority to identify the causes of their dissatisfactions and to seek solutions that might improve on their satisfactions. Those respondents who were satisfied with their present work, the university authority should seek ways it will maintain their job satisfactions and even improve upon it. The data in Table 4.14 were crosstabulated with the ranks of the respondents. The raw chi-square was 12.24182 with 8 degrees of freedom and the probability of significance was .1407, therefore null hypothesis is accepted because there are no significant differences at .05 level.

When respondents were asked to show how much of the time they were satisfied with their present jobs, the data in Table 4.15 show that about 31 percent of the respondents (123) were satisfied with their jobs all the time. About 43 percent of the respondents (170) were satisfied with their present jobs most of the time. About 18 percent of the respondents (69) indicated that they were satisfied

with their present jobs a good deal of the time. In order to find out whether the demographic factors of the respondents might have influenced their job satisfactions, the data in Table 4.15 were crosstabulated with the ranks of the respondents. The raw chi-square was 17.12385 with 10 degrees of freedom and the probability of significance was .0717, therefore the ranks of the respondents did not show significant differences in the satisfaction they derive from their present jobs. The data in Table 4.15 were crosstabulated with the educational categories of respondents. The raw chi-square was 8.68793 with 12 degrees of freedom and the probability of significance was .7293, therefore the educational categories of the respondents did not create significant differences on how much of the time they were satisfied with their present jobs.

Table 4.16 provides data which shows that 14 percent of the respondents (57) liked their departmental promotions very much, while about 33 percent of the respondents (133) just liked their departmental promotions. About 15 percent of the respondents (59) in the study said that they really did not care about their departmental promotions. About 33 percent of the respondents

(132) did not like their departmental promotions, and about 6 percent of the respondents (23) indicated that they hated their departmental promotions. On the whole about 53 percent of the respondents (214) were not satisfied with their departmental promotions. Promotion is one of the main motivations for workers to put up their best in their jobs. This being the case it is important that any organization promoting its staff should be consistent with the set criteria for promotion. If workers promotions are withheld for no obvious reasons it can be very demoralizing to them. This can affect their attitudes and eventually their job satisfactions. The data in Table 4.16 were crosstabulated with the educational categories of the respondents. The raw chi-square was 12.07212 with 16 degrees of freedom and the probability of significance was .7390, therefore the educational categories of the respondents did not affect their patterns of satisfaction with departmental promotions.

Two types of relationships exist between any organization and its employees. The employees have a variety of expectations of the organization and the organization a variety of expectations of them. These expectations cover how much work is to be performed for how much pay, the whole pattern of

rights, privileges and obligations between the worker and the organization. One of the basic motivation to work is the salary people receive in exchange for their time, abilities, skills and efforts. In this study respondents were requested to give their opinions about the salaries they receive in the university. The data in Table 4.17 show that about 11 percent of the respondents (43) felt that their salaries were very good. About 43 percent of the respondents (171) said that their salaries were good. About 43 percent of the respondents (159) indicated that they were just managing with their salaries. On the whole about 53 percent of the respondents (214) were satisfied with their salaries, whereas about 47 percent of the respondents (190) were dissatisfied with their salaries.

Money is a major extrinsic reward. It has been said that "although it is generally agreed that money is the major mechanism for rewarding and modifying behavior in industry... very little is known about how it works (Gibson et al. 1979: 387). To really understand how money modifies behavior, the perceptions and preferences of a person being rewarded financially must be understood. It has been found out that the individual salary

and bonus plans seem to be best if management is attempting to link pay and performance (Gibson et al. 1979: 389). The bonus plans are generally more effective than the salary plans. Bonus plans typically are related to the current performance of the employees. Salary plans, on the other hand, are often related to past performance.

When respondents were asked to mention two major reasons for their job satisfactions the following data were obtained (Table 4.18):

- (i) About 25 percent of the respondents (100) indicated that they were satisfied because of the economic rewards their jobs bring to them.
- (ii) Twelve percent (12) of the respondents (50) were satisfied because of prompt and regular payment of their salaries.
- (iii) About 11 percent of the respondents (44) were satisfied because their jobs were challenging to them.
- (iv) Eight percent of the respondents (33) were satisfied because their jobs had provided them with opportunities to acquire more knowledge and skills.

- (v) Also eight percent (8) of the respondents (33) were satisfied with their jobs because their jobs provide them with opportunities to know people outside the university, but
- (vi) Only about 3 percent of the respondents 10 were satisfied because of the promotions they receive in the university. On the whole about 80 percent of the respondents (324) indicated that they were satisfied with their present jobs.

