Job Satisfaction of Academic Staff Members on Full-Time Appointment in South-Western Nigerian Tertiary Institutions

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Abstract
Man works to earn a living in an organization, and such work can be viewed as an instrument employed to achieve a lot of personal goals and expectations. This study, therefore, examines job satisfaction of staff members on full-time appointment in South-western Nigerian tertiary institutions. It is a quantitative research in which a well-structured questionnaire was used to collect responses across eighteen tertiary institutions in South-western Nigeria. A purposive random sampling method was adopted to select a representative sample, and 880 questionnaires were properly selected and analyzed. The validity and reliability tests indicated that the measurement scales met the acceptable standards. Charts were used to present the biographic information of the respondents. The data obtained from the investigation were analyzed using Charts, Correlation Analysis, Regression Analysis and some relevant statistical tools. The findings have revealed a high factor of the academic staff’s dissatisfaction with opportunity available for self-development because of poor research environments. Moderate proportion has also revealed staffs’ satisfaction with their job. Factors leading to job satisfaction were also revealed. The study, therefore, suggests that Chief Executives of Nigerian tertiary institutions should focus on the identified factors leading to job satisfaction such as good remuneration and welfare package, appreciation and commendation, adequate facilities and teamwork etc. Implementing the aforementioned factors will definitely increase job satisfaction among the academic staff on full-time appointment, thus, reducing the friction rate and creating a stable and reliable teaching/learning environment for academic staff and the students.

Keywords Job Satisfaction, Tertiary Institution, Remuneration, Welfare Package, Full-time Appointment, Academic Staff.

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1. Introduction
Human works to earn a living either in an organization or an institution. Such work can be viewed as a means to achieve a lot of set personal goals. When a job meets or exceeds an individual’s expectation, the individual often experiences positive emotions and these positive emotions represent job satisfaction. Job satisfaction provides an employee with a reason to continue with the job he engages in. It is the relationship between what everyone expects in accordance to what everyone achieves. In essence, job satisfaction could be viewed either from the physical or psychological perspective. This is why scholars’ definitions seem not to encapsulate the concept of job satisfaction because of its complexity and elusiveness in nature. For instance, (Veitch, Charles, Farley & Newsham, 2007) view job satisfaction from two perspectives: that is, the feelings of the employees in line with “favourable” and “unfavourable” attachments towards their job. In their own view, (Gurinder & Gursharan, 2010) define job satisfaction as “the positive emotional response to the job situation resulting from attaining what the employee wants from the job”. In the same manner, (Nguni, Slegers & Denessen , 2006) describe job satisfaction as a magnificent or positive emotional state resulting from the appraisal of one’s job or job experiences and as achieving or facilitating the achievement of one’s job values. The definitions above have revealed the concept of job satisfaction as being subjective and intricate. However, the definitions have brought one thing to the fore-achieving the set goals of one’s job.

In early 1940’s, motivation in the field of Employee Satisfaction has explained the importance of fulfilling the needs of employee to achieve a productive and satisfied workforce (Maslow, 1943) and (Herzberg & Mausner, 1959). (Lincoln & Kalleberg, 1990) submit that job satisfaction of staff is the generalized perception of an employee’s job success. However, (Allen 2001) and (Blackwell & Bryson, 2006) have emphasized the hamper effect that full-time employment conditions may have on the job satisfaction of staff.

As noted, tertiary institutions are vital tools used to booster innovation and performances in the field of Science and Technology, as well as Arts and Humanities. They are the vehicle used in promoting economic growth of a nation. Providing quality education via teaching and learning, thus, becomes indispensable tools in the hand of academic staff in tertiary institutions. In other words, lecturers, particularly are seen as the driving force in achieving the economic growth of a nation. However, this might not be achievable if the academic staff experience low level of job satisfaction. In view of this, this research, therefore, tends to investigate the level of job satisfaction, identify factors responsible for job satisfaction and examine the needs and challenges of job satisfaction. The study will also beam its searchlight on biographic information of the respondents, means of job parameter score and do
a descriptive summary of demographic profile. By so doing, the researchers would provide possible strategies that could lead to the improving of the level of job satisfaction that might be experienced by full-time appointment of academic staff members.

