THE RELATIONSHIP BETWEEN JOB PERFORMANCE AND JOB SATISFACTION AMONG LECTURERS OF THE AHMADU BELLO UNIVERSITY, ZARA

BY

OJO, AMINAT IYABO

2000

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BY

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF MASTERS IN EDUCATION ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
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ZARIA

2000

DECLARATION

I hereby declare that this research work presented in this thesis has been produced by me on an account of record of my personal research work. Its topic has never been presented in the same form in any previous application for same degree. All quotations and sources of information are duly acknowledged by means of references. All results and conclusions in the work are the original findings of the study.

Aminat Iyabo Ojo
13/11/2000

CERTIFICATION

This thesis titled **THE RELATIONSHIP BETWEEN JOB PERFORMANCE AND JOB SATISFACTION AMONG LECTURERS OF THE AHMADU BELLO UNIVERSITY, ZARIA**, by Aminat Iyabo Ojo meets the regulations governing the award of the degree of Masters in Education Administration and Planning of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This study is dedicated to my husband Samuel Bakare and my children Medina Lolade and Omotayo Oluwafemi. Also, to my other children Bayo and Bola Ogundele for understanding what research work entails.

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ABSTRACT

This study, on "The Relationship Between Job Performance and Job Satisfaction of Lecturers of the Ahmadu Bello University (ABU)" was undertaken to examine the relationship between job performance and job satisfaction among ABU lecturers. It was to also establish whether lecturers perform optimally in their primary assignment and whether they derive more of intrinsic satisfaction as compared with non-intrinsic satisfaction. These factors were identified and discussed.

This study is limited only to lecturers of Ahmadu Bello University The study covered a period of 10 years (1989 to 1999), Assistant Lecturers and other academic staff up to Professors were used for the study. Seven research questions and six minor hypotheses with one major hypothesis were raised for the study.

The instrument used for gathering the data was structured questionnaires drawn out on a four-point Likert Scale. The Instrument was validated by conducting a pilot study in 12 Faculties of the Ahmadu Bello University. A spilt-half method of analysis was adopted, using Spearman Rank Difference Correlation Coefficient "R". A Correlation Coefficient of 0.81 was obtained. A reliability Coefficient of 0.89 was also obtained for the questionnaire using the Spearman-Brown formula as Estimated Reliability. The above results indicated that the instrument was valid and reliable.

Out of 278 sampled respondents, 220 actually responded. Seven null hypotheses

were formulated for testing of data collected. Sixty items were drawn on the questionnaire. The analyses were grouped under four sections, biodata, job satisfaction, job performance and job assessment. The statistical measurements employed in analyzing the data were the One-Way Analysis of Variance (ANOVA), Pearson Product Moment Correlation Coefficient and T-test.

Three out of seven hypotheses showed that there was no significant difference in the opinions of the respondents. The findings revealed among others things that: There is a positive relationship between job satisfaction and job performance of lecturers of Ahmadu Bello University. There is also a positive relationship between provision of facilities and job satisfaction of lecturers of Ahmadu Bello University. The female lecturers are more dissatisfied with their job than the male lecturers. The age, length of experience and qualifications of lecturers do not have any significant effect on their job satisfaction. The lecturers are dissatisfied with their salaries.

These results were compared with previous similar findings; some specific recommendations for the solution were made.

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ABBREVIATIONS

JP	= Job Performance
JS	= Job Satisfaction
ABU	= Ahmadu Bello University
NUC	= National Universities Commission
FASS	= Faculty of Arts and Sciences
ASUU	= Academic Staff Union of Nigerian Universities
SSANU	= Senior Staff Association of Nigerian Universities
UNTSU	= Universities Non-Teaching Staff Union
VS	= Very Satisfied
S	= Satisfied
VD	= Very Dissatisfied
D	= Dissatisfied
VI	= Very Important
I	= Important
LS	= Less Important
NI	= Not Important
VC	= Very Clear
C	= Clear
LC	= Less Clear
NC	= Not Clear
AL	= A Lot

M	= Moderate
AL[1]	= A Little
N	= None
H	= High
M[1]	= Moderate
L	= Low
VL	= Very Low
VO	= Very Often
O	= Often
LO	= Less Often
NO	= Not Often
ANOVA	= Analysis of Variance
SPSS	= Statistical Package for the Social Sciences
HO	= Hypothesis
RQ	= Research Questions
P-Value	= Probability Value
DF	= Degree of Freedom
SD/Std. Dev	= Standard Deviation
Fq	= Frequency
N	= Number

DEFINITION OF TERMS

Job Satisfaction: refers to an individual's feelings toward his job, and this can affect the way he performs his duty.

Job Performance: refers to Institutional degree of success that individual employees have in reaching the objectives of the Organization.

Academic Staff/Lecturers: refers to teaching staff of the University.

Intrinsic Satisfaction: is derived from the nature of work itself, interest in the job and personal growth and development. This is a personal orientation to work and concerned with oneself, for example, recognition, self-improvement, achievement, etc.

Non-Intrinsic Satisfaction: is derivation of needs satisfaction through rewards received for doing the work. This is peripheral to the job itself (for example, ventilation, working condition, supervision, company, etc.).

CHAPTER ONE

INTRODUCTION

1.1 Background

All formal organizations are set up to meet the needs of the society. On the one hand, such organizations require human resources to achieve their stated goals and objectives; on the other hand, human resources (individuals who come in to work in the organizations) also have personal needs and goals that have to be met in the organizations. It is therefore, necessary that every individual within the organization performs his or her role effectively in order to meet both his or her organizational and personal needs. It is expected that an individual will derive substantial satisfaction and benefit in doing this. It is also worth remembering that an organization does not exist solely to make employees happy but also to meet organization objectives.

In the past, teaching in the University was seen as a satisfying and respected job among the teachers themselves and the entire community. At that time, for instance in the 1970s and early 1980s the best graduates were normally persuaded to stay back and teach in the University. They had adequate opportunities for further studies or training, particularly outside the country, resources for research and enough income to provide basic needs of life were available. They had job security and good salaries. They also had opportunities to attend seminars and conferences both locally and internationally. They rarely complained about conditions of service, rarely went on strike, rarely engaged in confrontation with government, were only occasionally intimidated, harassed or detained by government security agents, and never engaged in politicizing to become Deans, Heads of Departments and Vice-Chancellors. On the average, University lecturers were able to

meet most of their needs. There was, therefore, job satisfaction, high performance and the quality of their products, the students, was highly rated.

However, the inability of the past regimes to invest seriously in education has been of much concern to the Nigerian society. Strike actions by students and lecturers over one problem or the other, particularly in respect of poor funding of education, have led to the closure of several Universities over the years. The politics of the appointment of Vice-Chancellors and other key functionaries of Universities have also led to strike actions and closures of Universities. The loss of academic sessions and semesters had been on the increase.

Improving job performance and understanding the relationship between job performance and job satisfaction among University lecturers have lately been a subject of interest in the study of educational problems and in the successful administration of educational institutions. The Ahmadu Bello University, like any other university, has as its main function learning and imparting of knowledge to students of the society. In this bureaucratically structured organization, the lecturers are not only primarily concerned with imparting knowledge to the students, they are also charged with administrative responsibilities involving serving as Deans of Faculties, Heads of Departments, Heads of Sections, Examination Officers, Registration Officers or Admission Officers, Time-table Officers, Coordinators of specialized programmes and other duties depending on their educational attainments and experience. The cadre of academic staff covers the ranks of Professor, Reader, Senior Lecturer, Lecturer I, Lecturer II, Assistant Lecturer to Graduate Assistant - a career structure that takes about 20 to 25 years of teaching and

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research before possible arrival at the pinnacle. In some of the faculties of ABU, there are up to nine departments. Presently, there are 12 faculties with a Postgraduate School and 69 departments. There are about 35,000 students pursuing degree and sub-degree programmes, 2,000 lecturers and 9,000 non-lecturers (Student Handbook, 1997). From the foregoing, it is clear that lecturers perform both teaching and administrative duties while non-lecturers perform purely administrative duties.

All the foregoing suggest that the lecturers perform various kinds of jobs and these are likely to affect the job satisfaction and consequently their production. It is therefore hoped that the study will assist in the effective administration of the University.

1.2 Statement of Problem

Of recent, there have been repeated complaints from the general public, University administrators and government circles bemoaning the rate of brain-drain from the nation's higher institutions. Ahmadu Bello University (A.B.U.) has been no exception. More and more lecturers are leaving university teaching jobs for private organizations especially oil companies, financial institutions and other more lucrative organizations (Akpata, 1998). This has become a source of concern to the managers of the University system.

Today, the interest in and the desire to accept a University teaching job has declined. The best graduating students are no longer interested in taking up appointment with the universities. Those who already have appointments with the Universities wish to leave because of poor conditions of service, which include poor salaries compared to

their colleagues outside the University system, poor benefits, inability to survive in a declining economy and late promotion exercises by the administration. The inability of the government to address this situation has resulted in strike actions and disruption of academic programmes and has, in some instances, led to intimidation and harassment of lecturers with the proscription of their Union. These incessant disruptions of academic programmes have in turn caused the general public to express concern over the quality of products coming out of the universities.

With respect to the work environment, lecturers generally operate in a poor working environment (ASUU Report, 1993). They are to be found in offices that are, more often than not, crowded and poorly furnished with no rug, no air conditioner, no personal staff, no telephone, no executive chairs or tables, and sometimes without functional toilets. Some of them are not provided with stationery to facilitate their work. Despite all these, they are more qualified academically compared to non-academic staff. Every lecturer, apart from being a graduate, is also a senior staff. However, some of the non-academic staff who may not be graduates and who may be junior staff occupy better furnished offices in the University. There are, however, exceptional cases where some offices of Deans, Directors, Heads of Departments are adequately furnished. From the above, it would appear that lecturers work under poor conditions of service in the universities. It is also fair to say that satisfaction on the job can be enhanced by good conditions of service, which include good salaries, opportunities for advancement, adequate financial and material support for research work as well as a conducive environment that can stimulate productivity.

Furthermore, the issue of job security has placed many lecturers in a position where many of them now consider their job as a temporary one since they can be retired, retrenched or have their appointments terminated at any time the government, the Sole Administrator or the Vice-Chancellor, deems fit. For instance, the New Nigerian of 6th March 1998 and the ABU News Bulletin Vol XXXIII, 1998, carried the University's termination of appointments of 67 members of staff of Ahmadu Bello University, Zaria, out of which 29 were lecturers without the attainment of the mandatory retiring age of 65 for lecturers and 60 for non-lecturers. This means that there can hardly be job security among the existing staff.

On the basis of the foregoing, the aim of this study is to find out whether lecturers perform optimally in their primary assignment and whether they derive more of intrinsic satisfaction as compared with non-intrinsic satisfaction from the performance of their assignment. Effort will also be made to find out any relationship between job performance and job satisfaction among lecturers. In particular, the study will consider factors which are generally perceived to contribute to job satisfaction such as, conditions of service, provision of facilities, workers compensation, administrative policy and supervisory practices, job security and the work itself. The study will find out what constitutes effective performance; whether good student results, for example, are related to job satisfaction. Further-more, the study will determine if research publications, seminar presentation or conference attendance by lecturers and students' results are good measurements of lecturers' performance.

1.3 Objectives of the Study

This study attempts to achieve the following objectives:

1. To find out whether there is a relationship between job performance and job satisfaction by lecturers.
2. To identify the factors that contribute to lecturer's satisfaction or dissatisfaction with his/her job.
3. To determine whether age, gender, qualification and years of teaching experience have any effect on job satisfaction and performance of the academic staff.

1.4 Basic Assumptions

In this study the following assumptions are made:

1. Lecturer's job performance and satisfaction depend on the conditions in which he/she works.
2. Lecturer's job performance and satisfaction are dependent on ability and motivation.
3. Job satisfaction affects job performance.
4. The basic minimum conducive atmosphere for optimum performance of lecturers are provided by ABU.

1.5 Research Questions

The following research questions are to guide the investigation:

Major Research Question

1. Is there any relationship between lecturers' job performance and their job satisfaction?

Minor Research Questions

2. Is there any difference in job satisfaction on the basis of a lecturer's age?
3. Is there a difference in job satisfaction on the basis of gender?
4. Does qualification affect job satisfaction?
5. Is there a difference in job satisfaction of a lecturer based on his experience?
6. Is there a relationship between the provision of facilities for the lecturer and his job satisfaction?
7. Is there a difference in the job satisfaction of lecturers of various salary grades?

1.6 Hypotheses

In order to handle the problem, the following null hypotheses are advanced:

Major Hypothesis

1. There is no significant relationship between lecturers' job performance and their job satisfaction.

Minor Hypotheses

2. There is no significant difference in job satisfaction between Lecturers of different ages.
3. There is no significant difference in job satisfaction between lecturers of different gender.

4. There is no significant effect of the lecturers' qualification on their job satisfaction.

5. There is no significant effect of Lecturers length of teaching experience on their job satisfaction.

6. There is no significant relationship between the provision of facilities and job satisfaction of lecturers.

7. There is no significant difference in job satisfaction of lecturers of various salary grades.

1.7 Significance of the Study

Through this study, the various factors affecting job performance and job satisfaction among academic staff will be identified. It is hoped that this will thus help the management, in particular, to really understand the plight of academic staff in order to proffer solutions to the problem. The study is also significant as can be seen by the fact that the problems highlighted above have caused ASUU and the Government to come to an agreement on the review of condition of service and salary of academic staff in the Universities in 1999.

It is hoped that the findings of this study will enhance the promotion of a better understanding of the various human and psychological factors that motivate higher productivity of lecturers. It would also help to bring about understanding between the management and academic staff thereby reducing confrontation and incessant strikes. In addition, such a knowledge would be of value to the administration of personnel in ABU and many other tertiary institutions in the country.

1.8 Delimitation of Study

This study is limited only to lecturers of Ahmadu Bello University. The study covered a period of 10 years (1989 to 1999). Assistant lecturers and other academic staff up to Professors were used for the study. Graduate Assistants were excluded because they are not lecturers by definition.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study focuses on relationship between job performance and job satisfaction of academic staff of Ahmadu Bello University, Zaria. It is therefore pertinent to search for empirical studies or findings so as to establish the relationship between job performance and satisfaction.

The following issues are examined: history of Ahmadu Bello University (ABU); objectives of establishing the University; organizational structure of ABU; teaching and research functions of Lecturers; administrative functions of lecturers; concept of personnel management; impediments in fulfilling individual and group needs; leadership style, job satisfaction, job performance; organizational climate and job performance; morale and the effect on job performance; relationship between job performance and job satisfaction; evaluation of lecturers' performance; review of related previous studies of Job Satisfaction (JS) and Job Performance (JP).

2.2 History of Ahmadu Bello University

For a better understanding of any study of individual, group, department or section in the University, it is pertinent that a brief history of the University is given (A.B.U. Calendar, 1987). The Ahmadu Bello University came into being following the negotiation and recommendation of the Ashby Commission on Establishing a University in the then Northern Nigeria, with its headquarters at Zaria. Thus in October 1962, Ahmadu Bello

University was established on the site of the former Nigerian College of Arts, Science and Technology with only 426 students and seven faculties, comprising 15 departments which developed out of the departments of the former college. All the infrastructures were inherited from the College. Gradually other departments were created. By the 25th anniversary in 1987 the University had grown to be the largest and the most extensive of all the Universities in the Sub-Saharan region. It covers about 7,000 hectares of land and it has twelve faculties, a postgraduate school, five institutes, eight specialized Centres, a Demonstration Secondary School, a School of General and Remedial Studies (SGRS), a Primary School, three organized extension and consultancy services which provide a variety of complementary roles to the academic faculties.

At present, the former Faculty of Arts and Social Sciences (FASS) has been split into two, namely, Faculty of Arts and Faculty of Social Sciences. The SGRS has also been scrapped and its premises and structures allocated to the new Faculty of Social Sciences. Also, former Advanced Teachers' Colleges (now Federal Colleges of Education), Zaria and Kano, have been disarticulated and are presently under the National Commission for Colleges of Education (NCCE). All Centres, except the Centre for Automobile Design, Computer Centre and Centre for Energy Research and Training (CERT) have been scrapped; the staff have either been terminated or redeployed to other departments. The total student population pursuing degree and sub-degree programmes number about 50,000 drawn from all the states of the federation and abroad. There are about 2,000 academic and research staff and over 9,000 other supporting staff (University Calendar, 1986/88).

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The University also had some affiliated institutions like Abubakar Tafawa Balewa University, Bauchi; Abdullahi Bayero University, Kano and about 27 other Colleges of Education, Polytechnics and Schools of Preliminary Studies. Other departments which are fundamental to the existence of the University are the Registry Department, Bursary Department, Security and Fire Services Department and Library Services Division.

