EFFECT OF JOB SATISFACTION ON JOB PERFORMANCE OF UNIVERSITY LECTURERS IN SOUTH-EAST, NIGERIA

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Abstract: Though the previous scholars has made progress in understanding the relationship between job satisfaction and employees performance, majority of this studies were concentrated in foreign countries as well focused on non-academic staff. This study therefore determined the effect of job satisfaction on job performance of university lecturers in south-East of Nigeria. Specifically, the study ascertained the significant effect of responsibility, and career advancement on job performance of the academic staff of public universities in South-East, Nigeria. The research questions and hypotheses were formulated in line with the objectives of the study. Survey research design was adopted for the study. A sample size of one thousand, seven hundred and eighty (1,780) Academic Staff was derived from population of 9,269 Academic Staff of Public Universities in South-East States of Nigeria. Data were collected though the questionnaires distributed among academic staff of South-East States of Nigerian public universities, and analyzed using five point likert’s scale. The study employed regression analysis and Pearson coefficient correlation to test the formulated hypotheses with aid of SPSS version 20.0. Based on the data analyzed, the following findings were summarized that responsibility, career advancement, has positive significant effect on the job performance of the academic staff of public universities in South-East, Nigeria. Based on the findings, the study recommended amongst others that Academic staff should be empowered through meaningful responsibilities in terms of job enlargement, job enrichment and authority that come with it. This will enhance academic staff job satisfaction as they will derive a sense of accountability and authority over their work and that of others. This is expected to trigger better performance among academic staff as they feel empowered and accountable in their job.

Keywords: Job Satisfaction, Job Performance, Responsibility, and Career Advancement

INTRODUCTION

Globally, human resource of any organization is strategic and pivotal towards achieving organizational goals. The imperatives of human resource in every organization has given credence to job satisfaction as a topical concept in exploring issues that affects management and human behaviour in an organization. Job satisfaction can be described as the degree of need satisfaction derived from an employee evaluation of the intrinsic and extrinsic aspect of his or her job. Such intrinsic and extrinsic aspects of job satisfaction include salary, working conditions, policy, responsibility and career advancement (Herzberg, 1959).

Responsibility as one of the indicators of job satisfaction has implications on academic staff. This is because delegation of responsibility is a powerful source of empowerment. According to Ameer, Bhatti and Baig (2014) employee empowerment is canvassed and founded on the premise that giving employee skills, resources, authority, opportunity, motivation and holding them responsible and accountable for outcomes of their action will contribute to their job satisfaction and performance. This is in line with Elnaga and Imran (2014) admonition that when employees are empowered through responsibility and control over decision making with respect to their work, their confidence and self-reliance will increase which stimulates job satisfaction and level of productivity. Responsibility involves the satisfaction an employee derives from having control over his work and that of others. Therefore, empowering academic staff with meaningful responsibility, work control and decision making is expected to be a strong enabler of employee satisfaction with their job and invariably might enhance their performance. Career advancement is another important aspect of job satisfaction that can be linked to academic staff performance. This is because opportunity for career advancement is characterized by employee possession of greater responsibility, authority, pay, autonomy in employee decisions. Career advancement refers to designated
actual change in job status and upward progression in one’s career. According to Malik, Danish and Munir (2012) the movement of an employee in the hierarchy of the organization typically leads to enhancement of responsibility, rank and improved compensation package, hence combined to motivate employees and as well stimulate employee job satisfaction. However, career advancement is expected to psychologically empower academic staff in a way that is expected to install academic job satisfaction, drive commitment and enhance overall performance of academic staff in their core substantive tasks. Job satisfaction is a significant driver of employee performance and invariably institutional success. This is because job satisfaction reflects employee well-being and their perception towards their job. An employee in the context of this study implies academic staff in public universities who are principal actor in the delivering of the institutional goals of teaching, research and community service.

Despite the crucial role of academic staff in human capital development and nation building, academic staff welfare and concern in Nigeria tertiary institutions particularly the public universities appears to have been neglected and treated with disdain by the government at all level in Nigeria. The lackadaisical attitude of Nigeria government towards academic staff welfare and concern has created a discord and constant faceoff between federal government and academic staff. Such dissatisfaction among academic staff is reflected in the incessant industrial strike by consortium of academic staff union of universities. According to Famurewa (2014) academic staff of public universities embarked on strike which lasted for 1 month in 1999, 3 months in 2001, 2 weeks in 2002, 1 week in 2006, 3 months in 2007, 1 week in 2008, 4 months in 2009, 5 months and 1 week in 2010, 3 months in 2011, 5 months and 20 days in 2013. Subsequently on the 9th march, 2020 academic staff union of universities went on two weeks warning strike which was on the 23rd march, 2020 declared indefinite, total and comprehensive industrial strike action. This incessant strike actions is not unconnected with the dissatisfaction of academic staff with regards to poor funding of the education sector, poor conditions of service, political interference in education, non-compliance in agreement, inconsistency in policy formulation and implementation and unnecessary delay in payment of salaries and other emolument of academic staff (Anashie & Aniah, 2018). In collaboration, Odozobodo (2015) opined that 2009 federal government and academic staff agreement on 1.5 trillion Naira required to address the decay in university system and to be spread over three years from 2009 to 2011 has not been effectively implemented by the federal government. Other areas of concern and dissatisfaction by academic staff includes nonpayment of academic staff earned allowances, increment of annual budgetary allocation to 20% between 2000 and 2020, setting up of research development council, provision of research equipment’s to laboratories and classroom of public universities and provision of assistance by the federal government to state universities among others (Aidelunuoghene, 2014). In addition and based on careful observation of the researcher, there is no provision for in-house training to help mentor and improve new academic staff performance in terms of teaching and research skills neither is such provision available for developing and enhancing the senior academic staff. Asiayi (2013) emphasized that a regular and vibrant development programme put in place will aid enhance academic staff behaviour, attitude, value, skills and competencies.