The rationale behind this research, therefore, is based on the fact that researches pertaining to level of job satisfaction among full-time academic staff were rather limited. More importantly, academic staffers of tertiary institutions in South-Western Nigeria, with respect to job satisfaction, do not receive much empirical investigation, hence leaving a gap to be filled by this present research.

Justifying the identified gap, (Howell and Hoyt, 2007) have identified underlying uncertainties and frustrations among full-time academic staff members, and the challenge of keeping those staffers committed to their primary assignment (Bryson and Barnes, 2000).

Subsequently, the problems associated with full-time appointments that usually give rise to research questions like: How can the Job Satisfaction of full-time academic staffers in tertiary educational institutions in Nigeria, with regard to academic engagement and success, can be addressed? What are the levels of job satisfaction of academic staff of full-time employment? How does job satisfaction relate to Human Resource Management? How can job satisfaction of full-time academic staffers in Nigerian tertiary institutions be sustained? This research is, therefore, out to respond to the fundamental issues raised.

2. Literature Review

Literature reveals a lot of existing work on job satisfaction among employees of various institutions. However, a systematic review of studies on Job Satisfaction among academic staff of previous researches has been reported in the table below:

| No. | Author(s) and year | Population | Methodology | Areas of Focus | Findings |
|-----|--------------------|------------|-------------|----------------|---------|
| 1.  | (Ssesanga & Garrett 2005) | University Lecturers in Uganda. (N = 182) Note: Categories of lecturers not specified | Empirical investigation | Remuneration, promotion, research impact, governance and working environment Coupled demographic factors like age, rank, and tenure on job satisfaction | Age, Tenure and Position determine academic job satisfaction while gender is insignificant on job satisfaction. |
| 2.  | (Santhapparaj & Alam 2005) | Academic staff in private universities in Malaysia. (N = 173) | Empirical investigation | Level of remuneration, fringe benefits, promotion, research impact, working condition, support of teaching on job satisfaction | Promotion as and well due, good remuneration, support of research and working condition have positive effect on job satisfaction while support of teaching and fringe benefits have negative effect on job satisfaction. |
| 3.  | (Abdullah et. al 2009) | Academic staff of King Faisal University – Dammam (KFU-D). (N = 248) | Empirical investigation | Levels of job satisfaction | Good supervision, taking responsibility, and interpersonal relationships have positive effect on job satisfaction. |
| 4.  | (Saba 2011) | Academic Staff in Bahawalpur Colleges (N=108) | Empirical investigation | work, pay, promotion opportunities, working conditions, job security and coworkers. | work, pay, working conditions, job security and coworkers. |
| No. | Author(s) and year | Population | Methodology | Areas of Focus | Findings |
|-----|--------------------|------------|-------------|---------------|----------|
| 5   | (James 2011)       | Staff of Nigeria Breweries, Ama, Enugu State, Nigeria (N = 250) | Empirical investigation | Relation between supports from colleagues and job satisfaction | Supports from colleagues have positive effect on job satisfaction |
| 6   | (Malik et. al 2012)| Educational staff in public and private universities in Punjab, Pakistan. (N = 200) | Empirical investigation | Impact of good remuneration and promotion on job satisfaction | Good remuneration and promotion have positive effect on job satisfaction. However, good remuneration has more positive effects on job satisfaction than promotion |
| 7   | (Derakhshani Ghasemzadeh et. al 2014) | Faculty members of East Azerbaijan PNU, Iran. (N = 55) | Empirical investigation | Correlation between Accountability, Job Satisfaction, Job Performance, Job Tension and Organizational Citizenship Behaviour (OCB) | Accountability has positive effect on job satisfaction while others have comparatively less effect on job satisfaction. |
| 8   | (Akafo & Boateng, 2015) | Academic staff of private universities (7) in Nigeria. (N = 157) | Empirical investigation | Impact of rewards and recognition on job satisfaction among academic staff | Positive relation between rewards and job satisfaction enhance productivity. |
| 9   | Amarasena, et. al. (2015) | Academic Staff of Government Universities in Sri Lanka(N=423) | Empirical investigation | Work Load and Working Environment | Work autonomy has great impact on job satisfaction. |
| 10  | (Barlas 2016)      | Academic staff in a faculty of Turkish university (N=74) | Empirical investigation | Tenural Position, Tenure, Age, Gender, Compensation and marital status | Job type and job level significant have impact on job satisfaction. |
| 11  | (Asan & Wirba, 2017) | Academic staff from different institutions in the Eastern Province of Saudi Arabia. (N = 30) | Empirical investigation | Good remuneration, promotion, supervision, fringe benefits, contingent rewards, operational conditions, co-workers, nature of work, and communication on job satisfaction | Good pay, promotion, supervision, fringe benefits, contingent rewards have positive effect on job satisfaction. However, others are less significant. |
A lot of research has been carried out in the field of job satisfaction but not much on factors responsible for job satisfaction in the academic sector in Nigeria, particularly, higher Institutions. Furthermore, several studies on job satisfaction in education sector have been conducted in various geographical areas across the world, however, literature on job satisfaction in south western Nigeria higher institutions are scanty, hence leaving a gap to fill in the study.