In the same manner respondents who were not satisfied with their present jobs were requested to mention two major aspects that make them unhappy in their jobs. A summary of their responses to this question as contained in Table 4.19 were as follows:

- (i) About 10 percent of the respondents (40) associated their dissatisfaction to irregular promotion showing sectionalism;
- (ii) About 5 percent of the respondents (18) purely junior and intermediate staff said that they were dissatisfied with their work because the university administration has been emphasizing too much on paper qualifications for promotion

instead of years of working experience, efficiency and honesty;

- (iii) About 4 percent of the respondents (16) were dissatisfied with their work because the university administration has not been listening to staff problems;
- (iv) Four percent of the respondents (17) were dissatisfied with their work because of lack of appreciation of their contribution to the university by their immediate leaders. On the whole about 36 percent of the respondents (127) indicated that they were not satisfied with their present jobs.

5.3 Conclusions

Two important conclusions that can be drawn from the findings of this research study are:

1. A high percentage of the dissatisfied (10 percent of the respondents) respondents have their grievances centred on irregular system of promotion in the university. Promotion is an extrinsic reward to a worker in appreciation of his past performance. Each year workers wait anxiously to see if their efforts have been appreciated by their organization through their annual promotion. It is an important aspect of the worker's lives. The

difficulty with promotion is that when there are no established criteria for promoting staff fairly it can be a source of frustration for employees.

A good number of the respondents (about 45 percent of the total respondents (181) indicated that other influential persons helped them get their present jobs. This shows that they had no idea of the job demands before they were employed. They also never had the chance to decide whether they had the skill to perform these duties efficiently or not. This type of career choice is haphazard and can result to career instability and job dissatisfaction, frustration or even re-allocation of talents into new occupations.

There are two types of conditions that affect the likelihood that people will work. One is economic in nature. That is in order for people to work there must be some opportunity to work. There must be a demand on the part of members of a society for goods and services and a demand on the part of employers for people to produce these goods and services. About 53 percent of the respondents (214) felt satisfied with their salaries. Salary is a basic motivation for people to work and should be accorded that concern.

5.4 Implications and Recommendations

This study was designed primarily to find out what "work" means to the selected staff of the Ahmadu Bello University, their attitudes to work and job satisfaction. On the basis of the findings (data) of the study, the following recommendations are made.

5.4.1 The Need for Making Education Relevant

The workforce now in our industries, universities, ministries and other organizations were school children some years back. The workforce of the future are now in schools. From these established facts it can be said conclusively that schools inevitably are the sources of the nation's workforce.

It is generally said that "Education" is the key in unlocking the door of modernization. When we remember that modernization is an important index of development, and with values of modernization being so evident and so dominant over traditional values education almost justifiably comes to be indiscriminately accepted as the only insitutional means to the new goal. In fact education can help us achieve so much in this direction if it is made relevant for the individuals benefiting from it.

If we are to meet our educational responsibilities to the youth, we should no longer tolerate an educational system that ignores the world of work. This is evident in the burden of mass unemployment resulting from popular education. This mass education comes with its sad production of a mass of suffering unemployed citizens. This can be remedied if occupational information is adequate, if youth in the vocational track receive adequate academic training necessary for entry into senior secondary schools or immediate employment. A good thing to do to remedy this is to redefine vocational education at least in part as that aspect of an educational experience which helps a person discover, define and redefine his talents and to use them in working toward a career. Preparation for work as well as work itself is not only means of obtaining economic security, but is an important means for the individual to develop himself and gain a positive self-image which enhances job satisfaction.

An effective occupational and vocational education should begin at the primary level where children are introduced to the concept of choice between achievement through verbal or abstract performance and achievement through manipulation

and demonstration with real objects. A prominent feature of primary education should be continuing discussion of how man uses work to support himself, how the major types of occupation use knowledge and of the fact that not all productivity is verbal. A major objective of primary education should be to seek out the talent in each student and show its relationship to the world of work. Vocational guidance programme is to be introduced to acquaint the students with the workings of industry and commerce, and to help them watch their talents to their career objective. There should be an annual career-objectives analysis for each student as diagnosed, discussed predicted and evaluated by the combined resources of teacher-made examinations and standardized tests. If this can be reviewed from class 3 to 6, it would enable students to understand the relevance of school and their performance in relation to their anticipated careers. If this is to succeed the nation requires a complete and continuous inventory of the composition of the workforce and employment market, a description of the skills needed to function in each occupation and a detailed definition of performance criteria in each.