According to Aransi (2019) federal government through its annual budgetary allocation allocated to education sector 7.25% in 2009; 6.16% in 2011; 8.55% in 2013; 9.94% in 2014; 7.74% in 2015; 6.10% in 2016; 7.38% in 2017 and 7.03% in 2018. According to World Bank (2012) in Aidelunuoghene (2014) Nigeria in the year 2012 was ranked the least with 8.4% allocation to education sector compared to other African countries like Ghana with 31%, Cote D’ Ivore (30%), Uganda (27%), Morocco (26.4%), South Africa (25.8%), Swaziland (24.6%) and Kenya (23%). Similarly, in the year 2020, a meager of 6.7% of the nation annual budget was earmarked for education sector (Budget Office of the Federation, 2020). This figures does not only undermine the welfare of academic staff and the integrity of public university but is also far from 26% benchmark contribution to education sector recommended by the United Nations Educational, Scientific and Cultural Organizations (UNESCO). The bad precedent of low level of succeeding federal and state government commitment towards public universities and her academic staff leaves much to be desired and if not nip in the bud will not only degenerate into worsen academic staff job performance in terms of teaching and research but will also hinder the gains of education in higher institution of learning in Nigeria.

Teachers generally and academic staff in particular seem to be dissatisfied with government dealings with them. They feel uncomfortable with the condition of service, salary, recognition, opportunity for career advancement, meaningful responsibility, inconsistency in policies implementation, and compliance to agreement with academic staff union, dealing with statutory rights such as earned allowances, fringe benefits and provision of basic
amenities that enhance academic staff effectiveness and proficiency. When expectations are not met, conflict of interest, lack of satisfaction and negative attitude to work such as decline in employee job performance becomes manifestation of the incessant strike by academic staff witnessed in the country which continuously diminishes academic staff job satisfaction and consequently affects their teaching and research performance. It is upon this background of constant faceoff between academic staff and the federal government that it has become essential to carry out this study that aim at examining job satisfaction and employees’ performance in selected tertiary institutions in south-east, Nigeria.

This unfavourable issues inherent in the public universities has caused dissatisfaction among academic staff resulting in incessant industrial strike actions that continuously affects academic staff performance in their core substantive task of teaching and research. For instance, Famurewa (2014) enumerated that academic staff union of universities embarked on a strike which lasted for 1 month in 1999, 3 months in 2001, 2 weeks in 2002, 1 week in 2006, 3 months in 2007, 1 week in 2008, 4 months in 2009, 5 months and 1 week in 2010, 3 months in 2011, 5 months and 20 days in 2013. On the 9th of March, 2020, public universities in Nigeria under ASUU went on two weeks warning strike as a result of dissatisfaction among academic staffs with federal government non-compliance to part of the agreement entered into with the academic staff union of universities in 2009. Subsequently, on the 23rd March, 2020 academic staff union of universities reconvened to declare a total, comprehensive and an indefinite strike. These incessant industrial strike actions emanating from dissatisfaction among academics staff affects academic staff performance and the overall effectiveness of public universities.

The lack of government commitment towards education sector in general and academic staff in particular is further worsened by low budgetary allocation of federal government to education sector. For instance, the percentage of Federal Government budgetary allocation to education sector was 7.25% in 2009; 6.16% in 2011; 8.55% in 2013; 9.94% in 2014; 7.74% in 2015; 6.10% in 2016; 7.38% in 2017 and 7.03% in 2018 (Aransi, 2019) and 6.7% in 2020 (Budget Office of the Federation, 2020). This figures are far from expectation and is below the minimum benchmark of 26% of budgetary allocation to education sector as recommended by the United Nations Educational, Scientific and Cultural Organizations (UNESCO). The need for adequate funding and revitalization of public universities as well as welfare package commensurate with academic staff input in tertiary institutions remain pivotal for the academic staff job performance. Keeping this in mind and the wider contribution of public universities and academic staff to the nation’s economy, the researcher is particularly worried at the incessant strike actions by academic staff in public universities which may not be unconnected with dissatisfaction on their job. The academic staff dissatisfaction with the issues surrounding their job may affect their overall job performance. It is against this backdrop that this study sets out to examine job satisfaction and employees’ performance in selected tertiary institutions in South-East, Nigeria.

The main objective of this study is to examine the effect of job satisfaction on employee performance. Specifically, the study seeks to:

1. Determine the effect of responsibilities on job performance of the academic staff of public universities in South-East, Nigeria.
2. Examine the effect of career advancement on job performance of the academic staff of public universities in South-East, Nigeria.