All the Departments, Units and Institutes interrelate and function as an entity. From the inception of the University, virtually all Vice-Chancellors were appointed amongst serving academic staff of the University or from other Nigerian Universities with qualifications of not less than senior lecturer or reader. The trend however changed in December 1995 when the then Federal Military Government under the leadership of Late General Sani Abacha appointed a retired Military General in person of Mamman Kontagora to head the University for an initial one year amidst protest from the academic community. He was there from 1995 to August 1998, because of further extensions by the then military government of late General Sani Abacha. Efforts and calls to appoint a substantive Vice-Chancellor from the academics has began to materialize. This development has affected the smooth running of the University. Only in June 1999 a substantive Vice-Chancellor was appointed from the Deputies who was mandated to sign certificates for graduate and other official duties.

2.3 Objectives of Establishing A.B.U. and the Organizational Structure

2.3.1 The objectives of A.B.U.

The followings are the objectives of the University:

1. To provide regular and liberal courses of instruction in the humanities, the sciences and other spheres of learning of a standard required and expected of a University of the highest standing.
2. To promote research and the advancement of science and technology.
3. To secure the diffusion of knowledge especially throughout Northern Nigeria.
4. To acquire and take over the property, rights, trust and liabilities of the Provisional Council established by the University of Northern Nigeria (Provisional Council) Law 1961, including all the property of the Nigerian College of Arts, Science and Technology vested in the Provisional Council by the provisions of the Nigerian College of Arts, Science and Technology (Transfer) Act, 1962.

2.3.2 Organizational Structure of Ahmadu Bello University

The primary purpose of a University is to generate and disseminate knowledge. Within a University the process of management development, the provision of management training, procedures of human resources planning, and indeed a variety of support that enhance this primary purpose. As a consequence management development must take into account the nature of a University as an organization focused on the generation and dissemination of knowledge.

The Ahmadu Bello University, right from inception, grouped all the functions into Institutes, Faculties and Departments to provide for coordination and integration of people and their activities (ABU Calendar, 1988). The Vice-Chancellor is the highest in command, followed by the Deputy Vice-Chancellors, Deans and then the Heads of Department. All the decision taken at the departmental meetings and Faculty Board

meetings are sent through the Dean to the Vice-Chancellors. The Vice-Chancellor is also answerable to the Council for Senate decision.

In addition to the structured staff organization, and University also uses Committees to arrive at major administrative and academic decisions. For example, Management Monitoring Committee. Few Directors and Principal Officers of the University are members, chaired by the Vice-Chancellor and they meet once in a month. There are also Implementation and Rationalization Committee who are answerable to the Vice-Chancellor and some other Committees.

Lecturers are found in all the Faculties except the service sections like Bursary, Registry, University Health Services and Maintenance Services who are non-lecturers. (Please see organization chart of ABU in Appendices I, II & III).

One of the most powerful tools for control of human behaviour available to organizations is division of labour. As tasks are broken down into smaller segments, the behaviour required to complete the task becomes more constrained and the time required to complete a task gets smaller (Musaazi,1982). Teaching objectives are broken into curriculum, subjects and course units and specific time is allocated to complete the teaching and the person to accomplish the tasks. Organizations have a variety of resources with which to reward desirable behaviours and punish undesirable behaviours. The division of labour provides the basic function for allocating rewards and punishment. A specific task is delineated and standards of performance are established. If the staff meets standards or exceeds them, he is left alone or rewarded (Ezenne, 1978).

When we talk about control of human behaviour in an organization, we are dealing with power and influence. There are many different resources which an individual group or organization can use to change the behaviour of another agent. Formal organizations like that of the Ahmadu Bello University are arranged in a hierarchical fashion (Musaazi, 1982). That is, each position relate in a particular way to the other whether superior or subordinate or at the same level, for example, the Heads of Departments relate to the Deans and the Dean to the Vice-Chancellor. Classical management theory stipulates that authority centres at the top of the hierarchy and is allocated down through the organization according to tasks responsibilities (Musaazi, 1982). For example, in Ahmadu Bello University, authority is more at the top than the bottom.

2.4 Teaching and Research Functions of Lecturers

The first function of teaching is the most obvious function of lecturers of Universities and the one around which the other element of university organization and work revolve. Young men and women are taught to confront the world in rational scrutiny, to learn those skills that permit contemporary technology to function and to progress and to beget those social attitudes that enable a highly organized world to cope with the complexity of social change and to move ahead with a sense of direction (ABU Calendar, 1988).

Every university employs and trains its staff, lectures are organized in form of course outlines and are distributed according to area of specialization. Workload is distributed according to hierarchy and time available.

Research is the lifeblood of a university and the university cannot be an excellent teaching institution without it. A developing country, particularly, must be prepared to provide its universities with huge sums of funds for research. Research goes on in other institutions besides universities. But universities offer special opportunities for many forms of Research. Not only does their teaching function and the dialogue it engenders between teachers and students nourish research, but also it suggests research emphasis and structures, which are related to its communication to others. Moreover, a university atmosphere and security of tenure given to its scholars foster a longer-term approach to learning. In other words, governments, for example, can carry on much of their own day-to-day research, research institutes can readily take on medium term research, but only universities as a rule are free from pressures in such fashion as to be able to develop profoundly speculative attitudes and to carry out the fundamental, long-term and disinterested research that underlines all expansion of knowledge.

2.5 Administrative Functions of Lecturers.

The Nigerian University is a complex organization. Consider the divergent plural communities of Professors and other academic staff, students, senior and junior non-academic staff, the University becomes a community of communities. Academic staff members have dual roles. Apart from teaching and research duties, some of the senior academic staff have the following administrative responsibilities and duties. Similarly, the same is obtained at the Ahmadu Bello University, Zaria.

2.5.1 The Vice - Chancellor.

In the Nigerian University system, the Vice-Chancellor is described as the Executive Head. The University is a more democratic organization and although the buck indeed stops with the Vice-Chancellor, the institution is run by a committee system and under the general supervision of a Governing Council. The success of a Vice-Chancellor depends on how effectively he operates the committee system to give effect to the mission of the University and to prevent arbitrary actions. Under normal circumstances, an academic staff of any University within the country who has a qualification of not less than Ph.D. and not less than a Reader would be appointed as a Vice-Chancellor. However, at the Ahmadu Bello University, a Sole Administrator with a military background, was appointed to be the Chief Executive of the University from August 1995 to December 1998. Presently the University has a full-fledged Vice Chancellor. Specifically, the duties can be summarized as follows (A.B.U. University Calendar, 1986/88):

i) To serve as a Member of Council

ii) To serve as the Chairman of Senate, Congregation and Convocation.

iii) To carry out certain general responsibilities aimed at ensuring peace, order, good governance and optimal performance by all members of the University community.

iv) To maintain discipline in the University is one of the Vice-Chancellor's heaviest responsibilities.

v) To exercise the duty of implementing approved academic and physical plans faithfully without any distortions.

vi) To seek for funds as universities are expected to generate a certain percentage of their revenue from sources other than the government.

Indeed, the efficiency of a Vice-Chancellor is increasingly being judged in terms of his ingenuity in supplementing government subventions with internally generated funds.

vii) To handle the affairs related to Academic Staff Union of Nigerian Universities (ASUU), the Senior Staff Association of Nigerian Universities (SSANU) and the University Non-Teaching Staff Union (UNTSU) with an appropriate measure of initiative and dexterity may prove descriptive of the activities of the University.

viii) To serve as the University's Chief Public Relations Officer to the community, University's Alumni Association and other Vice-Chancellors Committees in Nigeria.

2.5.2. The Dean of Faculty

The Dean is the academic leader in the academic functions of the faculty. As the Chairman of Faculty Board, he is to co-ordinate and regulate the teaching and examinations conducted within the Faculty. He is also responsible for co-ordinating the day-to-day administration of Faculty affairs, including the arrangements for students' admissions, registration, matriculation and examinations. Administrative staff is assigned by the Registrar to a Faculty to assist its administration subject to the direction of the Dean.

2.5.3 The Head of Department

The Head of Department is responsible to the Vice-Chancellor for the day-to-day administration of the department. He is charged with the general responsibility of guiding

and supervising teaching and research at undergraduate and postgraduate levels, and co-ordinating the professional, community and other outreach programmes of the Department. He is expected to abide by the departmental meetings as far as is consistent with his overall academic and administrative responsibilities.

2.5.4 The Examination officer

The Examination Officer appoints invigilators for each examination hall, performs all necessary functions concerning the ordering and control of examination materials, the arrangement of rooms for examiners, the collection of sealed packets of examination papers and their distribution to invigilator and so on. He also coordinates the collation of results and passes them on to the Head of Department for presentation at the Faculty Board meetings.

While the non-teaching staff are responsible for the day-to-day administration of the University, they perform such functions as preparing appointment and promotion letters, leaves, sabbatical leave, study fellowship, preparation of salaries, in charge of housing and accommodation for staff and students, keeping of university files and records, in charge of security, maintenance and services of vehicles and so on.

2.6 Concept of Personnel Management

Since every organization is made up of people, their procurement, motivation, and maintenance are important toward the achievement of organizational objectives. This is true regardless of the type of organization - government, business, education, health,

recreation, or social action. Getting and keeping good people are critical to the success of every organization, whether profit or non-profit, public or private.

Those organizations that are able to acquire, develop, stimulate and keep outstanding workers will be both effective (able to achieve their goals) and efficient in expending the least amount of resources necessary.

Personnel management or human relation evolved as a rethink of dissatisfaction on the concept of machine-made-man philosophy and also for the fact that administrators are placing less emphasis on the rigid interpretation of efficiency as suggested by Taylor (1947) in Musaazi (1982) and greater attention is now put on obtaining the cooperation of employees and helping them to identify more closely with the organization and its goals. Therefore, this section will deal with the history, theory and practice of personnel management as it applies to the bureaucratic organization.

Prior to the 1911-1920 decade, the hiring of workers was performed principally by line supervision. In effect the foreman did his own hiring and firing. Taylor (1947) in Musaazi (1982) had emphasized the need for proper selection and placement of workers on jobs for which they could become superior producers. A number of researchers had demonstrated the very considerable cost associated with high labour turnover. The foremen were overburdened with problems of production, training, maintenance, and other supervisory duties and that they should be relieved of the responsibility for hiring and firing. Management's interest in human relations commenced, for the most part, in the 1940's especially after World War II. Management

could not ignore fostering human problems and employee complaints because the union would not let these issues go unnoticed. Some management saw the rise of unionism as a challenge to provide so sound a personnel programme and so enlightened a leadership that their employees would find no need for a union.

In 1940's, Human relation studies started with Mary Parker Follett (1868 -1933) in Musaazi (1982) and supported by Elton Mayo (1927 - 1932) in Musaazi (1982) which emphasized concern for the workers, the need to be supportive and friendly, and the desirability of consulting employees on matters affecting them. Later in the 1960's, the term "human relation" faded in popularity and the modern term "behavioral science" replaced it. It is also humanistic and exhibits an optimistic view of the nature of people and their potentials. It tends to emphasize genuine employee participation in decision-making group methods of supervision, and concern for the development of interpersonal skills. Significant contributors to behavioral science applied to work organizations have been McGregor (1960), Herzberg (1966), Likert (1961), Maslow (1964), Argyris (1964), Blake and Mouton (1964).

In a sense, the human relations movement was a reaction to the gospel of efficiency even though it was not opposed to productivity. But, whereas the scientific management movement saw management as making all the decisions while workers merely carried out the chores as laid down by management, the human relationship movement advocates that experts, managers and workers must all participate in working out of job analytic methods. Lecturers must participate in decision-making. Also maintaining and improving educational standards are also possible through the lecturers.

The lecturers are the greatest assets to learning. Every effort must be made for proper selection and placement as postulated by Taylor(1947) in Musaazi (1982). This is being practiced by all management for cost and labour turnover reductions.

The Department of Registry, in general, and Establishment Office in particular is the central office of personnel management of Ahmadu Bello University, although every department and section contributes and cooperates with the Registry in the operative functions of personnel management. These are manpower planning, authorization, development source, evaluation, employment decision, induction or orientation, promotion and separation. But the Registry Department performs the managerial functions of planning, organization, directing and controlling.

Individual job satisfaction and performance might be improved substantially if employee is appropriately matched to his job. Before any selection or job redesign programme is undertaken, it is essential to consider the employee's need state as well as the characteristics of the job into which he is to be placed.

2.7 Impediment in fulfilling individual or group needs

Every individual comes into organization to fulfil some personal needs. Problem arises when there is likelihood that the satisfaction is no longer forthcoming. There are some variables that can constitute impediments to fulfilling needs. These are working environment, (physical and social); financial support and time provision.

The working environment must such that can provide access to research materials because in the University system one of its goals is to do research and contribute to knowledge, which must be supported with well-equipped laboratories and library. Apart from physical environment, also there are social environment. There must be good relationship with colleagues. This creates an atmosphere of belonging and team work to attain heights. Financial support from the University for example research assistantship, travelling and accommodation expenses payment, conference attendance payment, provision of cost of preparing papers for seminars and conferences, as well as provision of cost of organizing seminars and conferences as these will enhance growth. Time outside the station for any academic activities, should be given without any problem. For example, time should be given to attend short courses, longer courses, training and re-training. .

Lack of financial support and inadequate personal emoluments is an important frustration to the fulfillment of many physical and psychological needs of the individual. Economic facts can frustrate the fulfillment of many needs even among individuals with regular incomes. According to Savage(1967) when the fulfillment of needs is blocked by various type of impediments the individual encounter frustration and this may lead to tension within the individual. The amount of tension will depend on the needs, its importance, the degree to which the person is conscious of it, the source of frustration and the ease with which it can be overcome.

When a person is frustrated in fulfilling a need, he may simply review his efforts along the same lines that resulted in original frustration. He may also substitute other

goals although they may not fulfil the original need. Also there may be a conflict of needs and the situation can be analyzed and an alternative decision can be taken although it may not or may solve the problem. Finally, aggression, indirect aggression adjustment mechanism or withdrawal may result and when this happens in a work situation there will be job dissatisfaction and lack of interest in the job.

According to Ezenne (1978) the following should be the clear and consistent administrative practices of any good University administration.

1. Define staff members' responsibilities and assist them understand what they are and what they are not. Provide rules that will enable them to see their potential and their limitations in their work and responsibilities.
2. In assigning responsibility to a person, give him also the authority necessary to carry out the responsibility. The teacher who is told to keep orders must have the authority to do so.
3. If responsibility must be changed, all persons who are concerned should be notified.
4. In any formal organization each person has a "boss" and he should not have more than one and everybody should know to whom he is responsible.
5. Do not give order to subordinates of another individual, as the reaction of the subordinate would be that of resentment.
6. Although an administrator at times must be critical of some aspects of the work of a subordinate, the criticism should be constructive in nature and should be given in private.

7. When dispute come, about authority and responsibility, they must be settled promptly.
8. Promotions, increase or decrease in compensation and discipline action should be reviewed and approved by the superior of the person making decisions involving them.
9. Avoid any act that implies an effort to have a staff member undermined as such act can create suspicion and animosity.
10. In every formal organization tasks, and responsibility should be carefully assigned according to experience qualification, competency, and ability to do the work.

2.8 Leadership

No major presentation on the state of higher education in the Americas will begin without using at least one of these words in one of the first paragraphs: pressure, change, turbulence, retrenchment, restructuring, downsizing, globalization, competitiveness, accountability, quality, assurance, during 1994. "Words, which reflect the harsh realities of our times and spell out the challenges confronting the leaders of the higher education community. We live in a time that calls for strong leadership at all levels and in every sector of the society and leadership is a scarce commodity" (Chait, 1994).

But what do we mean by strong leadership when the term applied to higher education? There was a time when a University President, to be considered a real leader, had to have a strategic plan and a great deal of money for its implementation. As Chait (1994) states that a "College President without a strategic plan was as archaic as a

Hollywood talent agent without a car phone" . A true leader made plans, spent, built and then turned to governments to get more money in order to satisfy ever-increasing expectation. So the new leaders are those who can move swiftly to gain yardage, or at least not lose ground. Time, have indeed changed, from the flamboyant and triumphant, we have shifted to styles which favour more sober approaches.

How do University executives prepare themselves to face the new realities when, often they are ill-prepared to manage the very special kind of organization, that is a University. Leadership according to Heckmann and Huneyager (1966) as quoted by Enaohwo and Eferakeya (1989) is the process of influencing the activities of the organized group in its effort toward goal settings and goal achievement. Leadership research has come a long way from the simple concepts of earlier years, which centered on search for the magic leadership trait. We have had to replace the old cherished notion that leaders are born and not made (Fielder, 1974).