The nation should identify occupational areas that reflect national shortages and high future needs. It should improve vocational education by including people from business, industry and organized labor who are knowledgeable about career opportunities of the future. If this is made practicable the schools would have expanded to include all the community and its economic activity. Education would have been available on a life-long basis with the individual returning at appropriate points either on a full-time or part-time basis for retraining and up-grading.

If well implemented, the 6.3.3.4 system of education has provided successive decision points at which students would be prepared to decide to pursue a job or seek further education. This has the advantage of helping students to enter the world of work with skills, knowledge and attitudes that make them immediately and appropriately employable. Finally, the nation should recognize that employment is an integral part of education, therefore there should be a continuous intertwining of education and work as the means by which career actualization is attained. If this is to occur every school should become involved in employment placement activities.

5.4.2 The Worker

If work is to be meaningful and satisfying to the individual, the appraisal of the individual in terms of his ability, temperament, interest and educational achievement should be routinely utilized in career development. Also of equal importance are the factors that can shape and influence the world of work and the relationship of the worker to it. If it is appropriate to discuss the ability of an individual as it bears on the possibilities of entering a particular field, it is equally important to look at the employment restrictions and the life style of the individual. Selection of career goals therefore should include a consideration of how the individual fits the occupation and how the occupation fits the individual.

5.4.3 Guiding Workers Attitudes

As earlier mentioned, when workers are employed they must have formed certain attitudes during their school days, during their previous working experiences or when they were at home. These attitudes may be related to the work they are doing, the employers, the other employees (co-workers) or the immediate leader. When many

employees are working together, there is likely to be dissatisfaction shown by some toward the type of work they are doing, the employer, the other employees or the immediate leader. When employees have grievances, they should be dealt with promptly and objectively. Administrators should listen to the grievances of employees without prejudice, learn all the facts in the situation, act fairly and promptly, report all grievances to the immediate leader and show a sincere interest in the complaint. Justice and fairness should be considered as the rights of every employee. Work assignments should be made in terms of degree of successful performance and promotions should follow a definite pattern.

5.4.4 Promotion

Promotion is one of the variables that have been found to frustrate employees. For example about 10 percent of the respondents (40) indicated that they were dissatisfied with their work because of irregular promotion showing sectionalism. (Table 4.19). Promotion provides the worker the hope that within a specific time or after a specific training there should be a shift in the position a person holds. Promotion enhances and projects the status of an employee. With all these as attributes of promotion, each organization should be careful on how it promotes

its staff because it is both a source of joy and a source dissatisfaction. If promotion is to be accorded its right position, it should be based on a set of criteria. These criteria must be related to the effective performance of the holder of the job. For instance it will be pointless for a job which demands human dexterity to have the criteria for promotion emphasizing human relationships. Base on the data collected the writer would like to suggest to the Ahmadu Bello University Zaria that definite criteria be established for promoting its staff in each of the departments and units. These criteria may not necessarily be the same but must relate to the effective performance of the employees. During a promotion exercise all the workers should be given letters as to why they are promoted or not. A copy of this letter should be kept in the file of the employee. When people are employed for the first time they should be told their rights and responsibilities to the university and the rights and the responsibilities of the employee to the university. If new rules, regulations or policies are being introduced the employees should have adequate knowledge of these rules, regulations or policies and if possible they should participate in making them.

5.4.5 Communication Structure

The data in Table 4.19 revealed that about 4 percent of the respondents (16) were not satisfied with their present work because the university administration was not listening to staff problems. Also about 11 percent of the respondents (42) made suggestions related to the university administration (Table 4.20). It is an accepted fact that if the channels of communication ^{within} an organization are restricted, the morale of of the workers may be low for those who are not in a position to know what is going on and how to help in making decisions. Therefore, there is the need for the university to establish a two-way communication system between the university administration and the rest of the workers. If that is done it has the following advantages:

- (i) This gives the group as a whole the benefit of each members idea;
- (ii) it gives the individual members a feeling of personal involvement in group goals; and
- (iii) it gives the university administration an important basis for making and evaluating decisions.

5.4.6 In-Service Training

The data in Table 4.20 showed that about 10 percent of the respondents (39) suggested that the

university administration should improve on its in-service training program and on-the-job training for semi-skilled workers. An in-service training program should be introduced in all departments and units in the university to up-grade the skills of all categories of workers. There should also be on-the-job training for junior staff who have little skills in their jobs. Adequate funds should be made available so that researches can be conducted in the university.