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

2.1.1 Job Satisfaction

The concept of job satisfaction has a strong psychological underpinning and traditionally has been of great interest to social scientist concerned with the problems of work in an industrial society. The concept itself over the years has transformed to become a Nobel area of research in understanding human motivation. Job satisfaction as concept has been widely researched especially in the area of management and organizational behaviour. However, general perspective on the concept of job satisfaction exists with different interpretation but mostly defined along the line of aspects of an individual job and employee well-being. Taking into consideration of previous studies, it is observed that institutional concept of job satisfaction describing employees working attitudes in an effort to conceptualize job satisfaction has gradually evolved over time. According to Zhu (2013) the development and
conceptualization of job satisfaction follows the line from single perspective to multiple perspectives and also reflect a cognitive process from overall perception to specific cognition. Herzberg (1959) observed that extrinsic aspect of one’s job classified as hygiene factors such as salary, company policy, promotion, relationship with co-workers among others are primary disruptions in the external context while intrinsic aspect of one job classified as the motivators like opportunity for career advancement, achievement, recognition, responsibility among others deals with internal state of mind. It is on this note that Smerek and Peterson (2007) concluded that the concept of job satisfaction should be viewed as a dual concept that affects employee in a distinct yet crucial ways.

Taking into cognizance of this assertion, Zhu (2013) made a distinction that while affective job satisfaction deals with emotional and feelings of employee with respect to their job, cognitive evaluation of job satisfaction being relative and comparative in nature anchors on evaluation of working conditions, opportunities and output. This implies that cognitive aspect of job satisfaction is devoid of emotional dependency whereas affective job satisfaction is built on emotions and feelings in relation to an employee job. Kalleberg (1977) argued that job satisfaction is an employee’s normal attitude to job. He buttressed that an employee balances his or her satisfaction or dissatisfaction to different parts of the job and finally forms an overall conclusion as to whether the job is satisfying or not.

In line with this assertion, Kelleberg (1977) concluded that no adequate conceptualization exists which systematically links individual differences to the factors that affect attainment of job satisfaction. Therefore job satisfaction remains a contested and multi-facet concept. In spite of the differences in conceptualization of job satisfaction, there is a consensus among scholars that workers have needs and that satisfactory job attitudes are function of congruence between the needs of an individual and the job situation (David & Venatus, 2019). It is on this premise that the researchers operationalize job satisfaction as the degree of need satisfaction derived from employee evaluation of the intrinsic and extrinsic aspect of his or her job.

2.1.2 Employee Performance

Employee performance or job performance as interchangeably used is a multi-dimensional concept. This is because employee performance is determined by more than one kind of behaviour (Mawoli & Babandako, 2011), and influenced by lots of determinants (Alromaihi, Alshomaly & George, 2017). According to Armstrong and Taylor (2014) employee performance as a multi-dimensional concept consisting of two aspect namely the behavioural which entails the process and the outcome that entails the result aspect. Sonnetag, Volmer and Spychala (2008) described behavioural aspect as what people do at work while the outcome aspect refers to the results of the individual behaviours. Similarly, Robbins and Judge (2013) opined that three major types of behaviour constitute employee performance namely: task performance, citizenship and counter-productive performance. Robbins and Jude described ‘task performance or the in-role performance’ as involving the discharge of duties and responsibilities that contribute to the production of a good, service or administrative tasks whereas ‘organizational citizenship or contextual behaviour’ is explained as actions that contribute to the psychological environment of the organization such as voluntary support for others, support for organizational objectives and treating co-workers with respect. The third type of employee behaviour is termed ‘counter-productivity’ and as a negative behaviours entails the actions that actively damage the organization which include stealing, damaging company property and behaving aggressively towards co-workers (Robbins & Judge, 2013). From a general perspective, Laosebikan, Odepidan, Adetunji and Adentino (2018) defined employee performance as a concept that generally refers to whether a person performs his or her job well or not. Similarly, Darma and Supriyanto (2017) opined that employee performance reflects how well employees meet the requirements of a job. Anitha (2014) described employee performance as a concept that depicts the financial and non-financial outcome of the employee which is instrumental for organizational performance and success. Specifically, Ndulue and Ekehukwu (2016) defined employee performance as a function of individual ability, skill and effort in a given situation. In a nutshell, Armstrong and Taylor (2014) in Alromaihi, Alshomaly and George (2017) defined employee performance as behaviour that accomplishes results. Similarly, Lham (2009) defined job performance as the act of performing or doing something successfully using knowledge as distinguished from merely possessing it. Mei-ying and Lee (2011) opined that job performance is the overall performance in meeting the expected quality and achievement of tasks under the policy and time requirements of the organization. Ahmad and Shahzad (2011) viewed job performance as symbolizing the broad belief of the personnel about the behaviour and contributions towards the achievement of the organizational goals. From human resource perspective, khan, Yusoff, Hussain and Ismail (2019) defined employee job performance as the perspective of those factors either human resource
practices which have direct impact on such relationship. Pintea and Achim (2010) referred to job performance as action, the result of action (by comparing its results with a benchmark) and success. According to Liao, Lu, Huang and Chiang (2012) job performance is the standard for advancements, redundancy, rewards, punishments, review and salary changes. For the purpose of this study, the researcher is focusing on task performance which deals with the core substantive task of an employee job that delineate one job from another. In the context of this study, employee performance refers to the task specific behaviours that academic staff exhibit as part of their job.