3.0 Research Methodology
The success of a research work depends largely on the methodological framework adopted. The methodology used for this study has been designed to enhance the realization of the researchers’ goal in the work. It takes care of population, reliability of the instrument for data collection, method of data collection etc. These are briefly discussed below.

3.1 Sample
The target population for the present study includes some randomly selected academic staff members on full-time appointment in South-western Nigerian Tertiary institution. The tertiary institutions are Colleges of Education, Polytechnics, and Universities. Eighteen tertiary institutions were randomly selected in which case, three tertiary institutions per state were selected from Colleges of Education, Polytechnics, and Universities. The empirical investigation was conducted on 880 academic staff members. The sample respondents were selected through Random Probability sampling technique, where each staff member of the target population had the same probability of being chosen as the sample of the study.

3.2 Questionnaire Design
A 5-point Likert scale questionnaire was constructed based on six sections which are used as parameters to determine job satisfaction. This questionnaire also consisted of sections on biographic information and general background on Job satisfaction in the selected tertiary institutions in South-western Nigeria. The reliability of this questionnaire was assessed by conducting the Cronbach alpha reliability test.

Table 2: Reliability Test

| Cronbach's Alpha | No. of Items |
|------------------|--------------|
| 0.925            | 83           |

Since the value is higher than the minimum required value of 0.6, it was asserted that the questionnaire used is reliable. Hence, further analysis could be conducted.

3.3 Data Analysis Procedure
The collected responses from the respondents were coded in MS Excel and transferred to SPSS v16.0. Descriptive Statistics was performed on the biographic profile and general background responses. As regards testing the hypothesis, Correlation and Regression tests were performed on the Likert scale questions. The casual relationship between the dependent and independent variables was studied to determine the most influential factors leading to job satisfaction among the academic staff members on full-time appointment.
4.0 Data Analysis