5.4.7 Summary of Recommendations

1. Career education to be introduced in the primary schools where children are made to relate their abilities to anticipated careers.

2. The nation should have a complete and continuous inventory of the workforce and the employment market, giving details of the skills needed in each occupation and a way of evaluating performance.
3. People in business, industry and commerce should be involved in career planning of children because of their knowledge of career opportunities now and in the near future.
4. Education and employment should be integrated. There seems to be a marked distance between the two now.
5. There should be an appraisal of each individual in terms of his ability, temperament, interest and educational achievement. These should be related to the factors that can shape and influence the world of work.
6. When employees have grievances, they should be dealt with promptly and objectively. Justice and fair-play should be the watchwords of the administrators.
7. There should be definite criteria for promotion and it should be strictly followed. If possible there should be participative management including the

employees when new policies or regulations are to be introduced.

8. There should be two-way communication between the administrators and the rest of the employees. This will improve the esprit-de corpes of the university.
9. In-service training should be given to all staff to up-grade their skills.
10. Adequate fund to be available for lecturers to conduct researches into some of our various social and economic problems.

5.5 Suggestions for Further Studies

As earlier mentioned, this research study was conducted in only Kashim Ibrahim Library, the Registry Department, the Estate and Works, the Sick-Bay Main Campus and the Faculty of Education, therefore it is limited in scope. Moreso it only sampled the opinions of four-hundred and four (404) staff of these departments and faculty. This being case, there is no justifiable generation that can be made outside this sample. In view of these limitations the following suggestions are made for further studies:

- (i) A nation-wide survey of what work means to individual workers, the study of various occupations, job attitudes, job characteristics and job satisfactions be carried out by individuals, ministries, universities and research units in the country;
- (ii) the work values of Nigerian workers and how they affect choices of occupations;
- (iii) the effects that lower socio-economic roles have in the development of work habits in Nigeria;
- (iv) changing workers attitudes towards the organization and work; and
- (v) the same research be conducted in other Departments and Faculties within the university so that more valid conclusions can be made.

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Department of Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

3rd October, 1985.

Dear Sir,

REQUEST FOR PERMISSION TO CONDUCT A
RESEARCH SURVEY.

I shall be very grateful if you permit me to conduct a survey on the opinions of senior, intermediate and junior staff in your department. The topic of the research is WORK: WHAT IT MEANS TO THE AHMADU BELLO UNIVERSITY STAFF, THEIR ATTITUDES AND JOB SATISFACTION. This project is in partial fulfilment of the requirements for the degree of M.Ed. (Guidance and Counselling) of the Faculty of Education, Ahmadu Bello University, Zaria.

Anticipating your kind cooperation please.

Very sincerely yours,



Danjuma Gigin (Student).

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FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA
(OFFICE OF THE DEAN)

Vice-Chancellor: *Prof. ANGO ABDULLAHI*
B.Sc., M.Sc., Ph.D

Dean: *DR A. A. SAMBO*
B.Sc., PGCE, M.Ed Ph.D.



Telephone: 32692 Z

Telegrams: UNIBELLO Z.

Your Ref:.....

Our Ref: FE/H.2.....

Date: 22nd October, 1985

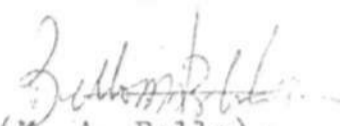
Mallam Danjuma Gigin,
Department of Education,
Ahmadu Bello University,
Zaria.

Dear Mallam Gigin,

REQUEST FOR PERMISSION TO CONDUCT A
RESEARCH SURVEY

Reference to your letter of 3rd October, 1985 on the above subject, approval is hereby given for you to conduct a survey on the opinions of senior, intermediate and junior Staff in this Department/Faculty.

Yours sincerely,


(M. A. Bello)
for: Dean of Education

Assistant Dean P/G Dr. Funsho Oluyitan, B.Ed., M.Ed., Ph.D.
Assistant Dean U/G. Dr. O. J. Jegede, Ph.D.

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AHMADU BELLO UNIVERSITY
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3rd October 1985

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The Head of Divisions,
Kashim Ibrahim Library,
Ahmadu Bello University,
Zaria.

Dear Sir,

RE: REQUEST FOR PERMISSION TO CONDUCT
A RESEARCH SURVEY

The University Librarian has approved Mr. Danjuma Gigin's request to conduct research Survey titled "WORK": WHAT IT MEANS TO THE AHMADU BELLO UNIVERSITY STAFF, THEIR ATTITUDES AND JOB SATISFACTION in the Library.