2.1.3 Career Advancement and Employee Performance

Career advancement is often described as an upward progression in employee career. Opportunity in career advancement have been shown to be a significant determinant of employee performance. Motivation is one of important instruments in inducing employees to produce effective and efficient results, and to create a positive work environment and to successfully execute the anticipated programs. Herzberg two factor theory enlisted career advancement as one of the motivators tied to the job content that facilitate job satisfaction. For instance, Azar and Shafighi (2013) examined the effect of work motivation on employee’s performance with a finding that opportunity for career advancement and development positively impacted on employee performance. Whereas Herzberg recognized career advancement as intrinsic factor inherent in the job content and serve as a motivation mechanism stimulate employee performance through facilitation of employee growth. Vroom expectancy theory depict that such employee perceived opportunity for career advancement and its instrumentality to greater empowerment and benefits motivates employee to perform at their best. Thus, opportunity for career advancement is expected to influence employee performance.

2.3.4 Responsibility and Employee Performance

Responsibility often has to do with employee empowerment in terms of job enlargement and the accompanying authority that come with it. As defined in the context of this study, responsibility refers to the satisfaction an employee derived from having control over his work and that of others. According to Dugguh and Ayaga (2014) responsibility is “granting additional authority to employees in their activity, giving them enough job freedom and power so that they feel they ‘own’ the results are ways of giving them responsibility” (p.12). As employee grows through a job, they seek for challenging and meaningful responsibilities which is pivotal to their needs fulfillment and personal development. Thus, such expectations shape their motivation and to a large extent influence their task performance. This is in accordance with the principle of Herzberg two factory theory which suggest that motivational factors like responsibility stimulates employees overall job satisfaction through satisfaction of their growth needs. Abdullah and Wan (2013) based on theoretical and empirical evidences provided support that non-monetary incentives and job satisfaction significantly and positively influence job performance particularly when a variety of non-monetary incentives are integrated in motivation of employees within an organization.

Drawing from the tenets of Herzberg two factor theory, motivator factors like responsibility offers the premise for employee growth which invariably leads to employee job satisfaction. Based on Vroom’s expectancy theory, because of the sense of belonging and personal growth derived from meaningful responsibility, employees are motivated to perform at their best level. Thus, it is expected that employee empowerment through meaningful and challenging responsibility and having control over such responsibility will influence their performance.