2.8.1 Leadership in the School System

A leader may influence the activities of an organizational group in its efforts toward goals setting and goal achievement "by using an approach to subordinates which is laissez faire or free-rein, autocratic or democratic or by a combination, using one approach at one time in one situation and other approaches at other times in other situation.

The appropriate leadership style adopted by the University leader is of great importance to his effectiveness as a leader. This can lead to the achievement of both individual and organizational goals. As a result, it is necessary to identify the styles from leadership theory which are most suitable for the purpose of effectiveness. In effect, the appropriate leadership style for University effectiveness depends on the situation. If one is not suitable, then another one or a mix of all.

In his study of supervisor's behaviour and quality and quantity of employee's output Wofford (1971) identify five features of managerial behaviour styles as:

1. Group achievement and order
2. Personal enhancement
3. Personal interaction
4. Dynamic achievement
5. Security and maintenance.

While Wofford was more concerned about the nature of behaviour in work environment it was the study by Misumi and Tabaki (1965) quoted by Enaohwo and Eferakeya (1989) that actually spelt out the relationship between style and output. According to Paisey and Paisey (1980) Misumi and Tabaki (1965) quoted by Enaohwo and Efarakeya (1989) classified behaviour as a production centred and person-centred, and from this, three styles were identified as follows:

i) goal-achievement-centred style of management, with a higher intensity or impact.

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ii) process-maintenance-centred style of management, with higher intensity or impact.

iii) an equal mix of (i) and (ii) at a lower intensity or impact

On the whole the third style was found to be the most effective style, especially in Coal Production.

It is from the Soviet Union that we also see some relevant research on management styles in the production process. Teplov and Nebylitsyn (1966) quoted by Enaohwo and Eferakeya (1989) study shows the effect of temperament on the style with which a task is performed. This research led to the "person-centred style" (extroversion/sociability) and the "production-centred style "(anxiety to tough-mindedness) of management. It is interesting to point out that the result from the Soviet researchers tallied with works of Western researchers, especially those of Eysenck and Eysenck (1969) and Eysenck (1976).

In order to integrate individual characteristics with the structural and task expectations of work situation, Fielder (1974) postulated two major styles of leadership, namely task oriented leadership, and (ii) people-and-inter-personal relationship leadership. Also working on leadership in the University of Michigan, Likert in Enaohwo and Eferakeya (1989) identified four outstanding styles of management.

1. exploitative - authoritative style where motivation is by fear and punishment, with decision-making limited to top.

2. benevolent-authoritative style, exemplified by confidence and trust in subordinates, with provision for upward communication while motivation is by reward.
3. consultative style, that is a situation where there is substantial but not complete confidence in communication and consultation;
4. participation group style, where ideas and opinions are sought from subordinates because of absolute confidence.

The participative group style was regarded as the most effective and productive.

The work of Blake and Mouton's quoted by Enaohwo and Eferakeya (1989) managerial skill, the work is classified into (a) concern for productive and (b) concern for people. Both researchers advocated a blend or equal mix of both "concerns" to ensure adequate performance through a balance of work requirements and maintenance of satisfactory morale (Blake and Mouton 1978). However, the most effective manager in this grill is the one that shows the highest dedication to people and production. Ohio State University study classified leaders behaviour into (i) Consideration or human relationships and group maintenance and initiating structure, which involves organizing and directing of work (Landers and Meyers 1977). Similarly Michigan studies by (Reddin in 1964) two styles in a continuum were identified for the mode of Administration in any organization. They were classified as (1) the employee centred behaviour and (2) the production-centred behaviour. In this concept, the more the administrator is oriented to one style, the less he is in the other.

Emerging from all these studies and taking cognizance of their limitations Reddin (1964) evolved the 3 - Dimensional (3-D) theory as (1) situational management of ability to change a situation ripe to a change (2) style flexibility or the ability to match managerial approach to the situation once analyzed, and (3) diagnostic skill. Any of these styles can be used appropriately and inappropriately as long as it meets the output requirement of the job in order to achieve administrative effectiveness.

2.9 Job Satisfaction (JS)

Locke (1976) estimated that, as of 1976, about 3,350 articles of dissertation had been written on this topic. Today there would undoubtedly be more than 5,000 such articles. A sample of the measures that have resulted from this work are presented in books by Cook, Hepworth, Wall, and Warr (1981) and Robinson, Athanasiou; and Head (1969). Considerable progress has also been made in defining the job satisfaction construct (see Herzberg, Mausner, Peterson, and Capwell, 1957; Locke, 1969, 1976). Lofquist and Davis(1969) noted that satisfaction is a "function of the correspondence between the reinforcer system of the work environment and the individual's need"; Locke (1976) stated that job satisfaction can be viewed as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. These definitions are all consistent with related conceptions of satisfaction that can be found in the literature of other fields (for example social psychology). One of such definition was given by Schneider (1983) as a function of not only what people have but also of what people have the opportunity to have.

2.9.1 The Situational Correlates of Job Satisfaction (JS)

The situationist perspective on job satisfaction maintains that satisfaction is determined by characteristics of both the job (intrinsic) and the larger environment (peripheral) in which the job exists. One of the most popular and extensively researched measure of job satisfactions is the Job Descriptive Index (JDI) (Smith, Kendall, and Hullin (1969), in Schneider *et al.* (1992). It identifies five facets of job satisfaction and they are the work itself, supervision, co-workers, pay and promotion (job characteristics).

A. The Work Itself

Research has found that the facet that correlates most highly with overall job satisfaction is work itself. Satisfaction with the work itself is usually measured in terms of the core job: characteristics proposed by Hackman and his colleagues (Hackman and Lawler, 1971, Hackman and Oldham, 1975). It can be shown that measures of the presence of autonomy, skill variety, feedback, task identity, and task significance in the work itself implicitly address present opportunity. For example, a meta-analysis conducted by Freid and Ferris (1986) on the job characteristics model found that task feedback (when compared with other characteristics of the work itself) was the strongest correlate of job satisfaction. One interpretation of this finding is that feedback is the mediator through which people perceive opportunities in their work; in the absence of feedback, one does not know how one is doing, so it is impossible to perceive opportunity. The lack of feedback creates uncertainty; uncertainty does not permit plans, and the absence of plans is the absence of opportunity (Miller, Galunter, and Pribrain, 1986).

B. Supervision

Locke's (1976) theoretical discussion of job satisfaction with supervision, he suggested that the relationship between supervisors and subordinates is based partially on what he called functional attraction. Functional attraction refers to the extent to which subordinate perceive that their supervisor is helping them obtain valued job outcomes. Thus supervisors can control opportunities on the job through the assignments they make and the feedback they give to subordinates. For example, Landan and Hammer (1986) found that young clerical employees who received high levels of feedback about their job performance from their supervisors perceived greater opportunities for within-organizational mobility than the employees who received lower levels of feedback.

C. Co-Workers

People seek friendly, warm, and co-operative relationships with others not only what they produce in some immediate sense, but also for what those relationships provide in terms of need — that is, social support (LaRocco, House, and Krench, 1980). People are aware of their ties to others at least partially because of the possible, not only the actual, benefits attached to those relationships. One establishes networks at work not necessarily for what they immediately provide, but rather for what they have the potential to produce.

D. Pay

Pay is important source of satisfaction at work. In addition to salary providing a potential source of self-esteem (Brockner, 1988), pay provides the generic opportunity for anything money can buy (Lawler, 1971). People's satisfaction with pay would be

influenced by what they will be able to obtain (that is, how standard of living will improve) as their salary increases.

E Promotion

Studies have shown that employees who perceive few opportunities for advancement have negative attitude towards their work and their organizations (Kanter, 1977; Larson, 1982). For example, Kanter (1977) found that career opportunity at all hierarchical levels can account for the ways people involve themselves in their work. Further, it is likely that an individual's satisfaction with promotion opportunities is influenced by more than just the next promotion in the line of progression. Opportunities for promotion throughout an individual's tenure with an organization are probably reflected in an individual's satisfaction with promotion.

2.10 Job Performance (JP)

Employees' job performance or the contribution to productivity are considered to result from ability and motivation. If a person has no motivation he or she could be the most capable individual in the world, but there would be no connection between ability and performance. Or, if a person had no ability, there could be terrific motivation, but there would be no connection between the motivation and the performance. Both ability and motivation are essential ingredients to good employee performance.

2.10.1 Ability

Ability is deemed to result from knowledge and skill. Knowledge is affected by education, experience, training, and interest. Skill is affected by aptitude and

personality, as well as by education, experience training, and interest. Ability is also found to correlate with job satisfaction. For example, Schneider, Reichers and Mitchell (1982) found that the relationship between ability requirements for job and job satisfaction is as strong as the relationship between job reward (identity, autonomy, feedback) and satisfaction. It seems logical to propose then that ability provides opportunity because the more one is capable of doing the more one has the opportunity to do. Although if we procure individuals with extraordinary competence and develop these abilities, we cannot be assured that they will perform satisfactorily. Therefore, another function of human resource management is activating the potential of our work force, or what is generally referred to as motivation.

2.10.2 Motivation

Motivation is here considered to result from the interacting forces in physical conditions of the job, social conditions of the job and individual needs. Some forces are positive and contribute to motivation, improved performance, and increased productivity. While others are negative, reducing motivation, performance, and productivity.

Very often, lecturers complaint of lack of motivation in their work and also Heads of Department of their Institutes complaints of un-cooperative attitude of lecturers. Other similar organizations have leveled criticism against other categories of staff in Government and parastatal. This is an indication that certain employees are not sufficiently motivated (Afolayan, 1989).

Motivation has been variously defined but that of Mitchell (1982) states the degree to which an individual wants and chooses to engage in certain specified behaviours. The underlying concept of motivation is some driving force within an individual by which they attempt to achieve some goals in order to fulfil some need expectation. The most interesting out of Mitchell four characteristics of motivation to employer is that which says, "The purpose of motivational theories is to predict behaviour". Motivation is not the behaviour itself, and it is not internal or external forces which influence a person's choice of action. Administrator must be able to predict lecturers behaviours in congruence with their behaviour so as to insure performance.

There are different patterns of motivation theories. Among them are:

1. **Maslow hierarchy of needs**. Starting from basic preposition that people are "wanting beings", they always want more and that what they want depends on what they already have. As one need is satisfied another need emerges. Sergiovan and Larver (1989) stress the importance of this theory to University executive. They suggested that the University Administrator is to find out at what levels lecturers are with respect to the hierarchy. This is important because it does not make sense to motivate at the esteem level if lecturers are insecure or to motivate at the security level when they seek esteem.

2. **Herzberg's motivation – Hygiene Theory**. This theory is built on the intention that there are two independ sets of factors contributing to job satisfaction and job dissatisfaction. The job satisfaction factors are called

motivation factor", that deals primarily with the individual's need. For self-actualization in his/her work (completion of a job, advancement recognition achievement, growth opportunities and work itself). These factors leads to positive job attitudes. The job dissatisfaction factors are called "hygiene factors" and deal with the environment of work organization policy and administration, peer relationships, supervisory relationship, salary, opportunity for personal growth and working conditions). They are powerless to affect job attitudes positively. The proposition of Herzbeng's theory according to Mumford (1972) in Oladebo (1978) suggests that to secure employees performing at a high level of productivity, the organization has to identify the needs of its employees and satisfy these needs.

3. **Expectancy theory** – A process of work motivation called an instrumentality or Expectancy theory was presented by Vroom (1964) whose frame work shows that the motivational force that an individual exerts on the job is a function of the perceived expectancy that certain outcome will result from particular behaviour. The valence of an outcome according to Vroom (1964) is in turn a function of its instrumentality for obtaining other outcomes and the valence of the outcomes. Wofford (1971) conducted a study on the relationship of job satisfaction to motivation and performance. He found out that job satisfaction is highly related to the extent to which a person's job-related needs are met. It seems that job satisfaction can be improved through development of an expectation that efforts will be rewarded. Wofford (1971) also found that people who were high on job satisfaction and performance expressed higher expectation of reward and high in need gratification.

4. **Equity Theory of Motivation** - The central argument of the equity theory according to Adams (1978) is that personnel in organizations compare their efforts and reward with those of others. When comparisons are made, the level of equity or lack of it, is perceived by the worker in the organization affects his performance and satisfaction in many important ways. According to Adams, inequity exists for person who perceives, either rightly or wrongly, that the ratio of his outcomes (pay, recognition, promotion or interests on the job) to inputs compared to the ratio of others' outcomes to inputs are unequal. The ratio is based on the person's own perception or view of what he is contributing to (inputs) and receiving (outcome) from the organization as compared to the ratio of what the other is contributing and receiving. Equity occurs when persons outcomes or inputs is equal to others outcomes and inputs. When the person's perceived ratio is not equal to the other's ratio, he strives to bring about equity that amounts to motivation that is proportional to inequity perceived. To restore equity, the person may either alter the inputs or outcomes distort the input of outcomes. This theory has its own inadequacy. For example, the concept of equity in the social sciences is subjective. Hence equity or inequity is not absolute, but rather measured from the individual's viewpoint. What is equity or inequity to one individual at one time may not be so to another individual. This makes standardization of outcome or inputs and predictability, which are important ingredients for effective motivation, and performance of personnel in organization difficult, if not impossible. As a general theory of motivation therefore the practical utility of equity theory is greatly corrupted.

2.11 Organizational Climate and Job Performance

The proponents of organizational development have pointed out that the implementation of organization operates in a climate conducive to effective behaviour. That is the Vice-Chancellor and his subordinates must perceive each other as being receptive, without mistrust, and working together as a team. Conflicts that may be institutionalized or may spontaneously erupt between department and faculties cannot be allowed to disrupt the necessary cooperation in their mutual attempts to contribute to overall organizational goals. And organizational members must be able to related to each other in an open and realistic ways without counter-productive stereotype.

The formal organization is composed of people performing assigned duties. Any member's job containing functions and tasks for which he is responsible until the functions are performed and tasks accomplished, the job or position contributes in no way to the organization's purposes. The job cannot produce anything by itself.

Within an organization formal or informal a variety of functions must be performed and the members must enact behaviour. These functions are divided up into jobs, which consist of duties, obligations and formal expectations of the behaviour of the jobholders. To accomplish the purpose for which the job was created, the jobholder must do something or behave in such a way that his duties are successfully done and his obligations discharged.

2.12 Morale and its effect on Job Satisfaction

Job satisfaction and high morale lead to an increased effort for more effective performance. Anderson(1953) in Oladebo (1978) studies on teacher morale and its relationship to education achievement of studies. He found that high morale of teachers was related to higher educational achievement of studies. He also concluded that it was no longer feasible to ignore the implications of teachers' attitude toward their job.

In discussing the teacher's effectiveness in performing his task, Knezevich (1969) in Oladebo (1978) stated that condition of employment affect morale, such as the workload, sick-leave policy, provision for substitute teachers and planning periods as well as salary and retirement benefits. Salary is important, but an increase in pay is not enough to reduce emotional pressures in a job undertaking. The general atmosphere improves morale in the school system too.

According to the research by Napier (1966) in Oladebo (1978) high teacher morale is associated with the administrator's appreciation of teachers and support given to them in discipline problems. Trusting juniors, participation in decision-making, adequate facilities and equipment, salary, fair distribution of assignments, adequate policy for leave, fair teaching load, and in-service training were found to be contributing factors in increasing job satisfaction of teachers.

2.13 Relationship between Job Performance (JP) and Job Satisfaction (JS)

Attention by behaviourial scientists to the linkage between workers' job performance (JP) and job satisfaction (JS) goes back at least as the Hawthorne studies by (Roethlisberger and Bickson - 1939) in Cranny *et al.* (1992). The review by

Brayfield and Crockett (1955) in Cranny *et al.* (1992) can be credited with raising the consciousness of industrial psychologists and human resource managers to the ambiguity and complexity of that relationship, a realization that in turn helped to launch an avalanche of research aimed at clarifying the link. Reviews of research literature have touched that, although the two types of variable are usually correlated positively, the variation among correlations is rather large and the central tendency is low; (Vroom, 1964; Iaffaldano and Muchinsky, 1985; Podsakoff and Williams, 1986).

2.14 Interventions Affecting Satisfaction and Performance

Studies of psychologically based interventions to improve performance and satisfaction have been extensively reviewed (for example, Cummings, 1982, Guzzo, 1988; Guzzo and Bondy, 1983, Katzell, Bienstock and Faerstein, 1977; Koppelman, 1986). These interventions typically concern changes in the work itself and in human resource management practices, such as those governing the way employees are compensated trained, hired, and supervised.