It will be appreciated if you could cooperate with him in his Research studies.

Thanks.

Yours sincerely,

Sgd.

Shuaibu S. Anubi
for: UNIVERSITY LIBRARIAN,
Kashim Ibrahim Library,
Ahmadu Bello University,
ZARIA.

The Ag. Director of Works,
1007/135. ✓
4th October, 1955.

All sectional Heads,
Public Department,
Nairobi College University,
Kenya.

People's Research Project

The dear Mr. Benjamin Ogina is a research student in the Department of Education.

He is conducting research on workers view on work and job satisfaction etc, and would require your cooperation in getting some of your subordinates fill in his questionnaires.

I approve that you give him your help and cooperation.


(D. V. Ogina),
Ag. Director of Works.

- cc: The Building Maintenance
- " " Electrical Engineer
- " " Project Enr. Architect
- " " Enr. Civil Engineer
- " " Central Mach. O/S
- " " Water Engr.

f=51.
File away

APPENDIX B

RESEARCH QUESTIONNAIRE

**WORK: WHAT IT MEANS TO THE AHMADU BELLO
UNIVERSITY STAFF; THEIR ATTITUDES TO WORK AND JOB
SATISFACTION.**

Dear Sir/Madam,

I shall be very grateful if you will kindly spare me some few minutes of your valuable time to complete this questionnaire. The questionnaire samples opinion about what "work" means to you; your attitudes towards work and whether your job is satisfying to you or not in the Ahmadu Bello University, Zaria.

PLEASE ANSWER ALL QUESTIONS. Give your frank and honest opinion on each of the questions. This is not a test so there will be no right and wrong answers. All your answers will be treated confidentially and will not be revealed to anybody.

All findings will be reported without mentioning the name of anyone who participated in the study.

Your contribution to this study is greatly appreciated.

PERSONAL INFORMATION - SECTION I

For items 1 - 8 please circle only ONE letter on the left that is applicable to you.

1. Your Department/Faculty.

- (a) Kashim Ibrahim Library
- (b) The Registry Department Main Campus.
- (c) The Estate and Works Department
- (d) The Sick-Bay Main Campus, Samaru
- (e) Faculty of Education.

2. Your sex

- (a) Male
- (b) Female

3. Your Rank

- (a) Senior Staff
- (b) Intermediate Staff
- (c) Junior Staff

4. Your main occupation

- (a) Teaching and Research
- (b) Administration
- (c) Librarianship
- (d) Technician
- (e) Clerical Staff
- (f) Messenger
- (g) Draftsmanship

- (h) Accounting
- (i) Engineering
- (j) Supervision
- (k) Laborer
- (l) Nursing
- (m) Medical Doctor
- (n) Driving
- (o) Photography

5. Your Educational Qualification

- (a) Completed Primary Education
 - (b) Completed Post-Primary Education
 - (c) Obtained Ordinary National Diploma
 - (d) Obtained Higher National Diploma
 - (e) Obtained Bachelor's Degree
 - (f) Obtained Master's Degree
 - (g) Obtained Doctor of Philosophy (Ph.D)
 - (h) Any other (Please specify here)
-

6. Marital Status

- (a) Married
- (b) Single
- (c) Divorced

7. Years of working experience

- (a) Under 1 year
- (b) 1 - 5 years
- (c) 6 - 10 years

- (d) 11 - 15 years
- (e) 16 - 20 years
- (f) 21 - 25 years
- (g) 26 - 30 years
- (h) Over 30 years

8. Your Age Range

- (a) 15 - 20 years
- (b) 21 - 25 years
- (c) 26 - 30 years
- (d) 31 - 35 years
- (e) 36 - 40 years
- (f) 41 - 45 years
- (g) 46 - 50 years
- (h) 51 - 55 years
- (i) 56 - 60 years

SECTION II

The purpose of this section is to find out what "work" means to different categories of workers in the Ahmadu Bello University, Zaria.

9. Below are thirteen aspects of a job. Please read through all of them and CIRCLE THREE you consider the MOST IMPORTANT ASPECTS OF A JOB. Please rank the three most important aspects of a job by using 1 for the most important aspect of a job; 2 for the second most important aspect of a job; 3 for the third most important aspect of a job.