4.1 Biographic information

Figure 1. Biographic information of the respondents.
Table 3. Descriptive Summary of Demographic Profile

| Characteristics       | Frequency | Percentage | Mean  | Standard deviation |
|-----------------------|-----------|------------|-------|--------------------|
| Gender                |           |            |       |                    |
| Male                  | 570       | 64.8       | 1.35  | 0.478              |
| Female                | 310       | 35.2       |       |                    |
| Age                   |           |            | 3.32  |                    |
| 20-25                 | 61        | 6.9        |       |                    |
| 26-30                 | 119       | 13.5       |       |                    |
| 31-40                 | 333       | 37.8       |       |                    |
| 41-50                 | 213       | 24.2       |       |                    |
| 51 and above          | 154       | 17.5       |       |                    |
| Ethnic group          |           |            |       |                    |
| Igbo                  | 81        | 9.2        |       |                    |
| Hausa/Fulani          | 95        | 10.8       |       |                    |
| Yoruba                | 616       | 70.0       |       |                    |
| Others                | 88        | 10.0       |       |                    |
| Years of working experience |     |            |       |                    |
| Less than 5 years     | 285       | 32.4       |       |                    |
| 6-10 years            | 359       | 40.8       |       |                    |
| 11-20 years           | 180       | 20.5       |       |                    |
| Above 20 years        | 56        | 6.4        |       |                    |
| Institution           |           |            |       |                    |
| Polytechnic           | 281       | 31.9       |       |                    |
| University            | 300       | 34.1       |       |                    |
| College of education  | 299       | 34.0       |       |                    |
| State of origin       |           |            |       |                    |
| Ondo                  | 134       | 15.2       |       |                    |
| Lagos                 | 151       | 17.2       |       |                    |
| Ogun                  | 151       | 17.2       |       |                    |
| Osun                  | 148       | 16.8       |       |                    |
| Oyo                   | 145       | 16.5       |       |                    |
| Ekiti                 | 151       | 17.2       |       |                    |

4.2 General Background

4.2.1 Level of Job Satisfaction

Chart 2: showing Level of Job Satisfaction among the Academic Staff surveyed

From the figure above, it could be inferred that the Academic staffers who are satisfied are the highest frequency while those that are very dissatisfied are least.
4.2.2 Level of Job Satisfaction with Respect to Institution Type

From the figure above, it could also be inferred that Academic Staff of University have the highest frequency while Academic Staff of Colleges of Education have the least frequency in the Very Satisfied Response. In the case of Satisfied Response, Academic Staff of Polytechnics have the highest frequency while Academic Staff of Colleges of Education have the least frequency of Colleges of Education.

Academic Staff of Colleges of Education have the highest frequency while Academic Staff of Polytechnics have the least frequency in the Dissatisfied Response.

Academic Staff of Colleges of Education have the highest frequency while Academic Staff of Polytechnics have the least frequency in Very Dissatisfied Response.

Table 4: Mean of Job Satisfaction Parameter Scores on Basis of Gender of Respondents

| FAVOUR ITEM                | ITEM SCORE | MALE (%) | FEMALE (%) | TOTAL (%) |
|---------------------------|------------|----------|------------|-----------|
| Self-Development          | 2.275325   | 69.7995  | 67.58875   | 68.69413  |
| Remuneration and Welfare Package | 2.966818   | 42.86550 | 42.66667   | 42.76609  |
| Appreciation/Commendation | 3.553864   | 20.59649 | 13.57895   | 17.08772  |
| Facilities                | 2.496329   | 60.63158 | 59.85802   | 60.24480  |
| Teamwork                  | 2.617436   | 53.84897 | 29.62936   | 41.73917  |
| HOD Leadership Style      | 2.548201   | 63.12865 | 32.19298   | 47.66082  |

The table above depicts the average item scores given by respondents for agreement on job satisfaction on the basis of several parameters. It could therefore, be interpreted that the respondents agree maximum with the item on self-development i.e. there is room for the academic staff to develop and sustain themselves as these have impact on job satisfaction. This could be that their level of growth and development will determine their first promotion and increased pay. Similarly, the value of item score for (Appreciation/Commendation) is maximum when compared to other items i.e. the item does not hold importance when it comes to the job satisfactory level of the academic staff.