Katzell and Guzzo (1983) reviewed 207 studies of the effects of psychologically based interventions on productivity and performance and reported that 87 percent succeeded in raising productivity in at least one measurable aspect. Interestingly, three-quarters of the studies also reported improvements in JS. It now seems clear that interventions designed to affect JP often also affect JS, though these latter effects may have been unintended.

Another intervention that affect both performance and satisfaction is the work of Ivancerich (1977), who examined the effects of goal setting with technicians and maintenance workers in three manufacturing plants. He found that both performance and satisfaction with work increased in response to goal setting. Latham and Yuki (1976) also reported a study in which performance and attitudinal changes followed the implementation of a goal-setting program among typists. In this case however, JP increased following goal setting but JS declined.

Well-committed goal setting, for example was the effect of improvising satisfaction. Interventions that redesign work by increasing the feedback, variety of skills utilized and importance of one's work enhance the intrinsic rewards of work, which in turn directly influence satisfaction and indirectly influence performance. (Katzell and Guzzo, 1983). In summary organizational intervention affect JS and JP differently.

2.15 Evaluation of Lecturers Performance

Since organizations exist to achieve objectives the degree of success that individual employees have in reaching this end is important in determining organizational effectiveness. The achievement of objectives is a definition of performance. Therefore, how do we go about evaluating performance, what are the problems associated with attaining objective evaluation and the proposed solutions.

In the field of education, a host of traditional techniques have been and still are employed to appraise the professional performance of personnel. These include self-

rating, ratings by students, university administrators, supervisors, colleagues, special committees, outside professionals, by citizens. Some plans based appraisal on the character of instruction, changes in students behaviour; classroom social climate and written responses.

According to Castetter (1978) Performance appraisal is a process of arriving at judgement about an individuals past or present performance against the background of his work environment and about his future potential for an organization. Similarly Beach (1980) ascertain that performance appraisal is a systematic evaluation of an individual with respect to his performance on the job and his potential for development. Appraisals are done in order to assess and improve on increasing productivity.

Robbins (1978) emphasizes that appraisal process is an administrative activity designed to assist personnel achieve individual as well as organizational goals. Further on he stated that evaluation process begins with the establishment of performance standards should be developed for the position. This performance standard should also be clear and objective enough to be understood and measured. It is necessary to communicate these expectations. It should not be part of employees job to guess what is expected of them. The third step is the measurement of performance. To what actual performance is, it is necessary to acquire information about, we should be concerned with how we measure and what we measure. Four sources of information are frequently used by administrators to measure actual performance; personal observation, statistical reports, oral reports, and written reports. The final step in the evaluation process is the initiation of corrective action when necessary. Corrective action can be

of two types. One is immediate and deals predominantly with customs. The other is basic and delves into cases.

Crucial to the administrative role of the Head of Department is staff appraisal. Staff appraisal in higher institution is not only meant for the upgrading and promotion of lecturers, the most important function of staff appraisal is that it enables management to find out the relative contributions of staff towards the achievement of organizational objective (Enaohwo and Eferakeya1989). Staff evaluation is also used to find out the suitability or otherwise of different forms of staff placement and utilization there by identifying factors which determine effective operation in different places of work. It is therefore against these objectives that the Head of Department assesses his staff at the departmental level.

For effective appraisal, it is necessary that we determine a suitable interval for staff assessment. This is necessary so that staff members could work collectively for a meaningful length of time before their efforts and output are subjected to evaluation, based on laid-down criteria. The interval between assessments becomes extremely crucial. The common practice in most higher institution is for appraisals to be carried out by the Head of Department on an annual basis in form of recommendation although the minimum period needed for promotion from one position to the other varies from two to three years.

In order to determine the suitable interval for staff appraisal, the Head of Department is guided by the cycle of production in the higher institution. Usually the

university operates on term or semester basis, and for each term or semester the performances of students are assessed. Thus, to find out the contributions of staff to the performances of students and the overall objectives of the university, it would be necessary for lecturers to be assessed or evaluated during such intervals. In most cases, however, such termly appraisals would contribute cumulatively to the overall recommendation for staff at the end of the academic year. What this deviation means is that staff goes about their normal duties. This is similar to the continuous assessment approach, which is already applicable to the students of higher institution.

On the part of the lecturer this does not involve the completion of forms, instead, the Head of Department would take note of any positive or negative development on the performance of staff based on defined and laid down criteria. Such criteria would be made available to staff on appointment while any observation by the Head of Department is discussed with the Lecturer concerned before it is recorded for or against him for the purpose of promotion. There is no room therefore for confidential reports, the practice is based on open reporting, for the Head of Department should be able to defend or say in public what he would otherwise do in confidence, if he is objective and rational.

The only limitation of basing assessment on regular intervals is that staff become more concerned with "working - up" to appraisal. This is the practice whereby exceptional efforts are put into the job because annual appraisal is approaching. In such a situation staff tend to do things that would please the Head of Department in order to get positive recommendation, especially in places where there are no objective criteria

for assessment, and appraisal is based on arbitration and irrelevance. The Head of Department must avoid this.

Another problem is using appraisal as an opportunity to witch-hunt staff or dole out favours to favourites. To guard against such misuse of appraisal, a committee is necessary for the ratification of departmental decisions. Under the chairmanship of a Dean or Deputy Vice-Chancellor would give dissatisfied staff the opportunity to make representation to the appropriate authorities on their grievances. To avoid crisis and friction in appraisal action, it should be remembered by all concerned that reward is as a result of hard work based on both quantitative and qualitative evaluation criteria, as agreed to by both the assessor and assessed.

2.16 Review of Related Previous Studies of Job Performance (JP) and Job Satisfaction (JS)

A lot of work has been done in job satisfaction and but not in job performance. Below is a representative summary of the work that has not been said or cited earlier on in this study.

Ezenne, (1978) in his study of Job satisfaction and performance of Teachers in Plateau State discovered that Federal teachers serving in Plateau State have less job satisfaction than state teacher because of poor working condition of service and lack of care by both State and Federal Authorities. This state of affairs has contributed to the frustration and resignation of Federal teachers from the Universal Primary Education (UPE) Scheme. Mukolu (1988) in a similar study stated clearly that teachers

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dissatisfaction with their job does not stem from material reward only but also in respect of almost all aspects of their job. In a study carried out in the Western part of Nigeria, Olatunji (1971) pointed out that the factors which have contributed highly to the job satisfaction of western Nigeria secondary school teachers were school facilities and services, the principal, and teaching job. Also Umego (1992) on the study of job satisfaction among teachers of post primary institutions in Zaria metropolitan area of Kaduna State also confirmed that teachers were dissatisfied with the salaries they received, provisions of school facilities and the leadership of the school head. While Oladebo (1978) in his study of Job satisfaction and dissatisfactions among the teachers in secondary institution in Kano discovered that lack of opportunity to participate in decision making influenced teachers dissatisfaction. Also confirmed by Ngock(1985) in his study of analysis of teacher's turn over, professional loyalty and job performance in Kaduna State shows that poor salary, lack of promotion, poor facilities and the subject a teacher teaches will affect his job satisfaction and performance. Interestingly Sawa (1991) in his study of Movement of Teachers and Job satisfaction among the academic staff of the Secondary Schools in Sham Local Government Area of Borno state discovered that the teachers' dissatisfaction does not stem from monetary reward alone but also from other aspects such as co-workers, prestige received from the job and the quality of recognition of the job.

Brayfield and Crockett (1955) in Sutermeister (1976) ascertained that individuals who are highly motivated may perceive productivity as a path to their goals but may also be more realistically critical of whatever deficiencies exist within the organization. Whereas Sutermeister (1976) opened another dimension in his conclusion that the

degree of satisfaction at the end of one performance-satisfaction cycle and the individual's position in his life cycle will affect his level of aspiration in the new performance-satisfaction cycle. If his level of aspiration is raised and the value of the reward and the perceived effort-reward probability appears satisfactory to him he will be motivated to improve his effort and performance in the new cycle. If his level of aspiration remains the same, and value of reward and perceived effort-reward probability remains the same, he will be motivated to continue his previous level of effort in the new cycle. And if his level of aspiration is lowered, he will reduce his effort in the new cycle regardless of the value of reward and perceived effort-reward probability. In summary, effort and performance affect satisfaction and that satisfaction by its influence on level of aspiration affects subsequent effort and performance. Thus this would seem as if the satisfaction - productivity relationship is in reciprocal inter-connectedness. Oldham (1976) examined the relationship between the internal work motivation of employees and their job performance; and the need strength, co-worker satisfaction, and supervisory satisfaction on the relationships between several job characteristics and internal motivation. He concluded that the more internally motivated the individual (that is, the more he experience positive feelings from performing effectively), the greater quality and quantity of work he is likely to produce, as well as the more effort he is likely to exert in his job. Another dimension is the discrepancy between correlation and intervention studies of the JS - JP relationship by explicitly recognizing that each variable is multiplied caused. That satisfaction and performance are over estimated. Vroom (1964) found a median correlation of 14 empirical literature addressing satisfaction and performance. Iaffaldano and Muchinsky (1985) drawing on a large sample of empirical

reports and summarizing them in a more statistically sophisticated way, report a 17 estimated true population correlation between JS and JP.

2.17 Summary

This Chapter traced the foundation of Ahmadu Bello University and showed the lecturers' teaching, research and administrative functions. The environment and atmosphere where lecturers are supposed to perform optimally. Some factors of job performance and job satisfaction were identified. The relationship between job performance and job satisfaction were also established through the major work of Cranny et al (1992). Various theories explaining what motivate people at work were all cited. The review has helped to strengthen and clarify the problem the study is set out to solve. The issues reviewed showed that job performance and satisfaction is a universally felt problem and it is a multi-dimensional issue. In addition, through the review, the appropriate statistical tool and research instrument to apply have been identified.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

3.1 Introduction

This chapter describes the research methods and procedures of the study. It is organized under the following headings: Research Method, the population of the study, the sample and sampling procedure, Instrumentation, Administration of the Instrument, Validation of the Instrument, a Pilot Study and Methods of Data Analysis.

3.2 Research Method

The research method used in this study is that of survey. "It is a method that attempts to document current conditions or attitudes or feelings to describe what exists at the moment" (Wimmer and Dominick 1987: 102) in Awesu (1996). The survey method is used in this research because it involves data gathering in a natural setting and also due to the geographical spread of the Faculties and Departments. The Faculties and Departments are situated in two different locations, one in Zaria- (Kongo Campus) and another in Samaru – (Main Campus). The researcher visited the campuses to collect the data.

3.3 The Population for the Study

The population for the study consist of all academic staff in all the Departments and in all the Faculties. This include, all the lecturers from Assistant Lecturers to Professors. Graduate Assistants are excluded because apart from being staff-in-training whose duties are restricted, many of them are newly employed and therefore will not be

able to provide the data for this study. Their inclusion may introduce results that cannot be justified since they are not lecturers by definition.

The Deans and Heads of Departments are part of the subjects to be studied as Lecturers also because they handle the lecturers' administrative matters, for example, recommendations for appointments, promotions, conferences and seminar attendance both internally and externally. They are in a position to answer questions or provide information on performance of the lecturers.

The lecturers' population is 928 excluding staff that are on Leave of Absence, Secondments, Sabbatical Leave and Graduate Assistants as obtained from the Registry Department, Ahmadu Bello University, in 1999. There are 12 Deans and 69 Heads of Departments.

3.4 Sample for the Study

In educational research, it is not always possible to manipulate a whole population especially if such a population is very large. Van Dalen as quoted by Izhar (1991 : 29) explains that since most educational phenomenon consist of large number of units, an investigator cannot always interview, test or observe each unit. This stresses the need for sampling. Adetoro (1986: 40), however, warns that sample size depends on the nature of the population, the acceptability of margin of error; availability of time and subject. Furthermore, Roscoe (1975), opines that ten per cent of the population is appropriate as a sample. According to Krejcie and Morgan (1970) for a population of 928, the appropriate sample to be used is 278 (see Table 3.1). The appropriate sample

size was obtained from Appendix VI for the whole population. Then, proportional sampling was used to get the sample size for each Faculty. For example, from the sample size of 278 obtained for the whole population and the population of 59 for Faculty of Administration, the sample size for Faculty of Administration is 59 divided by 928 times 278 equals to 17.6 (or 18). The respondents were randomly selected for each Faculty.

Table 3.1: Population and Sample Size of Each Faculty

S/N	FACULTY	POPULATION	SAMPLE SIZE
1.	Administration	59	18
2.	Agriculture	82	25
3.	Arts	74	22
4.	Education	95	28
5.	Engineering	84	25
6.	Environmental Design	95	28
7.	Law	35	11
8.	Medicine	78	28
9.	Pharmaceutical Sciences	52	16
10.	Science	142	43
11.	Social Sciences	58	17
12.	Veterinary Medicine	74	22
	TOTAL	928	278

Source: A.B.U. Registry Department, 1999.
List of some Lecturers of Ahmadu Bello University submitted by Faculties to Establishment office.

3.5 The Instrumentation

The instrument used in this study is the questionnaire. Questionnaire is for all the categories of lecturers including Deans and Heads of Departments. Adetoro (1986 : 82) sees questionnaire as a technique in survey research used for collecting data from a large dispersed group of informants. Izhar (1991 : 32) quoting Adeyanju (1980) says that questionnaire is widely used by educators to obtain facts about past, present and anticipated events, conditions and practices. A set of questionnaire constructed by the researcher is included as (Appendix V). It was adapted from Oladebo (1978) instrument developed for job satisfaction (JS). Also adapted is Job performance instrument constructed by Dachler and Mobley, (1973), Steers (1975), Litwin and Stringer (1968), Jones and James (1979), Lawler, Hall and Oldham (1974). The Biodata section was designed by the researcher, while section B on Job Satisfaction starting from question 2 to 32 were adopted from Oladebo. For the Section C on Job performance No. 33, 34, and 42 were designed by the researcher while the rest of the questions were adapted from instrument constructed by Dachler and Mobley (1973). This questionnaire was sent to some experts in Administration and Planning, Curriculum Development, Psychology and English Language. Also some other experts in different fields helped to go through the questionnaire at face value. After returning the questionnaire with slight modifications, a pilot study was conducted. This was also returned with slight modifications. The final questionnaire was administered to lecturers as stated in the sample size in all the twelve Faculties to respond to. It is made up of three sections with a total of 60 items. The followings are the features of the questionnaire:

Section A contains the biodata of the respondents, namely age, gender, qualification, teaching experience, while Section B contains statements eliciting information on the extent to which respondents were satisfied with their job. Section C contains statements that show the measurement of work performance based on self-rated performance. The Likert-type of scale response pattern used is as follows: The responses patterns for Section B are "Very Satisfied" (VS-4), "Satisfied" (S-3), "Dissatisfied" (D–2) and "Very Dissatisfied" (VD – 1). While parts of Section C (Nos 33 and 34) contain the above, some parts from No. 35 – 38 contain different answers like "Very Important" (4), "Important" (3), "Less Important" (2), and "Not Important" (1). The section also contains "Very Clear" (4), "Clear" (3), "Less Clear" (2), and "Not Clear" (1). Questions 37 and 38, for example, contain "A Lot" (4), and "Moderate" (3), "A little" (2), and "None" (1). Lastly, "High" (4), "Moderate" (3), "Low" (2), and "Very Low" (1).

The part to be completed by the Heads of Departments and Deans only requires responses from the subjects as follows: "Very High" (4), "High" (3), "Low" (2), "Very Low" (1), and finally, the last question contains "Very Often" (4), "Often" (3), "Less Often" (2), "Not Often" (1).

3.6 Administration of the Instrument

The researcher administered the questionnaire to the Heads of Departments and Deans of Faculties for the distribution and collection of the questionnaire to their staff. The researcher visited each of the Faculties more than five times for distribution and collection. The first was to obtain permission to carry out the research and to collect the list of staff in each Faculty. In the second visit the researcher distributed the

questionnaire to each respondent through the Head of Department, requesting the respondent to complete and return to the Heads of Departments.

After the distribution of the questionnaire, the researcher found it difficult to collect because most of the lecturers did not hand them to their Heads of Department. The researcher had to employ the services of research assistants for collection of the questionnaire which was not initially planned for. Although 278 questionnaire were distributed, the researcher was able to collect 220 of them, giving a rate of return of 79 per cent.

3.7 Validation of the Research Instrument

A pilot study was conducted to determine the content validity and the internal consistency of the research instrument. The content validity method was heavily relied upon in determining the validity of the instrument. Fox (1969) in Awesu (1996) argued strongly in favour of content validity provided there was a "rationale and an ideally empirical content." He went on to assert that for many data gathering procedures such as questionnaires and interview guide, content validity are the strongest technique available to researchers". Kerlinger (1983) considered validation of research instrument, while Gay (1976) attached importance to expert doing the determination of content validity.