- (a) Increase knowledge and skill
- (b) Interesting work
- (c) Opportunity to help other people
- (d) High salary or income on the job
- (e) Opportunity to be independent
- (f) Friendly and nice co-workers
- (g) Avoiding a job that takes too much out of you.
- (h) Chance to exercise leadership
- (i) Making a lot of money
- (j) Personal interest in work
- (k) Opportunity for rapid advancement
- (l) High prestige and social status
- (m) Variety in work assignments.

10. Below are thirteen job characteristics. Please read through all of them and CIRCLE THREE that are of greatest concern to you. Please rank them as follows - 1 for the job characteristic of greatest concern to you; 2 for the second of greatest concern; 3 for the third of greatest concern.

- (a) Increase knowledge and skill
- (b) Interesting work
- (c) Opportunity to help other people
- (d) High salary or income on the job
- (e) Opportunity to be independent
- (f) Friendly and nice co-workers
- (g) Avoiding a job that takes too much out of you.

- (h) Chance to exercise leadership
- (i) Making alot of money
- (j) Personal interest in work
- (k) Opportunity for rapid advancement
- (l) High prestige and social status
- (m) Variety in work assignments.

11. Below are thirteen job characteristics (the same as 10 above). Please read through all of them and CIRCLE THREE that are of least concern to you. Please rank them as follows: 1 for the job characteristic of least concern to you; 2 for the job characteristic you consider second least concern; 3 for the job characteristic you consider the third least concern.

- (a) Increase knowledge and skill
- (b) Interesting work
- (c) Opportunity to help other people
- (d) High salary or income on the job
- (e) Opportunity to be independent
- (f) Friendly and nice co-workers
- (g) Avoiding a job that takes too much out of you.
- (h) Chance to exercise leadership
- (i) Making alot of money
- (j) Personal interest in work
- (k) Opportunity for rapid advancement

(l) High prestige and social status

(m) Variety in work assignments.

SECTION III

The purpose of this section is to find out the varying attitudes of workers to their work. For questions 12 - 18 you are requested to CIRCLE ONLY ONE LETTER ON THE LEFT that indicates your honest feeling about each statement. "Any other" in the questionnaire indicates that if none of the options is found suitable you should write your own option.

12. How did you choose the job you are doing now?

(a) I planned and prepared for it myself.

(b) My parents helped me get this job.

(c) A relation or friend helped me get this job.

(d) I got this job by luck, I was not prepared for it.

- (e) My teacher helped me got this job.
 - (f) Any other (Please specify here) _____
-

13. How do you always feel if you come late to work?
- (a) It does not bother me at all.
 - (b) Many people come late so do I.
 - (c) I always feel bad about it.
 - (d) I feel happy because the number of hours I shall spend on the job are reduced.
 - (e) I feel nothing about it.
 - (f) Any other (Please specify here) _____
-

SECTION IV

The purpose of this section is to find out whether workers are satisfied or dissatisfied with their jobs. Remember to circle one letter as earlier indicated.

14. How would you compare the system of promotion in the Ahmadu Bello University with those of other universities in Nigeria?
- (a) Ahmadu Bello University has a better system of promotion than those of other universities in Nigeria.
 - (b) Other universities have better promotion system than the Ahmadu Bello University.

- (c) Ahmadu Bello University and other universities have the same system of promotion.
 - (d) I do not know.
 - (e) Any other (Please specify here)
-

15. Show how much of the time you feel satisfied with your present work.

- (a) All the time.
- (b) Most of the time.
- (c) A good deal of the time.
- (d) About half of the time.
- (e) Occasionally
- (f) Seldom.

16. Show how satisfied you are with your Departmental promotion.

- (a) I like it very much.
- (b) I like it.
- (c) I really do not care.
- (d) I do not like it.
- (e) I hate it.

17. Show how satisfied you are with your present work.

- (a) I like it very much.
- (b) I like it.
- (c) I really do not care.

- (d) I do not like it.
 - (e) I hate it.
-

18. What is your opinion about the salary you receive in this university?

- (a) It is very good.
- (b) It is good.
- (c) I am just managing with it.
- (d) It is not good.
- (e) I do not know.

For questions 19 - 21 you are requested to write down your answers on the lines provided.

19. If you are satisfied with your work, what are two major satisfactions you derive from it?

- (a) _____
- (b) _____

20. If you are not satisfied with your present work, what aspects of it make you unhappy?

- (a) _____
- (b) _____

21. If the university gives you the chance to make two important suggestions which you consider very important to the welfare of yourself and that of other workers, what will you suggest?

- (a) _____
- (b) _____

THANK YOU FOR PARTICIPATING IN THIS RESEARCH.