2.2 Empirical Review

In this section, related empirical studies that have some relationship with the present study were reviewed. Ali and Farooqi (2014) developed a theoretical framework with the objectives of investigating the effect of work overload on job satisfaction, effect of job satisfaction on employee performance and engagement in public sector university of Gujranwala division, Pakistan. In total population, two hundred and seven sample was drawn from strata’s in which 42% samples constitute teaching faculty strata and 58 % sample drawn from non-teaching strata of university by using proportionate stratified sampling. All the research constructs maintain internal consistency that varies from 0.784 to 0.884. Inferential statistics performed using Pearson moment correlation shows relationship among variable. Regression analysis performed to test the hypotheses revealed firstly that work overload has significant negative relationship on job satisfaction, secondly that job satisfaction have highly significant positive relationship with employee performance and thirdly that job satisfaction also have highly significant positive relationship with employee engagement. The study concluded that it is very important the organization
understands the needs of its employees and provide what is best for employees. Toker (2011) investigated the level of job satisfaction among academicians (professors, instructors and research assistants) in the universities of Turkey. As at the research time, there were 94 States and 31 foundation Universities in Turkey. The study covered eight Universities selected from each of the seven geographical regions in Turkey. The study employed an online questionnaire survey method for data collection. The study concluded that job satisfaction is an important matter that needs to be researched further in academic work life since it is related to performance, productivity, absenteeism and turnover. On this note, the study recommended that it would be useful that future studies be replicated within the prescribed time, limits considering variables such as job performance, absenteeism, intention to leave, job stress, burnout and managerial support. Okechukwu (2017) carried out a study among academic and administrative staff of School of Technology Management and Logistics, University Utara Malaysia (STML, UUM). The objectives of the study were in two folds. Firstly, was to identify the influence of training and development program on the staff of STML, UUM and secondly is to determine the employee performance influence on the job satisfaction of the staffs (academic and administrative) of STML, UUM. The population for the study was 81 academic and administrative staff respondents from STML University Utara Malaysia (UUM) located in northern region of Malaysia. Sample size of the study derived from population was 69. A quantitative research design of data collection was employed for obtaining primary data. Pearson moment correlation was used to test the relationship between independent and dependent variables. Empirical findings revealed that training and development has a statistically significant influence on job satisfaction of STML UMM staff. Similarly, findings showed that there is a significant a relationship between job performance and job satisfaction among staff of STML, UUM. Saleem and Imran (2014) orchestrated a research in both public and private universities of Peshawar district of Pakistan. The purpose of the study was to examine the impact of job satisfaction predictors like pay, work, promotion, supervision, environment and co-workers on job performance. The population of the study was 1903 academicians working in the public and private universities of Peshawar district, Pakistan. The study employed stratified random sampling technique to select 225 academicians representing the study sample size. Regression stratified revealed that there exists collectively positive highly correlation and positive significant impact of job satisfaction on job performance of academicians. Khan, Yusoff, Hussain and Ismail (2019) analyzed the effect of human resource practices like recruitment and selection, training and development, performance appraisal and compensation on employee job performance under the mediating effect of job satisfaction. The research is a survey type research that used a questionnaire for data collection. Data sourced was quantitative and cross-sectional in nature. Simple random sampling technique was employed to select 300 faculty members of academic staff of six public sector universities of Khyber Pakhtunkhwa, Pakistan. SPSS (version 23) and analysis of moment structure (AMOS-23) was employed for data analysis. Based on structural equation modelling path analysis concluded that if public sector universities have effective human resource practices, employees will experience satisfaction with job and this will have positive impact on their job performance. Oravee, Zayum and Kokona (2018) determined the impact of intrinsic and extrinsic rewards aspect of job satisfaction on employee’s performance. The study used both primary and secondary data. The population of the study was 79 staff of the agency. This consists of 51 junior employees and 28 senior employees of the organization in Lafta. The hypotheses was tested using chi-square test and the study concluded that job satisfaction is germane to employee performance at NSWB as satisfied workers tend to be more concerned about given tasks, work speedily, work with free of errors and omissions, willing to accept more responsibility and perform optimally. Udo-Anyanwu and Amadi (2018) carried out a study to examine reward systems and job satisfaction of librarians in academic libraries in Imo state, Nigeria. The population of the study is made up of the one hundred and one (101) Librarians working in the Academic Libraries studied. Mean score was used for analysis of extent of workers satisfaction with reward systems (hypothesis one) whereas Pearson Product Moment Correlation (PPMC) was used to determine the relationship between the independent and dependent variables at 0.05 level of significance. Findings revealed that librarians of selected universities in Imo state were satisfied with their job. The PPCMC also revealed that there is a relationship between both extrinsic and intrinsic reward system and job satisfaction. Rozanna, Adam and Majid (2019) examined the mediation effect of job satisfaction on the relationship between organizational change, organizational cultures (independent variables) and employee performance (dependent variable) of the Public Works and Spatial Planning Agency in Indonesia. Job satisfaction had five indicators comprised of job itself, salary, promotion opportunity, supervision and co-workers; Employee performance had six indicators comprised of integrity, cooperation, communication, output orientation, public services and employee development; organizational change had four indicators namely strategy and system, technology, physical arrangement and human resource; organizational culture had seven indicators made up of innovation and risk taking, attention to details, orientation on results, orientation to humans, orientation to teamwork, aggressiveness and stability. The study found out that job satisfaction significantly mediated the influences of organizational change and
organizational culture on employee performance. Platis, Reklitis and Zimeras (2014) carried out a study in healthcare services in Greece. The study sample involves 246 personnel comprising of nurses. The analysis took place between job satisfaction parameters and job performance parameters. Due to non-normality of data distribution of the variables used in the study, the researchers used a non-parametric analysis, applying spearman’s rank coefficient test to measure the strength of association between variables examined. Overall, the study findings established that a significant relationship existed between job satisfaction and employee performance. Saraghi, Sanusi and Manan (2017) investigated the influence of job satisfaction towards employee performance on the antecedent of competencies and organizational citizenship behaviour (OCB). The target population of this study was all the employees of the national traffic management center (NTMCC) of national police traffic corps (Korlantas) of Indonesian national police. This study employed structural equation modeling for data analysis. Firstly, the result revealed that competence had a significant and positive influence over job satisfaction. Similarly, OCB had a positive and significant influence towards job satisfaction. More so, the result proves that competence had significant positive influence over the employee performance. Similarly, study findings revealed that OCB had positive and significant influence towards employee performance. Most importantly, SEM path analysis showed that job satisfaction had positive and significant influence on employee performance. Olcer and Florescu (2015) examined the mediation effect of job satisfaction in the relationship between psychological empowerment and job performance. The target population of this study was employees working in a large private textile manufacturing company in Turkey. The study adopted a simple random sampling technique to select a total of 300 employees who participated in the survey. The data were analyzed with SPSS (version 16). Pearson product-moment correlation analysis was applied to check the nature of the relationship between the variables investigated and also to identify the level of auto correlations in variables and multi-collinearity effect. The study also conducted a hierarchical multiple regression analysis to test possible mediation effect of overall job satisfaction on the relationship between psychological empowerment and job performance. Correlation results revealed that overall job satisfaction was significantly and positively correlated with job performance. Talasaz, Saadoldin and Shakeri (2014) examined the relationship between job satisfaction and job performance among midwives working in healthcare centers of Mashhad, Iran. Two stage sampling was applied in the study. Stratified sampling was used in the first stage where five main health centers of Mashhad was selected while in second stage of sampling, convenience method was used to select health care centers and health units covered by the five main health centers of Mashhad. 