3.8 The Pilot Study

The instrument for data collection used was modified by the researcher. The instrument was evaluated by four experts in education administration and planning,

curriculum development experts, psychology experts as well as English Language experts who made some corrections and modifications. The researcher conducted a pilot study to test the reliability of the instrument. For the pilot study three (3) lecturers were randomly selected from each Faculty. Thereafter, the questionnaires were administered to thirty-six (36) randomly selected lecturers from all the twelve Faculties.

The reliability of the instrument was determined using the spilt-half method. According to Wimmer and Dominick (1937: 230) in Awesu (1996), this method involves the summing up of the scores on the odd and even items on the questionnaire separately. A correlation co-efficient® was obtained by applying the Spearman Rank Difference Correlation Coefficient ® formula:

$$r^1 = 1 - \frac{6 \Sigma d^2}{N (N^2 - 1)}$$

Where r^1 = the Coefficient of rank correlation

d = the difference between the ranking of a pair of scores in the series

N = number of pairs.

A correlation coefficient of 0.81 was obtained for the questionnaire. Since only half of the test was used, the result was adjusted using the Spearman-Brown formula as Estimated Reliability.

$$R_{tt} = \frac{2r}{1 + r}$$

where R_{tt} = reliability coefficient of the whole test. The reliability coefficient of 0.89 was obtained for the questionnaire. The instrument was therefore considered to be reliable according to Babatunde (1994 : 45) quoting Mukherjee (1978) "the requirements for internal consistency is that the average value of the Correlation Coefficient must be pretty high – around 0.80".

Based on the results of the Pilot Study, some modifications were made on the structure of the questionnaire. The reliability coefficient figure (0.89) suggest that the instrument is reliable and valid.

3.9 Method of Data Analysis

The data collected was subjected to statistical analysis and the use of percentages. The researcher employed the following statistical techniques in analyzing the data and computing the results.

One-Way Analysis of Variance (ANOVA)

The one way analysis of variance was carried out to established the difference between job satisfaction and the various variable of age, qualification, salaries, length of working experience of the lecturers.

The ANOVA is the statistical procedure used in testing between more than two groups in an independent variable (job satisfaction) and dependent variable (age, qualification, salaries and length of working experience). The idea is to find out if there is any significant difference between the groups in their scores in the dependent variable.

According to Akuezuilo (1989) ANOVA enable us to identify the sources of the variations (differences) among groups. In other words by using the ANOVA we can say whether or not the groups differ and if they do what the sources (or causes) of the differences are. Based on the above explanation ANOVA is the appropriate test to us to test hypotheses 2, 4, 5 and 7.

One-Way Analysis of Variance was carried out to establish whether or not age, qualification, length of working experience and salary has influence on their job satisfaction.

Correlation (Pearson Product Moment Correlation Coefficient)PPMC

The correlation method was used to determine whether or not there is any relationship between (1) job satisfaction and job performance, (2) also between job satisfaction and provision of facilities.

Pearson Product Moment Correlation Coefficient is for large data. Based on the above explanation, PPMC is the appropriate test to use to test hypotheses 1 and 6.

Student t-test

This method was used to determine the differences between job satisfaction and gender. This is used to test the mean scores of two unrelated independent samples (male and female) and job satisfaction. The above is the appropriate test to test the differences between job satisfaction and gender.

The data was analyzed by the computer using the Statistical Package for the Social Sciences (SPSS). Rejection or retention of the null Hypothesis (H.O) was made at 0.05 level of significance for ANOVA and 0.01 level of significance for correlation.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter contains the presentation and analysis of the data collected for the study. The results of the data have been analyzed and discussed according to the null hypotheses raised in Chapter One. Other findings were also outlined and discussed.

These research questions (R.Q) and their related hypotheses (H.O) are:

Major

$R.Q_1$ Is there any relationship between lecturers' job performance and their job satisfaction?

$H.O_1$ There is no significant relationship between lecturers' job performance and their satisfaction on the job.

Minor

$R.Q_2$ Is there any difference in job satisfaction on the basis of a Lecturer's age?

$H.O_2$ There is no significant difference in job satisfaction between Lecturers of different ages.

$R.Q_3$ Is there a difference in job satisfaction on the basis of gender?

$H.O_3$ There is no significant difference in job satisfaction between lecturers of different gender.

$R.Q_4$ Does the Lecturer's qualifications affect his job satisfaction?

$H.O_4$ There is no significant effect of the Lecturers' qualification and their job satisfaction.

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$R.Q_5$ Is there a difference in job satisfaction of a lecturer based on his experience?

$H.O_5$ There is no significant effect of Lecturers' length of teaching experience on their job satisfaction.

$R.Q_6$ Is there a relationship between the provision of facilities for the lecturer and his job satisfaction?

$H.O_6$ There is no significant relationship between job satisfaction of lecturers' and provision of facilities.

$R.Q_7$ Is there a difference in job satisfaction between lecturers of various salary grades?

$H.O_7$ There is no significant difference in job satisfaction between lecturers of various salary grades.

A One-way Analysis of Variance (ANOVA) was used to test the opinions of the lecturers in $H.O_2$, $H.O_4$ and $H.O_{5\&7}$. A t-test was also administered for a smaller group ($H.O_3$), while the Pearson Product Moment was used to measure the relationship of Major $H.O_1$ and Minor $H.O_6$. For multiple comparisons, the Tukey HSD was also used. Finally, frequency analysis was used to explain other findings.

Likert's scale of measurement was used to calculate the difference or relationship between the various variables and demographic data. To this end, the level of satisfaction was scaled as follows: Very satisfied (4), Satisfied (3), Dissatisfied (2), Very Dissatisfied (1). This numbering is done on value account. In testing the hypotheses, a

level of significance of 0.05 or 0.01 is customary. Where the computed P-value is less than 0.05 or 0.01, the Null Hypothesis is rejected and if the P-value is greater than 0.05 or 0.01 the Null Hypothesis is retained. The results of the analysis for the different hypotheses are presented in the rest of this Chapter.

4.2 Major Hypothesis 1 and Related Research Question

There is no significant relationship between lecturer's job performance and job satisfaction.

Research Question: Is there any Relationship between lecturers' job performance and job satisfaction?

Table 4.1 shows the correlation between job performance and job satisfaction. In the Table, 17 items were grouped under job performance while 32 items were grouped under job satisfaction. The correlation coefficient of the two is 0.416. The P-value of significance was set at 0.01 level. This result is therefore highly positive correlated as the calculated P-value is higher than the set P-value of 0.01. Therefore, the null hypothesis is rejected as there is a positive correlation between job satisfaction and performance of lecturers. This shows that as job satisfaction increases, performance increases.

Table 4.1: Pearson Correlation Analysis Between Job Performance and Job Satisfaction

VARIABLE	NO OF ITEMS	STD. DEV.	N	P-VALUE
Job Performance	17	0.4128	220	0.416
Job Satisfaction	32	0.3904	220	

Correlation is significant at the 0.01 level (2-tailed)

It is not surprising that there is significant relationship between job satisfaction and performance because from a layman's point of view, if a person is happy with a job, many factors may be contributing to that happiness. For example, if he has the ability and skill to do the job, a little incentive or motivation from the employer may help the person to perform better. But empirical finding from contemporary textbook wisdom is that they are not related (Muchinsky 1987). This position emerged in the 1950s when Brayfield and Crockett (1955) in Sutermeister (1976) reviewed empirical research and concluded that satisfaction bore little appreciable relationship to performance. Associated with this view is the idea that organization can manage to promote either of two worthy ends, performance or satisfaction, but different practices are required for each. Katzel et al (1977) argued that organizations need not manage for one or the other provided the organization context is managed appropriately, high satisfaction and performance are goals that can be met jointly. To achieve these dual objectives would go far to create a good world of work

4.3 Minor Hypothesis 2 and Related Research Question

This hypothesis states that there is no significant difference in job satisfaction between lecturers of different ages.

The Research Question : Is there any difference in job satisfaction on the basis of a Lecturer's age?

Table 4.2 shows the distribution of the sample grouped according to age. The ages are grouped with a class size of 10 years for convenience of analysis. From the Table, it is easily observed that the largest group with 42.3% falls within the age group of 31–40, followed by 34.6% for the 41-50 age group.

Table 4.2: Distribution of Respondent by Age

AGE GROUP (YEARS)	FREQUENCY	PERCENTAGE
No Response	1	0.5
21 - 30	10	4.5
31 - 40	93	42.3
41 - 50	75	34.1
50 Above	41	18.6
Total	220	100.0

Table 4.3 shows the mean and standard deviation for responses of respondents grouped by age. In the Table, the mean scores range between 2.21 and 2.26. The table also shows that lecturers with ages between 31 – 40 with a mean of 2.2171 are marginally less satisfied than the older lecturers of 50 years and above with a mean of 2.3361. This finding could be because the respondents in the older group have stayed longer in service and are now in a higher salary level and so earn more money. Consequently the ages of the lecturers do appear to have a little effect on their job satisfaction.

Table 4.3: The Mean Computation by Age

AGE GROUP (YEARS)	FREQUENCY	MEAN	STANDARD DEVIATION
21 – 30	10	2.2625	0.3449
31 – 40	93	2.2171	0.4031
41 – 50	75	2.2354	0.3737
50 and above	41	2.3361	0.4068
Total	219	2.2477	0.3912

Table 4.4 shows a One-way Analysis of Variance (ANOVA) on age and job satisfaction. The F value is 0.917, while the P-value is 0.434 which is greater than the exact set P-value of 0.05.

Table 4.4: One Way Analysis of Variance (ANOVA) on Age and Job Satisfaction.

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	P-VALUE
Between Groups	0.421	4	0.140	0.917	0.434
Within Groups	32.939	215	0.153		
Total	33.360	219			

Therefore, the null hypothesis is retained. In other words, statistically, there is no significant difference in the responses of the lecturers when they are grouped according to their ages. There is therefore no significant relationship between the ages of Lecturers and their job satisfaction.

Umego (1992) came to the same conclusion in a similar study she carried out among teachers of Post Primary Institutions in Zaria metropolitan Area of Kaduna State.

4.4 Minor Hypothesis 3 and Related Research Question

This hypothesis states that there is no significant difference in job satisfaction between lecturers of different gender.

Research Question: Is there a difference in job satisfaction on the basis of gender?

Table 4.5 shows the distribution of respondents by gender. The Table shows that, amongst the total respondents of 220, the male constituted 195, which is 88.6 percent while the female is only 25 representing 11.4 percent.

Table 4.5: Distribution of Respondents by Gender.

GENDER	FREQUENCY	PERCENTAGE
Male	195	88.6
Female	25	11.4
Total	220	100.00

Table 4.6 shows the mean scores of responses grouped by gender. The mean scores for male is 2.2678 while that of female is 2.0963, an indication that the male respondents are therefore more satisfied than the female. The reason could be attributed to the dual role of female, being a housewife and mother may affect her satisfaction.

Table 4.6: Mean Computation by Gender

GENDER	FREQUENCY	MEAN	STANDARD DEVIATION
Male	195	2.2678	0.3866
Female	25	2.0963	0.3941
Total	100	2.2483	0.3904

Table 4.7 shows a Two-tail T-test analysis on job satisfaction and gender. This computation shows a greater disparity. With a P-value of 0.038 at 0.05 significant level, this hypothesis is rejected.

Table 4.7: Two-tail T-test on Job Satisfaction and Gender

GENDER	FQ	MEAN	S.D.	T	DF	P-VALUE SIGN
Male	195	2.2678	0.3866	2.084	218	0.038
Female	25	2.0963	0.3941			

Gender, therefore, has an effect on job satisfaction. This means that there is significant difference in the job satisfaction between lecturers of different gender. This problem may be attributed to differential treatment accorded to the female by the Institution. This result contradicts the findings of Umego (1992) and Mukolu (1988). However, Sawa (1991) obtained the same result in a similar study among academic staff of secondary schools in Shani L.G.A. of Borno State. One reason for the contradiction could be due to the educational levels (categories) of the respondents in the two studies. The study of Umego (1992) was on post-primary teachers with lower educational level, while this study was on University lecturers with higher educational level. What is satisfying to one group may not be for the other.

4.5 Minor Hypothesis 4 and Related Research Question

This hypothesis states that there is no significant effect of the Lecturers' qualification on their job satisfaction.

Research Question: Does a Lecturer's qualifications affect his job satisfaction?

Table 4.8 shows the distribution of respondents according to qualification. The Table shows that out of a total number of 220 lecturers involved in the study, only 15 have a Bachelor's degree, 109 have a Master's degree and 96 have a doctorate degree. These represent 6.8, 49.6 and 43.4 percent respectively. The majority of our respondents therefore hold a Master's degree. This may be explained by the fact that a considerable number of lecturers are staff-in-training until they obtain their Ph.D.

Table 4.8: Distribution of Respondents according to qualification.

DEGREE	FREQUENCY	PERCENTAGE
Bachelor	15	6.8
Master	109	49.5
Doctorate	96	43.6
Total	220	100.0

Table 4.9 shows the mean and standard deviation of responses according to qualification. The Table shows that the mean scores are very close and the difference is not significant. Most respondents agreed that they are not too happy with their jobs.

Table 4.9: Mean of Responses by Qualification.

DEGREE	FREQUENCY	MEAN	STANDARD DEVIATION
Bachelor	15	2.3979	0.4284
Master	109	2.2136	0.3967
Doctorate	96	2.2643	0.3744
Total	220	2.2483	0.3904

Table 4.10 shows a One-way Analysis of Variance (ANOVA) on lecturers qualifications and job satisfaction. From this analysis, the P-value of significance is 0.200

which is higher than the significant level of 0.05. Therefore the Null hypothesis is retained, as there is no significant relationship between the lecturers qualification and their job satisfaction.

Table 4.10: One Way Analysis of Variance (ANOVA) on Lecturers qualifications and job satisfaction.

SOURCE OF VARIANCE	SUM OF SQUARES	DF	MEAN SQUARE	F	P-VALUE OF SIGNIFICANCE
Between Groups	0.492	2	0.248	1.622	0.200
Within Groups	32.885	217	0.152		
Total	33.376	219			

As earlier observed, in this University, a considerable number of lecturers are staff-in-training until they obtain their Ph.D. degree. Promotion is also tied to the acquisition of additional qualification and research publication. The frustration of getting additional qualification in an unconducive environment may be responsible for the less satisfaction of the group of lecturer's with only Masters degree. The most satisfied are the lecturers with Bachelors degree with a mean score of 2.3979 which can be attributed to the fact that they are probably newly employed and may not have even exhausted the waiting period of two years for obtaining additional qualification for promotion purpose. It may also be due to the joy of getting a job when most people were retired or retrenched. The same result was obtained in a similar research by Sawa (1991).

4.6 Minor Hypothesis 5 and Related Research Question

This hypothesis states that there is no significant effect of lecturers' length of teaching experience on their job satisfaction.

Research Question: Is there a difference in job satisfaction of the lecturer based on his experience?

Table 4.11 shows the distribution of lecturers according to their length of teaching experience. The Table shows that out of 220 respondents, 61 had 6-10 years length of experience, which is the highest, followed by 42 respondents with 11 – 15 years, and by 40 respondents with 16 – 20 years. The numbers diminished as the years of experience increases with 23 respondents for 21 – 25 years of experience, 22 respondents for 26 – 30 years of experience and finally 5 respondents for 31 – 35 years of experience. These represent 27.7, 19.1, 18.2, 10.5, 10.0 and finally 2.3 per cent respectively for the total scores.

Table 4.11: Distribution of Respondents by Length of Teaching Experience

YEARS OF TEACHING EXPERIENCE	FREQUENCY	PERCENTAGE
1 - 5	27	12.3
6 - 10	61	27.7
11 - 15	42	19.1
16 - 20	40	18.2
21 - 25	23	10.5
26 - 30	22	10.0
31 - 35	5	2.3
Total	220	100

Table 4.12 shows the mean responses of lecturers on job satisfaction by length of experience. The Table shows that the highest mean scores is 2.4125 and the lowest is 2.1905. It also shows that the least satisfied are in 11-15 years of experience with a mean score of 2.1905 followed by 6-10 years of experience with a mean score of 2.2054.

Table 4.12: Mean Responses of Lecturers on Job satisfaction by Length of Experience.