Table 5. Satisfaction On The Basis Of Demographic Factors- Gender, Age and Designation

| Demographic Profile | Variable          | Satisfaction |
|---------------------|-------------------|--------------|
| Gender              | MALE              | 53.10439     |
|                     | FEMALE            | 52.15042     |
| Age                 | 20-25             | 60.10363     |
|                     | 26-30             | 56.65501     |
|                     | 31-40             | 51.34295     |
|                     | 41-50             | 52.3648      |
|                     | 51 AND ABOVE      | 52.25363     |
| Years of Work experience | Less than 5 years | 59.90766     |
|                     | 6-10 years        | 55.84138     |
|                     | 11-20 years       | 52.28652     |
|                     | Above 20 years    | 46.34378     |
| Primary Source of Income | Yes            | 54.61955     |
|                     | No                | 61.51238     |
| Institutions Type   | Polytechnic       | 44.14403     |
|                     | University        | 41.56899     |
|                     | College of Education | 34.77560    |

It can be seen that more number of Male staff are satisfied than Female staff which is in conformity to the findings of Hesli & Lee, (2013). However, this is contrary to the work of Adnan & Jawabri (2017). In view of this, it could be conveniently stated that gender does not play a role when it comes to job satisfaction among academic...
staff. Age 20-25 is more satisfied than other age range, being that they are new in the system and may not have been given many responsibilities. The years of work experience of less than 5 years are more satisfied than other higher years, reason being that no much responsibility given to them. The academic staff of Colleges of Education are least satisfied as this is evident in our findings.

4.0 Inferential Analysis

Table 6: Tolerance level and VIF Factors of Job Satisfaction parameters

| VARIABLE | Tolerance | VIF |
|----------|-----------|-----|
| RWP      | 1.000     | 1.000 |
| A/C      | 0.384     | 2.603 |
| (T)      | 0.0750    | 13.339 |
| (F)      | 0.0450    | 22.440 |
| (HLS)    | 0.0200    | 50.864 |

Table 7: Correlation Results for Factors Leading To Job Satisfaction

| (SD) (RWP) A/C (F) (T) (HLS) | (SD) Correlation Coefficient | (RWP) Correlation Coefficient | (A/C) Correlation Coefficient | (F) Correlation Coefficient | (T) Correlation Coefficient | (HLS) Correlation Coefficient |
|-------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| (SD)                          | 1.000                        |                              |                               |                               |                               |                               |
| (RWP)                         |                              | 1.000                        |                               |                               |                               |                               |
| (A/C)                         | -0.800                      | 0.300                        | 1.000                         |                               |                               |                               |
| (F)                           | -0.900                      | 0.400                        | -0.600                        | 1.000                         |                               |                               |
| (T)                           | 0.900                       | 0.600                        | -0.200                        | 0.600                         | 1.000                         |                               |
| (HLS)                         | -0.700                      | 0.900                        | -0.200                        | 0.700                         | 0.900                        | 1.000                         |

Notes: *Significant level at P ≤ 0.05 (two tailed); Self- Development(SD); Remuneration and Welfare Package(RWP); Appreciation/Commendation (A/C); Facilities (F); Teamwork (T); HOD Leadership Style (HLS).

The result of the correlation analysis as presented in the table above depicts that a greater number of factors are statistically significant as this shows positive relationship under used measure (P ≤ 0.05).

The level of self-development (SD) with the facility used (0.900) has a high significant positive correlation on the level of job satisfaction of the academic staff (i.e the better the facility the better the level of self-development), which has a high equal positive relational significance with the teamwork (T) and head of department leadership style (HLSD) respectively, on job satisfaction.

The remunerations and welfare package (RWP) has high positive correlation with team work level (0.800) and head of development (0.700). That is, the RWP, in form of salary and other incentives, play a vital role in encouraging and strengthening team work, and the leadership style of the various Heads of Department jointly affecting job satisfaction level. This will jointly affect job facility and team work (0.600). The table above reveals the moderate effect which improving facility can have on the team level of commitment to work, thereby strengthening efficiency, productivity and flexibility of the job at hand.