90 midwives who met the four inclusion criteria set by the researchers were selected for the survey. For the purpose of data analyses, SPSS (version 19) was used to analyze the data through descriptive statistics, spearman and Kruskal-Wallis tests. Findings of the study showed that there was an insignificant positive relationship between job satisfaction and quality of performance of midwives. Javed, Balouch and Hassan (2014) examined the determinants of job satisfaction and its impact on employee performance and turnover intentions. The population of this study was university employees, bankers and school employees located in Bahawalpur. The study used a non-probability sampling method through convenience sampling technique to select a sample of 200 respondents whom participated in the survey. SPSS software was used for data analysis. Regression results provided few findings. Finally, results revealed that job satisfaction significantly and positively influence employee performance whereas job performance is negatively related to turnover intention. Agustiningsih, Thoyib, Djumilah and Noermijati (2016) investigated the effect of remuneration, job satisfaction and organizational citizenship behaviour (OCB) on the employee performance. The study made use of saturated sampling method which used the entire population. For the purpose of data analysis, structural equation modelling (PLS-SEM) usually called partial least squares path modelling (PLS-PM) was used. The results showed that remuneration had a significant and negative effect on the performance of AR but the satisfaction and OCB do not have a significant effect on the performance of AR supervision. Furthermore, remuneration and satisfaction had a positive and significant effect on AR satisfaction and OCB but remuneration does not have a significant on OCB. Bakan, Buyukbese, Ersahan and Sezar (2014) examined the effects of job satisfaction on job performance and occupational commitment. The population of the study was 892 academic staff working in Kahramanmaras Sutcu Imam University, Turkey. The researchers distributed questionnaires to all academicians in every department at the university. For the purpose of data analysis, Pearson product moment correlation and multiple regression analysis was performed using SPSS software. The study findings are that there was a significant and positive relationship between job satisfaction and occupational commitment; a significant and positive relationship between job satisfaction and job performance and a significant and positive relationship between occupational commitment and job performance. Darma and Supriyanto (2017) investigated the effect of compensation on satisfaction and employee performance. The study also aimed to examine the mediation effect of job satisfaction on the relationship between compensation and employee performance in Pt. Telekomunikasi, Indonesia. The study is explanatory in design. Population of the study comprised of 70 employees of pt. Telekomunikasi, Indonesia. This
study used saturation sampling technique, where all members of the population was selected as sample. The data was analyzed through Smart-PLS software (version 2.0) and mediation hypothesis was tested using Sobel procedure for mediation test. Findings of the study revealed firstly that compensation had a direct and significant effect on employee performance; compensation had direct and significant effect on employee satisfaction and that employee satisfaction mediate the effects of compensation on employee performance. Ahmad, Ing and Bujang (2014) examined the relationship between selected factors of job satisfaction and job performance among workers at palm oil industries, Malaysia. The population of this study consisted 167 of all level of office staffs who worked at two selected oil palm companies at Sibu, Sarawak, Malaysia. This study employed convenience sampling technique to select 100 employees from different department of the company as the study sample. Questionnaire was used as the means of data collection. The data were analyzed using SPSS (version 17). Pearson product moment correlation analysis was performed to identify the relationship between factors of job satisfaction and job performance. The study findings revealed that there was a significant positive relationship between factors of job satisfaction and job performance. Almutairi, Moradi, Idrus, Emami and Alazni (2013) conducted a study on five-star hotels in Riyadh, Saudi Arabia. Questionnaire was used as a means of data collection. For the purpose of data analysis, SPSS (version 19) was used. Regression analysis showed that there was a significant and positive relationship between job satisfaction and job performance. On this note, the researcher concluded that job satisfaction affects job performance. Usikalu, Ogunleye and Effiong (2015) examined organizational trust, job satisfaction and job performance among teachers in Ekiti State, Nigeria. Simple random sampling technique was used to select 97 male and 161 female secondary school teachers as the sample size of the study. Questionnaire was the instrument of data collection. For the purpose of data analysis, independent t-test and two way analysis of variance were used to test the study hypotheses. The study concluded that organizational trust and job satisfaction had significant individual influences on the job performance of secondary school teachers in Ekiti State whereas sex of secondary school teachers is not a determinant of their job performance. Olusola (2011) examined the intrinsic motivation, job satisfaction and self-efficacy as predictors of job performance of industrial workers in Ijebu zone of Ogun State. This study was expo facto and descriptive in nature. Questionnaire was used as a means of data collection. For the purpose of data analysis, the researcher performed multiple regression analysis to test the hypotheses. Regression results showed that intrinsic motivation, self-efficacy and job satisfaction together significantly predicted job performance; intrinsic motivation significantly predicted job performance; self-efficacy significantly predicted job performance of industrial workers; job satisfaction significantly predicted job performance of industrial workers. Saka and Salman (2014) carried out a study on the assessment of the levels of job motivation and satisfaction as predictors of job performance of Library Personnel in Nigerian Universities. Survey method was used for this study. The population of the study comprised of 160 Librarians and 141 Library Officers spread across the 17 fully operational Universities in North Central, Nigeria. For the purpose of data analysis, descriptive statistics such as frequent counts, percentages, mean and standard deviation was used to answer the research questions. Mean results showed a moderate level of motivation among the library personnel; a moderate level of job satisfaction among the library personnel and a high level of job performance among the library personnel. Gana, Bukar and Kadai (2011) conducted a study on the assessment of teacher’s job satisfaction and job performance in three selected secondary schools of Borno State, Nigeria. The population of this study comprises only 180 senior and junior academic staff drawn from the three secondary schools studied. A purposive sampling was employed in the study to select 180 academic staff for participation in the survey. For the purpose of data analysis, descriptive statistics such as simple frequency distribution and percentages statistical analysis was used to differentiate respondent responses and test the hypotheses of the study. The study findings revealed that there was a significant relationship between job satisfaction and teachers job performance; significant relationship between pay and teachers job performance and a significant relationship between promotion and teachers job performance. Yaya (2019) examined the degree of job satisfaction among librarians in Nigeria public universities. The study adopted a survey research design. The population of the study consisted of 1,254 librarians in public university libraries in Nigeria. Public university libraries selected cut across the entire geo-political zone in Nigeria. The study employed descriptive and inferential statistics for data analysis. Mean scores revealed that there was a high level of job satisfaction among librarians in public university libraries in Nigeria more especially in terms of recognition by authorities and good leadership. The findings of the study also revealed that librarians in Nigerian Universities considered those issues affecting librarian’s job satisfaction and productivity to be high judging by the average mean score of 3.02 on the scale of 4. Major challenging issues facing Nigerian university librarians were non-payment of similar allowances payable to other academic staff (mean = 3.09), lack of employee recognition (mean = 3.08) and marginalization of librarians by the university authorities (mean = 3.04), irregular payment of salary and wages (mean = 3.03), lack of conducive work environment (mean = 3.03). Shokrkon and Naami (2009) examined the relationship of job satisfaction with organizational citizenship behaviour and job performance.
among factory workers in Ahvaz, Iran. The aspect of job descriptive index was used to measure job satisfaction and they are satisfaction with work itself, supervision, co-workers, pay and promotion. The study adopted a quantitative research design. The population of this study consisted of the factory workers located in Ahvaz city, Iran. Five factories were selected to participate in the survey. The data analysis was performed through the application of descriptive statistics (mean and standard deviation), Pearson product moment correlation and stepwise multiple regression analysis. The results of correlation and step wise regression indicated that overall job satisfaction and two facets of job satisfaction namely satisfaction with work itself and supervision are correlated significantly with job performance. The results also showed that overall job satisfaction and its facets have positive and significant correlation coefficients with organizational citizenship behaviour (OCB). Perera, Khatibi, Navaratna and Chinna (2014) investigated job satisfaction and job performance among factory employees in apparel sector, Sri Lanka. This study was descriptive in nature and attempts to examine effects of job satisfaction on the job performance with special reference to the factory employees in Sri Lanka. The job satisfaction was considered as a multi-dimensional construct and was measured through work itself, pay, supervision, co-worker and working conditions. The researchers used simple random sampling to select 383 employees considered as the sample size of the study. The data was analyzed using descriptive analysis and structural equation modeling (Amos). Findings of the study revealed that job satisfaction had a significant and positive effect on job performance.