YEARS OF TEACHING EXPERIENCE	FREQUENCY	MEAN	STANDARD DEVIATION
1 – 5	27	2.2951	0.3931
6 –10	61	2.2054	0.3720
11 – 15	42	2.1905	0.4212
16 – 20	40	2.2898	0.3612
21 – 25	23	2.2731	0.4078
26 – 30	22	2.2813	0.3952
31 – 35	5	2.4125	0.5486
Total	220	2.2483	0.3904

One would assume that the more you stayed at the job the more satisfied one would be as indicated in the years of experience for 21–25 (2.2731), 26–30 (2.2813) and 31–35 (2.4125). This can be attributed to the fact that other factors such as intrinsic reward are obtained with increasing number of years on the job. For example, additional qualification, publication or promotion may have contributed to these differences. The dissatisfaction of respondents with little years of experience may be due to higher expectation from their jobs. The same result was obtained in a similar study by Sawa (1991) and Olatunji (1971).

Table 4.13 shows a One-way Analysis of Variance (ANOVA) on lecturers' length of experience on job satisfaction. Statistically, the P-value of 0.731 is higher than the 0.05

significant level. The Null hypothesis is therefore retained. That is, there is no significant effect of the lecturers' length of teaching experience on their job satisfaction.

Table 4.13: One Way Analysis of Variance ANOVA on Lecturers Length of Experience and Job Satisfaction.

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	P-VALUE
Between Groups	0.554	6	9.227	0.599	0.731
Within Groups	32.823	213	0.154		
Total	33.376	219			

4.7: Minor Hypothesis 6 and Related Research Question

There is no significant relationship between job satisfaction of lecturers and the provisions of facilities.

Research Question: Is there a relationship between the provision of facilities for the lecturers and their job satisfaction?

Table 4.14 shows the Correlation between job satisfaction and facilities. Seven items were grouped for facilities and 25 items were grouped for job satisfaction. The p-value of 0.677 shows a high correlation at the significant level of 0.01. There is therefore a strong or positive relationship between facilities and job satisfaction, and the null hypothesis is rejected. This means that as facilities provided increase, job satisfaction increases.

Table 4.14: Pearson Correlation Analysis Between Job Satisfaction and Facilities.

VARIABLE	MEAN	NO OF ITEMS	STD. DEVIATION	N	P-VALUE SIGN
Facilities	2.3639	7	0.3993	220	0.675
Job Satisfaction	2.2187	25	0.4174	220	

**Correlation is significant at the 0.01 level (2-tailed)*

The above table reveals that a strong relationship exists between lecturers job satisfaction and availability of work facilities in the University. The importance of facilities and materials cannot be over-emphasized. No higher institution of learning can function without adequate facilities and materials. It is the bed-rock of any meaningful research activity in the University. According to Souper in Umego (1991), no school can function properly without adequate facilities and equipment which are actually put into use and not simply kept "to flatter the ego of the teacher who receives a large allocation". He argues further that provision of textbooks in their quantity and quality is an obvious starting point. Some books are regarded as very vital in the schools. He also stressed the need to buy audio-visual software.

Supporting this finding, Jacobson in Umego (1991) says that facilities and equipment are essential to the school enterprise. Indeed, the difference between an efficient and an inefficient school may be partly due to disparity in the quantity and quality of facilities and equipment provided. Although these findings are related to post-primary schools, they are also relevant to the University. For example a science department that do not have relevant equipment to teach their student or a technical department with obsolete equipment cannot hope to produce students with excellent results. For the

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lecturers to meet personal and institutional objectives facilities and equipment must be provided and they must be functional.

4.8 ***Minor Hypothesis 7 and Related Research Question***

There is no significant difference in job satisfaction between lecturers on different salaries.

Research Question: Is there a difference in job satisfaction between lecturers on different salaries?

Table 4.15 shows the frequency distribution and mean of responses by respondents on job satisfaction grouped by salary scales. The Table shows that the mean scores are fairly even ranging from 2.1363 to 2.4779, but not in a systematic manner. The Table also clearly indicates that the least satisfied constituting 26.4% of the total population has a mean score of 2.1363 and these are Lecturer II on UASS 2. The most satisfied constituting only 7.7 percent are Readers on UASS 6 with a mean score of 2.4779. One would have expected the Professor on UASS 7 to be most satisfied, but instead the reverse is the case with a mean score of 2.3424. The position of Professor scale is the end of the scale with fewer steps. It is also the position that normally attracts high level of other allowances which are not applicable at the lowest level.

Table 4.15: Frequency Distribution and Mean Responses on job satisfaction by salaries.

LECTURER CATEGORY	SALARY SCALE	FQ.	%	MEAN OF RESPONSES	S.D.
Asst. Lecturer	UASS 2	48	21.8	2.2409	0.3811
Lecturer II	UASS 3	58	26.4	2.1363	0.4199
Lecturer I	UASS 4	38	17.3	2.2451	0.3869
Senior Lecturer	UASS 5	36	16.4	2.2734	0.3454
Reader	UASS 6	11	7.7	2.4779	0.3604
Professor	UASS 7	23	10.5	2.3424	0.3904
Total		220	100.0	2.2483	0.3904

Figure 4.16 shows a One-way Analysis of Variance (ANOVA) of job satisfaction and salaries. The significant P-value of 0.031 as shown in Table 4.16 is less than the set P-value of 0.05. Therefore the null hypothesis is rejected. There is significant difference in job satisfaction between lecturers on different salaries.

Table 4.16: One way Analysis of Variance (ANOVA) of job satisfaction and salaries

SOURCES OF VARIANCE	SUM OF SQUARES	DF	MEAN	F	P-VALUE
Between Groups	1.853	5	0.371	2.516	0.031
Within Groups	31.523	214	0.147		
Total	33.376	219			

Using the Tukey HSD Post Hock Test (Table 4.17), to determine which of the salary level(s) are significantly different, each salary level was compared and only 2 and 5 were significantly different as indicated by (*) on the table. In Table 4.17, the

Table 4.17: Tukey HSD Post Hock Test multiple comparison of Lecturer salaries and job satisfaction

Salary (I)	Salary (J)	Mean Difference (I-J)	Std. Error	P.-value
1	2	0.1046	0.075	0.729
	3	-4.1804E.-03	0.083	1.000
	4	-3.2552E.-02	0.085	0.999
	5	-0.2371	0.108	0.243
	6	-0.1015	0.097	0.003
2	1	-0.1046	0.075	0.729
	3	-0.1088	0.080	0.752
	4	-0.1371	0.081	0.543
	5	-0.3416*	0.106	0.016
	6	-0.2061	0.095	0.248
3	1	4.1804.-03	0.083	1.000
	2	0.1088	0.080	0.752
	4	-2.8372E.-02	0.089	1.000
	5	-0.2329	0.112	0.298
	6	-9.7326E.-02	0.101	0.930
4	1	3.255E.-02	0.085	0.999
	2	0.1371	0.081	0.543
	3	2.837E.-02	0.089	1.000
	5	-0.2045	0.113	0.459
	6	-6.8954E.-02	0.102	0.985
5	1	0.2371	0.108	0.243
	2	0.3416*	0.106	0.016
	3	0.2329	0.112	0.298
	4	0.2045	0.113	0.459
	6	0.1355	0.123	0.080
6	1	0.1015	0.097	0.903
	2	0.2061	0.095	0.248
	3	9.733E.-02	0.101	0.930
	4	6.895E-02	0.102	0.985
	5	-0.1355	0.123	0.880

correlation of salaries was arrived at using 4 items from the questionnaire (variable 5,6,7,8). It was still discovered that they are correlated.

Although salary does not depend on results (Steinbrink et al(1980)., in Dessler, 1991), they concluded that salaries are often tied to seniority rather than to performance. But various studies have shown that salaries contribute to job satisfaction. For example, Kleinberger (1988), in Umego (1992) said that most teachers are ineffective due to poor salaries. Lecturers are expected to mould the character of students and to transform them to educated individuals but little is being done to improve their pay or salary. If salary is good enough to meet the lecturer's needs for example, feeding the family, paying children school fees, maintenance of home and vehicle, this will bring satisfaction and automatically enhance performance at work.

Table 4.18 shows Multiple Comparisons Correlation Analysis between job satisfaction and job performance, facilities and salaries. The multiple comparison in Table 18 compares results done by various methods of calculation. As can be seen, the p-values from the different method of analysis are very similar. Some of the methods are

Table 4.18: Multiple comparisons Correlation Analysis Between Job Satisfaction Facilities and Salaries

	Job Satisfaction			
Variables	Pearson's Pro. M.	Kendal's (τ)	Spearman's Rho	0.01 Level of Significance
Facilities	0.675	0.511	0.660	Significant
J. Performance	0.416	0.300	0.415	Significant
Salaries	0.623	0.623	0.483	Significant

Correlation is significant at the 0.01 level (2-tailed)

are used to calculate discrete data but with the use of computer, the calculations are done very fast since the machine can easily convert discrete data to continuous data and vice versa.

4.9 Degree of Satisfaction and Performance

Table 4.19 summarizes the degree of satisfaction among lecturers by percentage. The results indicate that 41.06 per cent of the total responses for job satisfaction were toward satisfaction, while 58.94 were dissatisfied.

Table 4:19 Summary of the Degree of Satisfaction Among Lecturers by Percentage

Opinions	Percentage	Sub-Total
4 Very satisfied	2.98	41.06
3 Satisfied	38.08	
2 Dissatisfied	40.38	58.94
1 Very Dissatisfied	18.56	
Total		100.00

Table 4.20 summarizes the performance level among lecturers by percentages, and shows that 78.39 percent of the total responses for job performance were towards satisfaction while 21.61 were dissatisfied.

Table 4.20: Summary of the Performance Level Among Lecturers by Percentage

Opinions	Percentage	Sub-Total
1 VD/NI/NC/N	3.60	21.61
2 D/LI/LC/AL	18.01	
3 S/I/C/M	53.01	78.39
4 VS/VI/VC/AL	25.38	
Total	100.00	100.00

KEY

VD = Very Dissatisfied
NI = Not Important
NC = Not Clear
N = None
S = Satisfied
I = Important
C = Clear
M = Moderate
D = Dissatisfied
LI = Less Important
LC = Less Clear
AL = A little
VS = Very Satisfied
VI = Very Important
VC = Very Clear
AL = A Lot

Table 4.21 summarizes the assessment of lecturers by their Deans and Heads of Departments.

Table 4.21: Summary of Assessment of Lecturers by Deans and Heads of Department

Opinions	Percentage	Sub-Total
Not often / Very Low	5.49	
Low	23.53	29.02
Often / Moderate	42.35	
Very Often/High	28.63	70.98
	100.00	100.00

The results indicate that 29.02 percent of the total responses by Deans or Heads of Department were toward low assessment and 70.98 were high assessment. Going by these results, the lecturers are highly rated.

4.10 Summary of Statistical Analysis

The summary of the ANOVA and Correlation Analysis for the whole work are indicated in Table 4.22 and 4.23.

Table 4.22: Summary of One-Way ANOVA by Age, Gender, qualification, Experience and Salary.

Variable	Df	F/t	P-value	0.05 Significant Level	Decision
Age	4,215	0.917	0.434	Not Significant	Retained
Gender	218	2.084	0.038	Significant	Rejected
Qualification	2,217	1.622	0.200	Not Significant	Retained
Experience	6,213	0.599	0.731	Not Significant	Retained
Salary	5,214	2.516	0.031	Significant	Rejected

Table 4.23: Summary of Correlation Analyses Between Job Satisfaction, Facilities and Job Performance

Variable	P-Value	0.01 Significance Level	Decision
Facilities	0.675	Significant	Rejected
J. Performance	0.416	Significant	Rejected

**Correlation is significant at the 0.01 level (2-tailed)*

CHAPTER FIVE

SUMMARY OF FINDINGS , CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter attempts are made to summarize the results of the findings of this study. Certain conclusions are drawn on the relationship between job performance and satisfaction of lecturers in Ahmadu Bello University, Zaria based on the opinions of the lecturers themselves. Also recommendations based on the findings are offered and suggestions for further research study made.

5.2 Summary of Findings

The aim of this study was to establish whether or not there is a relationship between job performance and job satisfaction among lecturers. Also to find out whether lectures perform optimally in their primary assignments and whether they derive more of intrinsic satisfaction as compared with non-intrinsic satisfaction from the performance of their assignments. These factors were identified and discussed. The objectives of the study are to find out whether there is a relationship between job performance and job satisfaction by lecturers. To identify the factors that contribute to lecturer's satisfaction or dissatisfaction with his job and finally to find out what could be done to have optimum job performance and job satisfaction. Seven major research questions were advanced for the study. Also seven null hypotheses were drawn to test the opinions of the categories of the respondents.

The data were analyzed on the computer using an SPSS Statistical Package for Social Sciences program and other packages. The results include frequency distribution which gave instruction about the demographic variables of age, gender, qualification and length of experience. The data were also subjected to a series of statistical analyses, for example, Pearson Product Moment Correlation was used for the major hypothesis 1 and minor hypothesis 6. Minor hypotheses 2, 4, 5, 7 were subjected to ANOVA and minor hypothesis 3 for t-test.

Out of seven hypotheses three were retained and the other four were rejected (See Tables 4.23 and 4.24)

The major findings of this research are:-

1. There is a positive relationship between job satisfaction and job performance of lecturers of Ahmadu Bello University. If the needs of lecturers are met they will surely work well as they will not have any basis for complaint.
2. There is a positive relationship between provision of facilities and job satisfaction of lecturers of Ahmadu Bello University.
3. The female lecturers are more dissatisfied with their job than the male lecturers.
4. The age of the lecturers does not have any effect on their job satisfaction.
5. The length of experience of lecturers has no significant effect on their job satisfaction.
6. The qualifications of the lecturers do not have any significant effect on their job satisfaction.
7. The salaries of the lecturers do have significant effect on their job satisfaction.

5.3 Conclusions

On the basis of the results of various data analyses, certain conclusions could be drawn and some recommendations also offered. In respect of the degree of overall satisfaction the frequency of responses to the questionnaire revealed that 60 per cent of the lecturers are dissatisfied with their job as compared with about 40 per cent that are satisfied with their job. It is then concluded that lecturers are generally dissatisfied with their job. Concerning the degree of overall performance, the frequency distribution of respondents to the questionnaire revealed that over 70 per cent feel that their work is important and would want to improve if given the facilities and training. The overall assessment of lecturers by their Heads of Department and Deans reveal a very high rating of the staff at over 70 per cent as compared with about 30 per cent low rating. From the above, the lecturers perform very well as rated by the Heads of Departments. But they are generally dissatisfied with the job because of their salaries compared with their colleagues in other fields, poor facilities, poor condition of services, poor benefits, late promotion exercises and job insecurity.

If an individual is happy there is the tendency that person will perform better than when he is not happy. Also if facilities are adequately provided, it will enhance a high performance that will also bring in happiness to the individual and the organization. Salaries and other related factors have significant effect on job satisfaction.

5.4 Recommendations

An organization requires human resources to achieve the stated goals and objectives, individuals also have personal needs and goals that have to be met in the organization. The concern of the university should be directed towards producing educated students, adding to knowledge and serving social needs. It is important that the educational system emphasizes planned change in its operation and personnel policies to keep lecturers satisfied to be able to cope with the system demand for high performance and organizational objectives.

The importance of human element in the work of any enterprise irrespective of the size makes motivation a vital function of management. Any management that neglects the motivation of the employee is sure to fail as management itself is working through people to achieve the objectives of an enterprise.

In the light of the findings of this investigation, the following recommendations are made:

1. Ahmadu Bello University authority should note the following components that help to bring satisfaction in every work situation and take necessary measures to ensure their fulfillment.
    a. The teaching tasks of lecturers should be well spelt out. Regular feedback from Head of Department in form of assessment and students lecturer evaluation should be provided. This will inform the management about the performance of the lecturers.

b. Student-lecturer ratio should be 50:1. More lecturers should be recruited to cope with the large number of students admitted. Ahmadu Bello University, being a premier university, cannot reduce the population as there are facilities to cope with the large number so admitted.

c. The supervisors or heads of departments should make the lecturers see the opportunities for growth on the job through assignment and feedback they give to subordinates.

d. The authority should provide a conducive atmosphere where there is cooperation, warm and friendly relationship with one another in terms of social support.

e. Lecturers need to meet their basic needs, for example, water, constant supply of light (in absence of NEPA, provision of generator) to enable them carry on their assignments that pass beyond closing time.

f. Provision of security for protecting life and property on campus. Good health clinic that can prescribe and supply the medicine. This should include a welfare health package that takes care of a certain percentage of major medical bill, for example surgery, emergency and medical glasses.