Standard Regression Equation:

\[ Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 \]  

Where:

\[ Y = \text{Dependent variable (Job Satisfaction)} \]

\[ X_1, X_2, X_3, X_4, X_5, X_6 \] are independent factors (6 grouping factors were taken into the study to be responsible for job satisfaction)

\[ a = \text{intercept} \]

\[ b = \text{slope} \]

Table 8: Summary of Model, ANOVA and Regression coefficients for Regression of Factors Leading to Job Satisfaction (factor against antecedent factor Institution type)

| Model | Standardized co-efficient (Beta) | t       | sig       | R²     | F      | Model Significance |
|-------|----------------------------------|---------|-----------|--------|--------|-------------------|
| (Constant) |                                 | 9.711   | .000      | 0.473  | 9.324  | .000              |
| (SD)  | -0.02834                         | -0.93281| 0.304939  |        |        |                   |
| (RWP) | 0.020498                         | 0.498932| 0.236869  |        |        |                   |
| (A/C) | 0.029022                         | 0.647823| 0.567255  |        |        |                   |
| (F)   | 0.023555                         | 0.402955| 0.217662  |        |        |                   |
| (T)   | 0.00319                          | 0.068016| 0.432504  |        |        |                   |
| (HLS) | -0.00845                         | -0.18064| 0.381542  |        |        |                   |

From the table above, the regression model shows a significant \( R^2 \) value (0.473) which implies that 47.3% of the variation in the dependent variable was a direct result of the independent variables (antecedents of job satisfaction). Also, considering the ANOVA results, the F-value of 9.324 and a high significance of this model at
management is one of the factors that mostly contribute to increase in job satisfaction among academic staff. This suggests that appreciation and commendation received from other colleagues and school management is one of the factors that mostly contribute to increase in job satisfaction among academic staff members on full-time appointment in South-Western Nigeria. Also, “facilities” (p=0.024) was seen to be positively affecting job satisfaction. Thus, as the quality of facilities improves, job satisfaction of the academic staff also increases. Furthermore, “remuneration and welfare package” (p=0.020) also enhances job satisfaction. It is noted that bad leadership (Head of Department’s leadership style) and bad self-development could affect job satisfaction negatively.

5. Conclusion
The essence of this study is to determine the level of job satisfaction among the academic staff members on full-time appointment in South-Western Nigeria. Based on findings, moderate proportion of the sampled academic staff is satisfied with their job while a very small part of the sample is not satisfied with the job engage in. This has revealed the fact that teaching and learning environment is moderately conducive.

The correlation analysis has revealed a high fraction of the academic staff that is dissatisfied with the opportunity available for self-development. Also, appreciation and commendation received from management are not commendable as evident in the correlation table, where the correlation coefficient is highly negative.

Further, the study has attempted to investigate the factors leading to job satisfaction. It has been discovered that Good Remuneration and Welfare Package, Appreciation and Commendation, Adequate Facilities and Teamwork boost job satisfaction. A good remuneration and welfare package such as annual increment as and when due, level and step placement, Incentives for extra job done and commensuration of monthly salary with job done will increase and lead to job satisfaction among academic staff.

Appreciating and commending staff members in the areas of ‘accelerated promotion’, annual award for productivity among others will also have positive effect on job satisfaction. Functional and adequate facilities will boost lecture delivery, thus, enhancing job satisfaction.

The findings of the present study, if adopted by chief executives of Nigerian tertiary institutions, will definitely increase job satisfaction among the academic staff, thus, reducing the friction rate and creating a stable and reliable learning environment for students which will in turn be beneficial to the growth and development of tertiary institutions in Nigeria. It must be added that the study has revealed the academic staff’s dissatisfaction with their level of self-development because of in conducive environment. Thus, conducive environment should be provided to enhance increase in productivity. As regards Head of Departments’ leadership styles, it will be proper for the management to organize regular leadership trainings so as to boost their leadership skills. Also, there is need for the management to emphasize on the advantage of the teamwork as teamwork enhances work efficiency and increase in productivity.

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