Sequel to the critical review of literature as it relates to job satisfaction and employee performance in tertiary institutions in South-East Nigeria, the following gaps were identified. Firstly, whereas previous scholars has made progress in understanding the relationship between job satisfaction and employees performance, majority of this studies were concentrated in foreign context. Some of such foreign studies are (Khan, Yusoff, Hussain & Ismail, 2019; Okechukwu, 2017; Saragih, Sanusi & Manan, 2017; Octaviannaad, Pandajaitan & Kuswanto, 2017; Agustiningsih, Thoyib, Djumilah & Noemrjati, 2016; Ali & Farooqi, 2014; Saleem & Imran, 2014; Platis, Reklitis & Zimeras, 2014; Javed, Balouch & Hassan, 2014; Ram, 2013; Shaikh, Bhutto & Mailto, 2012; Khan, Nawaz, Aleem & Hamed, 2012. It is worth noting that western and Asian peculiarities differs from what is obtainable in Nigeria in terms of micro and macroeconomic issues, political stability, cultural differences and technological advancement and diffusion.

METHODODOLOGY

3.1 Research Design

A research design is a master plan, specifying the methods and procedures for collecting and analyzing the required information (Zikmund, 2000). It provides the basic direction or premise for carrying out the study (Hair, Money, Samouel & Page, 2007). The study adopted a survey research design. According to Nworgu (2006), this design involves the gathering of data through questions and interviews from few people or items considered to be representative of the entire group. This design was selected for this study because the study seeks to sample the opinion of respondents and draw inferences based on their views.

3.2 Population of the Study

The population of the study consists of 9,269 Academic Staff of Public Universities in South-East States. The records from the Director of Academic Planning (DAP) and Registrar’s offices of the ten (10) Public Universities (Federal and State) in South-East, Nigeria indicated that there are 9,269 Academic Staff in 2019. This figure is summarized in Table 3.1 below. The rationale for chosen academic staff as the respondents of this study is based on the fact that they are principle actor in public universities and better informed in terms of work related issues that affects them and their Universities.

Table 3.1: Population Table

<table>
<thead>
<tr>
<th>S/N</th>
<th>Institutions</th>
<th>Population (Academic Staff Strength)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nnamdi Azikiwe University</td>
<td>1881</td>
</tr>
<tr>
<td>2</td>
<td>Chukwuemeka Odumegwu Ojukwu University</td>
<td>564</td>
</tr>
<tr>
<td>3</td>
<td>University of Nigeria</td>
<td>1902</td>
</tr>
<tr>
<td>4</td>
<td>Enugu State University of Science and Technology</td>
<td>501</td>
</tr>
</tbody>
</table>
3.3 Sample and Sampling Technique

Sampling design is a part of the basic business research process. Therefore, this section addresses the issue of sample size as well as sampling technique adopted for this study. The sample size was obtained using Borg and Gall (1973) formula as stated below:

\[ n = \frac{(Z_a)^2 \times e \times N}{N - 1} \]