2. Salary is not a major problem especially where there is a good financial benefit but it is an important source of satisfaction at work. Salary provides the generic opportunity for anything money can buy (Lawler, 1971). Salaries influence what they will be able to obtain. Salaries of lecturers in Nigeria should be comparable with those of lecturers in, say, Ghana, South Africa, United Kingdom and United States of America.

3. A more objective way of evaluating the job performance must be developed for improvement on the job not necessarily for promotion purpose. For example, students are made to fill out forms to evaluate the course and the lecturer. The Head of Department also evaluates the same lecturer with a team of supervisors. The lecturer, even upon appointment, knows the content of evaluation process. Then the level of lecturer is commensurate to the task given.

4. The provision of facilities, equipment and materials for effective performance and satisfaction. A well equipped library, with up-to-date facilities to enhance performance. For example, the library should have current books and not obsolete ones. All current research theses and journals should be catalogued for staff and students' use and not to be kept away for some chosen staff or students. The management knows that an organization without provision of equipment and facilities will not motivate the employees and will lead to wastage and overhead cost to the organization.

5. Encouragement of lecturers by financing conferences and seminars participation to enhance effectiveness. This should be backed up with financial support. The money should not be shared among lecturers. Provision should be made for one person to attend local conference anywhere in Nigeria at least once in a year. Provision should also be made to provide part-payment for an international conference.

6. Academic leadership should be provided by the senior colleagues so as to encourage the young lecturers to solicit for help and growth.

7. Apart from the formally specified forms of reward as found in bureaucratic organizations, there are some informal rewards that motivate. Informal rewards are meant for unusual efforts, though they are often greater for other reasons. Examples are rewards given in lieu of promotion or salary increase that could be granted, a bonus for doing an unpleasant or a low prestige job, rewards to get around formal wage maximum. Yearly awards for the best lecturer to boost their morale and provision of end of the year bonus for lecturers.

8. More incentives should be given to female lecturers to encourage them on the job.

9. The administrative duties of lecturers should be reduced to enable them concentrate on their teaching and research functions. This should be done with out necessarily reducing their salaries or pay.

10. The ABU management should only employ Assistant Lecturers who have obtained Master or Doctorate Degree. This will eliminate the cost of training Graduate Assistant for a long period of time.

5.5 Suggestions for further research study

1. A study of correlation between administrative tasks and academic tasks of lecturers

2. Adviser and advisee and its effects on students and supervisors' relationship.

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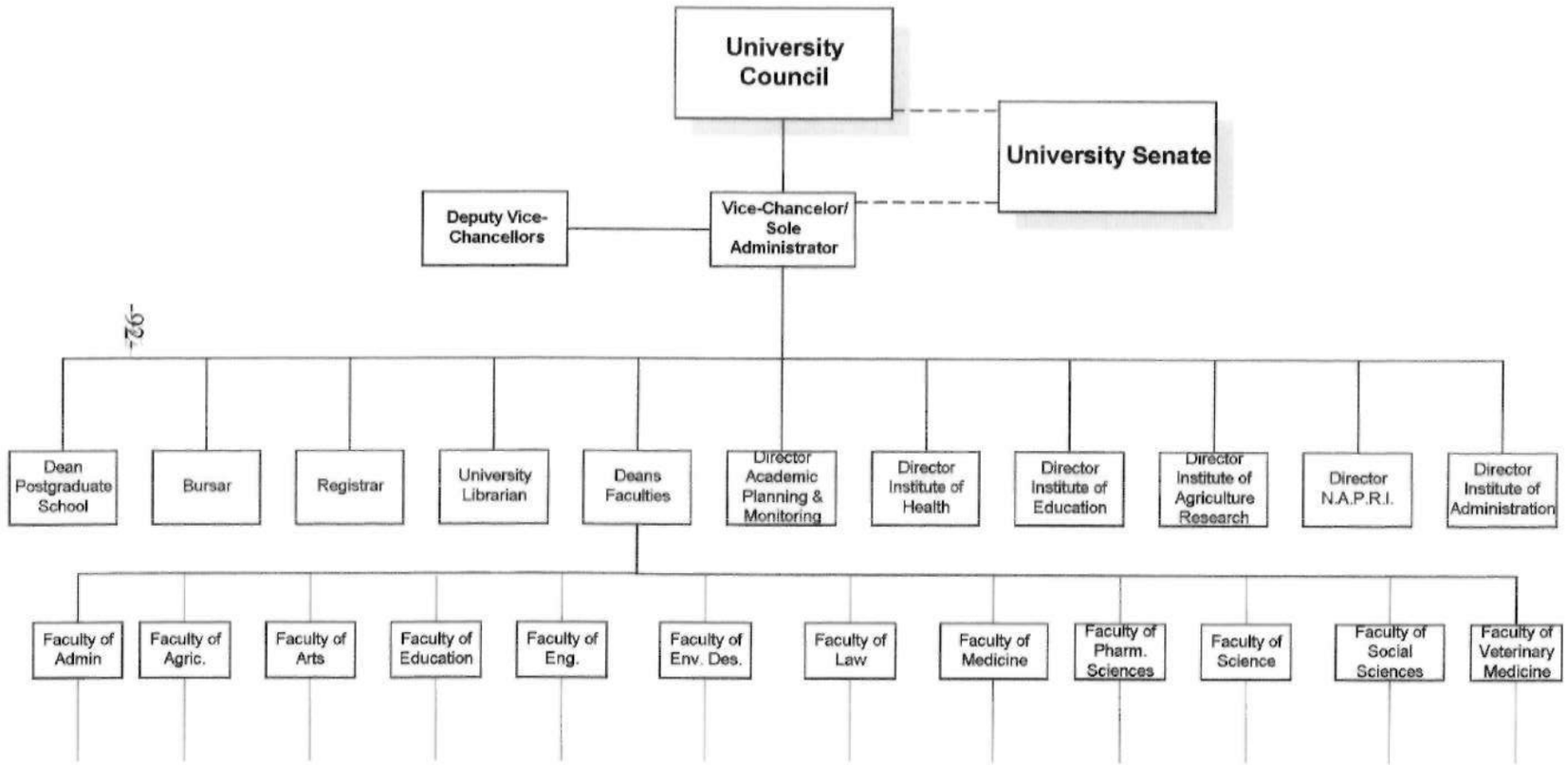
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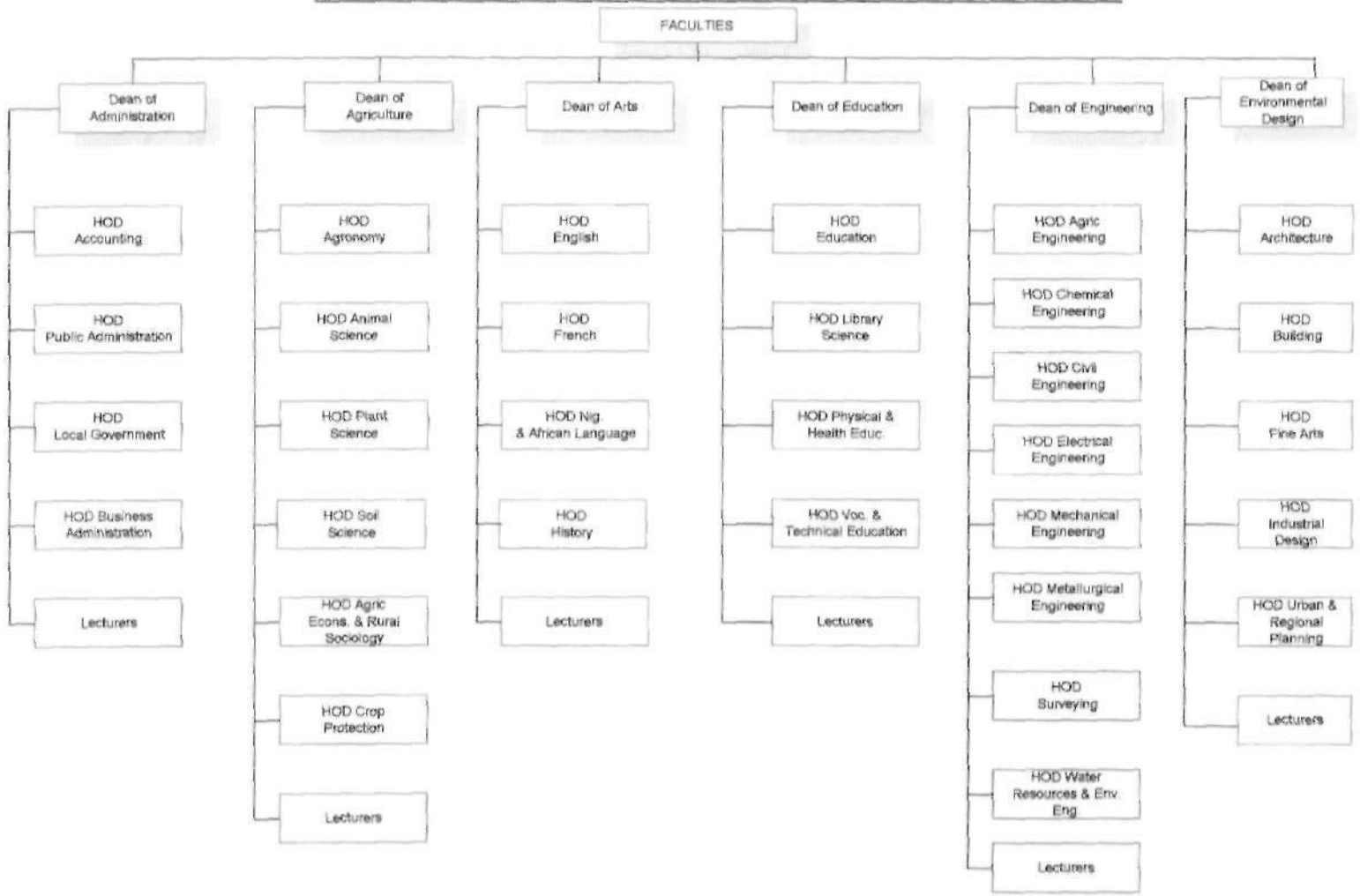
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APPENDIX I: Organizational Chart of A.B.U. (Continued on Appendices II & III)

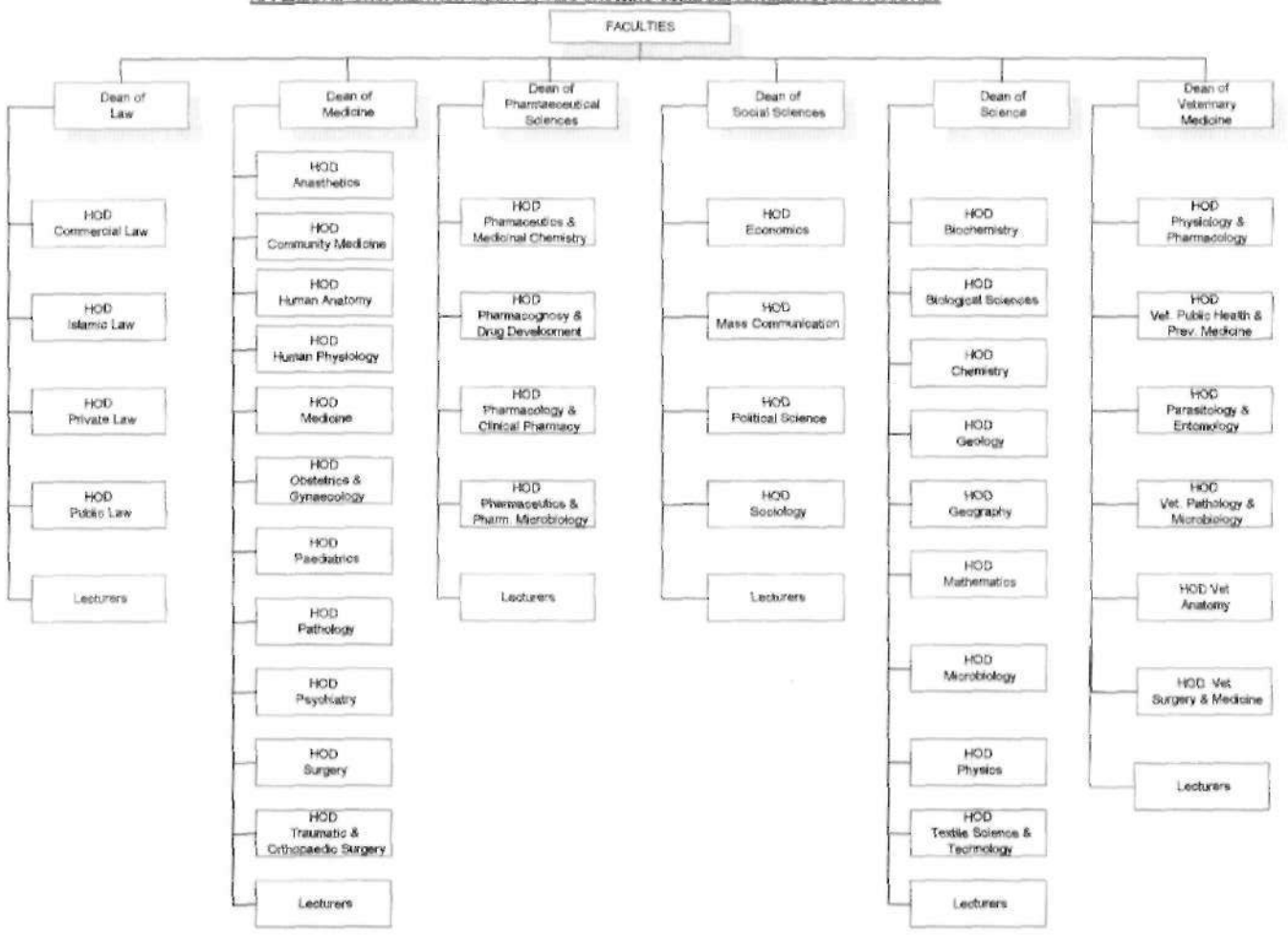


Adopted from the Administrative Organization of Ahmadu Bello University Report of the Consultant, Zaria, April 1974

APPENDIX II- ORGANIZATION CHART OF ABU SHOWING SOME DEPARTMENTS AND FACULTIES



APPENDIX III- ORGANIZATION CHART OF ABU SHOWING SOME DEPARTMENTS AND FACULTIES



APPENDIX IV

FACULTIES AND DEPARTMENTS IN AHMADU BELLO UNIVERSITY

MAIN CAMPUS

Faculty of Agriculture

Departments of Agronomy,
Agricultural Economics and Rural Sociology, Animal Science,
Crop Protection, Plant Science and Soil Science.

Faculty of Arts

Departments of English, French, History and Nigeria &
African Languages.

Faculty of Education

Departments of Education, Library Science, Physical and
Health Education and Vocational and Technical Education.

Faculty of Engineering

Departments of Agricultural Engineering, Chemical Engineering,
Civil Engineering, Electrical Engineering, Mechanical Engineering,
Metallurgical Engineering, Surveying and Water Resources and
Environmental.

Faculty of Environmental Design

Departments Architecture/Project Office, Building, Fine Arts,
Industrial Design and Urban and Regional Planning.

Faculty of Medicine

Departments of Anesthesia, Community Medicine, Human Anatomy,
Human Physiology, Medicine, Obstetrics and Gynecology, Pediatrics,
Pathology, Surgery, Psychiatry, Traumatic or Orthopedic Surgery.

Faculty of Pharmaceutical Science

Departments of Pharmaceutical and Medicinal Chemistry, Pharmacognosy and Drug Development, Pharmacology and Clinical Pharmacy, and Pharmaceutics and Pharmaceutical Microbiology.

Faculty of Science

Departments Biochemistry, Biological Sciences, Chemistry, Geology, Physics, Mathematics, Microbiology and Textile Science and Technology, Geography.

Faculty of Sociology

Departments of Economics, Political Science, Sociology and Mass Communication.

Faculty of Veterinary Medicine

Departments of Physiology and Pharmacology, Veterinary Public Health and Preventive Medicine, Parasitology and Entomology, Veterinary Pathology and Microbiology, Veterinary Anatomy, Veterinary Surgery and Medicine.

KONGO CAMPUS

Faculty of Administration

Departments of Accounting, Business Administration, Public Administration and Local Government.

Faculty of Law

Departments of Commercial Law, Islamic Law, Private Law, and Public Law.

APPENDIX V

QUESTIONNAIRE ON JOB PERFORMANCE AND JOB SATISFACTION

This study on the relationship between job performance and job satisfaction among lecturers in Ahmadu Bello University is conducted in partial fulfillment for the requirements of the M.Ed. degree of Ahmadu Bello University, Zaria.

The questionnaire is therefore designed to determine how satisfied you are with your jobs and also to measure your performance.

To this effect, kindly assist to complete the questionnaire for this study. Whatever information gathered from you will be held confidential and used for research purpose only. Please do not write your name or department. Thank you for your cooperation.

Mrs. A. I. Ojo
February, 2000

Section A: BIODATA

(Please tick the appropriate box)

1. **Age:** 21 - 30 years ☐ 31 - 40 years ☐ 41 - 50 years ☐ 51 and above ☐

2. **(A) Gender:** Male ☐ Female ☐
   (B) Marital Status: Married ☐ Single ☐ Divorced ☐ Separated ☐ Widow ☐

3. **Highest qualification obtained**:

   Bachelor's Degree ☐ Master's Degree ☐ M.Phil. ☐ Doctorate Degree ☐

4. **Class of Degree:**

   1st Class ☐ 2nd Class Upper ☐ 2nd Class Lower ☐ Third Class ☐ Pass ☐

5. **Years of teaching experience:**

   1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ 31-35 ☐

6. **Present Rank:**

   Assistant Lecturer ☐ Lecturer II ☐ Lecturer I ☐ Senior Lecturer ☐

   Reader ☐ Professor ☐

7. **Date of first appointment**: _____

8. **Present salary scale**:

		☐	☐	☐	☐	☐	☐
UASS		2	3	4	5	6	7
HATISS		8	9	11	13	14	15

9. **Number of promotions since 1st Appointment**: _____

10. **Date of Last Promotion**: _____

11. **Why did you join the university?:**

A. interest in teaching ☐ C. Enhanced status ☐
B. economic reason ☐ D. Interest in Research ☐
E. Any other reason, please specify _____

SECTION B: JOB SATISFACTION

Please tick one of the following which shows how satisfied or dissatisfied you are with your job. How satisfied are you with the following?

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
	4	3	2	1
1. The qualification or Class of Degree you have and the relevance to the treatment you obtain on the job now.				
2. The available facilities and equipment.				
3. The instructional materials and equipment you have in your department, faculty and university.				
4. The library books: the adequacy and currency				
5. Your present salary.				
6. The amount of your annual salary increase.				
7. Your salary compared with the salary of other people in other professions who had similar qualifications.				
8. Your salary when you think of long-term plans.				
9. The present promotion system.				
10. The method used by your Head of Department in evaluating your work.				

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
	4	3	2	1
11. Criteria used for promotion.				
12. Promotion prospects which you have.				
13. The degree of job security now.				
14. The prestige that lecturers enjoy in Nigeria today.				
15. The fairness with which ABU authorities implement policies and regulations.				
16. The efficiency with which ABU authorities implement policies and regulations.				
17. The speed with which ABU authorities implement policies and regulations.				
18. The in-service training programmes provided by the University authorities.				
19. The encouragement provided for lecturers to seek more education and training now.				
20. The encouragement provided for lecturers to stay on their jobs.				
21. Your involvement in educational activities which allows you to develop academically and professionally.				
22. The number of periods you teach in a week.				
23. The number of students in your class.				
24. The present semester system.				
25. The present working hours.				
26. The extra hours you put in your work.				
27. The number of classes or groups for which you are responsible.				
28. The total amount of responsibilities you have.				
29. Your job as a whole taking into consideration both favourable and unfavourable aspects of the job.				
30. Your ability to publish papers in national and international journals.				
31. The procedures by which some lecturers are selected by ABU authorities to carry out special assignments.				
32. Your work when you see the performance of it on your students.				

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Section C: **JOB PERFORMANCE**

Please tick appropriately	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
	4	3	2	1
33. Indicate the extent to which you are satisfied in performing the following tasks as a lecturer.				
a. Counselling students.				
b. Teaching.				
c. Conducting research.				
d. Attending Committee meetings.				
e. Supervising projects/theses.				
34. Indicate the extent to which you are satisfied in performing the following administrative tasks as a lecturer.				
a. Attending to official mail.				
b. Attending to visitors.				
c. Registration of students.				
d. Organizing lecture timetable.				

35. Is it important for you to work as much as you possibly can?	Very Important	Important	Less Important	Not important
36. How clear and specific are the goals and objectives of your job?	Very Clear	Clear	Less Clear	Not Clear
37. How much effort do you have to exert in order to do the amount of work that you can do now?	A Lot	Moderate	A Little	None
38. How would you rate the amount of work you get done?	A Lot	Moderate	A Little	None

TO BE COMPLETED BY HEADS OF DEPARTMENTS AND DEANS ONLY

39. How would you rate the quality of work done by the lecturers?	High	Moderate	Low	Very low
40. How would you rate the quantity of work done by the lecturers?	High	Moderate	Low	Very low
41. What is the rate of turn-over of employees in your department?	High	Moderate	Low	Very low
42. How often do you sponsor/encourage them to participate in Seminar or conference attendance?	Very often	Often	Not too often	Not often

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APPENDIX VI

KREJCIE AND MORGAN'S TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

Table 3.1a: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	201
15	14	230	144	1300	207
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	339
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note - N is population
S is sample size

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APPENDIX VII: FREQUENCY DISTRIBUTION OF RESPONSES

AGE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	10	4.5	4.6	4.6
	2	93	42.3	42.5	47.0
	3	75	34.1	34.2	81.3
	4	41	18.6	18.7	100.0
	.	1	.5	Missing	
	Total	220	100.0	100.0	

Valid cases 219 Missing cases 1

GENDER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	195	88.6	88.6	88.6
	2	25	11.4	11.4	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

MARITAL STATUS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	182	82.7	82.7	82.7
	2	33	15.0	15.0	97.7
	5	5	2.3	2.3	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

HIGHEST QUALIFICATION OBTAINED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	15	6.8	6.8	6.8
	2	108	49.1	49.1	55.9
	3	1	.5	.5	56.4
	4	96	43.6	43.6	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

CLASS OF DEGREE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	5	2.3	2.3	2.3
	1	11	5.0	5.0	7.3
	2	117	53.2	53.2	60.5
	3	79	35.9	35.9	96.4
	4	1	.5	.5	96.8
	5	6	2.7	2.7	99.5
	6	1	.5	.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

YEARS OF TEACHING EXPERIENCE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	27	12.3	12.3	12.3
	2	61	27.7	27.7	40.0
	3	42	19.1	19.1	59.1
	4	40	18.2	18.2	77.3
	5	23	10.5	10.5	87.7
	6	22	10.0	10.0	97.7
	7	5	2.3	2.3	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

PRESENT RANK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	50	22.7	22.7	22.7
	2	55	25.0	25.0	47.7
	3	42	19.1	19.1	66.8
	4	34	15.5	15.5	82.3
	5	15	6.8	6.8	89.1
	6	24	10.9	10.9	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

PRESENT SALARY SCALE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	48	21.8	21.8	21.8
	2	58	26.4	26.4	48.2
	3	38	17.3	17.3	65.5
	4	36	16.4	16.4	81.8
	5	17	7.7	7.7	89.5
	6	23	10.5	10.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

NUMER OF PROMOTION SINCE APPOINTMENT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	62	28.2	28.2	28.2
	1	43	19.5	19.5	47.7
	2	32	14.5	14.5	62.3
	3	32	14.5	14.5	76.8
	4	26	11.8	11.8	88.6
	5	18	8.2	8.2	96.8
	6	5	2.3	2.3	99.1
	7	2	.9	.9	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

WHY DID YOU JOIN UNIVERSITY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.5	.5	.5
	1	76	34.5	34.5	35.0
	2	15	6.8	6.8	41.8
	3	13	5.9	5.9	47.7
	4	52	23.6	23.6	71.4
	5	21	9.5	9.5	80.9
	6	30	13.6	13.6	94.5
	7	6	2.7	2.7	97.3
	8	4	1.8	1.8	99.1
	9	2	.9	.9	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 01

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	20	9.1	9.1	9.1
	2	54	24.5	24.5	33.6
	3	100	45.5	45.5	79.1
	4	46	20.9	20.9	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 02

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	51	23.2	23.2	23.2
	2	117	53.2	53.2	76.4
	3	50	22.7	22.7	99.1
	4	2	.9	.9	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 03

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.5	.5	.5
	1	46	20.9	20.9	21.4
	2	132	60.0	60.0	81.4
	3	38	17.3	17.3	98.6
	4	3	1.4	1.4	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 04

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	59	26.8	26.8	26.8
	2	123	55.9	55.9	82.7
	3	37	16.8	16.8	99.5
	4	1	.5	.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 05

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	56	25.5	25.5	25.5
	2	117	53.2	53.2	78.6
	3	46	20.9	20.9	99.5
	4	1	.5	.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 06

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	70	31.8	31.8	31.8
	2	110	50.0	50.0	81.8
	3	38	17.3	17.3	99.1
	4	2	.9	.9	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 07

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	104	47.3	47.3	47.3
	2	82	37.3	37.3	84.5
	3	33	15.0	15.0	99.5
	4	1	.5	.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 08

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.5	.5	.5
	1	93	42.3	42.3	42.7
	2	100	45.5	45.5	88.2
	3	25	11.4	11.4	99.5
	4	1	.5	.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 09

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	84	38.2	38.2	38.2
	2	90	40.9	40.9	79.1
	3	43	19.5	19.5	98.6
	4	3	1.4	1.4	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 10

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	3	1.4	1.4	1.4
	1	31	14.1	14.1	15.5
	2	55	25.0	25.0	40.5
	3	125	56.8	56.8	97.3
	4	6	2.7	2.7	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 11

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	57	25.9	25.9	25.9
	2	95	43.2	43.2	69.1
	3	63	28.6	28.6	97.7
	4	5	2.3	2.3	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 12

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	3	1.4	1.4	1.4
	1	29	13.2	13.2	14.5
	2	84	38.2	38.2	52.7
	3	92	41.8	41.8	94.5
	4	12	5.5	5.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 13

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	2	.9	.9	.9
	1	32	14.5	14.5	15.5
	2	80	36.4	36.4	51.8
	3	97	44.1	44.1	95.9
	4	9	4.1	4.1	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 14

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.5	.5	.5
	1	64	29.1	29.1	29.5
	2	114	51.8	51.8	81.4
	3	41	18.6	18.6	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 15

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	41	18.6	18.6	18.6
	2	101	45.9	45.9	64.5
	3	77	35.0	35.0	99.5
	4	1	.5	.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 16

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	39	17.7	17.7	17.7
	2	116	52.7	52.7	70.5
	3	63	28.6	28.6	99.1
	4	2	.9	.9	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 17

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.5	.5	.5
	1	39	17.7	17.7	18.2
	2	129	58.6	58.6	76.8
	3	50	22.7	22.7	99.5
	4	1	.5	.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 18

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	42	19.1	19.1	19.1
	2	94	42.7	42.7	61.8
	3	79	35.9	35.9	97.7
	4	5	2.3	2.3	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 19

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	46	20.9	20.9	20.9
	2	101	45.9	45.9	66.8
	3	66	30.0	30.0	96.8
	4	7	3.2	3.2	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 20

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.5	.5	.5
	1	48	21.8	21.8	22.3
	2	133	60.5	60.5	82.7
	3	38	17.3	17.3	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 21

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	24	10.9	10.9	10.9
	2	93	42.3	42.3	53.2
	3	96	43.6	43.6	96.8
	4	7	3.2	3.2	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 22

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	7	3.2	3.2	3.2
	2	37	16.8	16.8	20.0
	3	170	77.3	77.3	97.3
	4	6	2.7	2.7	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 23

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	24	10.9	10.9	10.9
	2	59	26.8	26.8	37.7
	3	133	60.5	60.5	98.2
	4	4	1.8	1.8	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 24

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	26	11.8	11.8	11.8
	2	73	33.2	33.2	45.0
	3	114	51.8	51.8	96.8
	4	7	3.2	3.2	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 25

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	7	3.2	3.2	3.2
	2	41	18.6	18.6	21.8
	3	165	75.0	75.0	96.8
	4	7	3.2	3.2	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 26

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.5	.5	.5
	1	17	7.7	7.7	8.2
	2	44	20.0	20.0	28.2
	3	149	67.7	67.7	95.9
	4	9	4.1	4.1	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 27

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	9	4.1	4.1	4.1
	2	47	21.4	21.4	25.5
	3	157	71.4	71.4	96.8
	4	7	3.2	3.2	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 28

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.5	.5	.5
	1	11	5.0	5.0	5.5
	2	55	25.0	25.0	30.5
	3	144	65.5	65.5	95.9
	4	9	4.1	4.1	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 29

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	16	7.3	7.3	7.3
	2	95	43.2	43.2	50.5
	3	106	48.2	48.2	98.6
	4	3	1.4	1.4	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 30

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	47	21.4	21.4	21.4
	2	106	48.2	48.2	69.5
	3	57	25.9	25.9	95.5
	4	10	4.5	4.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 31

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	4	1.8	1.8	1.8
	1	61	27.7	27.7	29.5
	2	102	46.4	46.4	75.9
	3	52	23.6	23.6	99.5
	4	1	.5	.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 32

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.5	.5	.5
	1	3	1.4	1.4	1.8
	2	56	25.5	25.5	27.3
	3	129	58.6	58.6	85.9
	4	31	14.1	14.1	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 33A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	2	.9	.9	.9
	1	2	.9	.9	1.8
	2	25	11.4	11.4	13.2
	3	142	64.5	64.5	77.7
	4	49	22.3	22.3	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 33B

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	3	1.4	1.4	1.4
	2	28	12.7	12.7	14.1
	3	139	63.2	63.2	77.3
	4	50	22.7	22.7	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 33C

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	14	6.4	6.4	6.4
	2	101	45.9	45.9	52.3
	3	85	38.6	38.6	90.9
	4	20	9.1	9.1	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 33D

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	10	4.5	4.5	4.5
	2	76	34.5	34.5	39.1
	3	120	54.5	54.5	93.6
	4	14	6.4	6.4	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 33E

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	4	1.8	1.8	1.8
	1	9	4.1	4.1	5.9
	2	52	23.6	23.6	29.5
	3	128	58.2	58.2	87.7
	4	27	12.3	12.3	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 34A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	5	2.3	2.3	2.3
	1	18	8.2	8.2	10.5
	2	45	20.5	20.5	30.9
	3	133	60.5	60.5	91.4
	4	19	8.6	8.6	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 34B

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	4	1.8	1.8	1.8
	1	14	6.4	6.4	8.2
	2	53	24.1	24.1	32.3
	3	132	60.0	60.0	92.3
	4	17	7.7	7.7	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 34C

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	4	1.8	1.8	1.8
	1	14	6.4	6.4	8.2
	2	49	22.3	22.3	30.5
	3	135	61.4	61.4	91.8
	4	18	8.2	8.2	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 34D

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	4	1.8	1.8	1.8
	1	12	5.5	5.5	7.3
	2	39	17.7	17.7	25.0
	3	150	68.2	68.2	93.2
	4	15	6.8	6.8	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 35

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	2	.9	.9	.9
	2	2	.9	.9	1.8
	3	81	36.8	36.8	38.6
	4	135	61.4	61.4	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 36

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	1	.5	.5	.5
	2	13	5.9	5.9	6.4
	3	95	43.2	43.2	49.5
	4	111	50.5	50.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 37

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	3	1.4	1.4	1.4
	2	11	5.0	5.0	6.4
	3	61	27.7	27.7	34.1
	4	145	65.9	65.9	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

VARIABLE 38

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	17	7.7	7.7	7.7
	3	103	46.8	46.8	54.5
	4	100	45.5	45.5	100.0
	Total	220	100.0	100.0	

Valid cases 220 Missing cases 0

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VARIABLE 39

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	10	4.5	15.6	15.6
	3	34	15.5	53.1	68.8
	4	20	9.1	31.3	100.0
	.	156	70.9	Missing	
	Total	220	100.0	100.0	

Valid cases 64 Missing cases 156

VARIABLE 40

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.5	1.6	1.6
	2	9	4.1	14.1	15.6
	3	27	12.3	42.2	57.8
	4	27	12.3	42.2	100.0
	.	156	70.9	Missing	
	Total	220	100.0	100.0	

Valid cases 64 Missing cases 156

VARIABLE 41

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	7	3.2	10.9	10.9
	2	22	10.0	34.4	45.3
	3	27	12.3	42.2	87.5
	4	8	3.6	12.5	100.0
	.	156	70.9	Missing	
	Total	220	100.0	100.0	

Valid cases 64 Missing cases 156

VARIABLE 42

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	7	3.2	10.9	10.9
	2	19	8.6	29.7	40.6
	3	20	9.1	31.3	71.9
	4	18	8.2	28.1	100.0
	.	156	70.9	Missing	
	Total	220	100.0	100.0	

Valid cases 64 Missing cases 156