Where:
- \( n \) = sample size to be determined
- \( Z_a \) = 95% confidence interval (1.960) at 5% level of significance
- \( a \) = significance level (0.05)
- \( e \) = margin of error which is 0.05

N.B. Target population of selected tertiary institutions academic staff is 9,269

Substituting the population variables of this study into the formula above, the sample size can be computed as follows:

\[ n = \frac{(1.960)^2 \times 0.05 \times 9269}{9269 - 1} \]
\[ n = \frac{3.8416 \times 463.45}{9268} \]
\[ n = 1,780 \]

3.4 Instrument for Data Collection

One instrument was adapted for data collection in this study which is Job Descriptive Index (JDI) which measures job satisfaction developed by Smith, Kendall and Hulin (1969) and revalidated for Nigeria use by Mogaji (1997). It has 72 items with response options on 3 point scale. The researcher adapted it by adding a section (working conditions and institutional policy) and dropping some of the sections such as (relationship with co-workers on my present job and relationship with my supervisor on my present job). The researcher also changed the response options from 3 to 5 point scale. The total number of items in JDI after adaptation is 48 items with 5 sections namely: responsibility, career advancement, working conditions, salary and institutional policy. In addition to the above instrument, a job performance questionnaire was developed by the researcher. It is made up of 23 items measuring academic staff job performance. It was developed under 5 point scale response options of strongly agree, agree, neutral, disagree and strongly disagree.

3.5 Method of Data Collection

Method of data collection is direct approach method of delivery using ten (10) research assistant. This implies that the questionnaires were directly administered to respondents with the help of well-informed research assistants that are university lecturers who are postgraduate students in their respective institutions. They are expected to administer the instrument to the respondents and collect them back after completion. The two instruments (JDI and JP) were pin together to avoid mixing up scores of various respondents during the analysis. Using five point likert scales, the questionnaire was designed in a structured form and was made up of general questions that will be restricted with the responses made of strongly agree (SA) agree (A) undecided (U) strongly disagree (SD) and disagreed (D), to give the respondents choice of ticking most perceived option.

3.6 Method of Data Analysis

To test the significant effect and the relationship between the dependent variable and independent variables, Regression analysis and Pearson Product Moment Correlation Coefficient were used to test the five formulated hypotheses with the aid of SPSS version 20.0 at 5% level of significance.
Decision Rule:

The decision for the hypotheses is to accept the alternative hypotheses if the p-value of the test statistic is less or equal to the alpha at 5% and to reject the alternative hypotheses if the p-value of the test statistic is greater than alpha at 5% significance level.

Model Specification

The researcher modified Olorunsola (2013) Model, the model for this study took the following form:

\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \mu \]

Where:

- \( Y \) = Employee performance (dependent variable)
- \( X \) = Job satisfaction (explanatory/independent Variable)
- \( \beta_0 \) = constant term (intercept)
- \( \beta_1, \beta_2 \) = Coefficients of job performance
- \( \mu \) = Error term (stochastic term)

Explicitly, the equation can be defined as:

\[ \text{Job Satisfaction} = f(\text{Employee Performance}) + \mu \]

Representing the equations with the variables of the construct, hence the equations below are formulated:

\[ \text{EPFM}_i = \beta_0 + \beta_{RPTY_i} + \mu_i \quad \text{Ho}_1 \]
\[ \text{EPFM}_i = \beta_0 + \beta_{CADV_i} + \mu_i \quad \text{Ho}_2 \]

Where:

- \( \beta_0 \) = Constant term (intercept)
- \( \beta_{RPTY_i} \) = Coefficients to be estimated for firm \( i \) in period \( t \)
- \( \mu_i \) = Error term/Stochastic term for firm \( i \) in period \( t \)
- EPFM\text{ }_i = Employee performance \( i \) in period \( t \)
- RPTY\text{ }_i = Responsibility \( i \) in period \( t \)
- CADV\text{ }_i = Career advancement \( i \) in period \( t \)

PRESENTATION AND ANALYSIS OF DATA

Out of 1780 copies of questionnaires distributed, 1148 were completed and returned. This represents 64% response rate.

4.1 Data Presentation

Table 1: Analysis of Data collected for Question 1 on what is the effect of responsibilities on job performance of the academic staff of public universities in South-East, Nigeria?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB SATISFACTION INVENTORY</td>
<td></td>
</tr>
<tr>
<td>My work on the present job is fascinating.</td>
<td>390  540  8  210  0</td>
</tr>
<tr>
<td>My work on the present job is routine.</td>
<td>441  499  0  200  8</td>
</tr>
<tr>
<td>My work on the present job is satisfying.</td>
<td>300  600  21  204  23</td>
</tr>
<tr>
<td>My work on the present job is boring.</td>
<td>310  585  0  211  42</td>
</tr>
<tr>
<td>My work on the present job is good.</td>
<td>341  611  0  112  84</td>
</tr>
<tr>
<td>My work on the present job is creative.</td>
<td>383  567  0  198  0</td>
</tr>
<tr>
<td>My work on the present job is respected.</td>
<td>428  456  32  189  43</td>
</tr>
<tr>
<td>My work on the present job is hot.</td>
<td>321  626  0  201  0</td>
</tr>
<tr>
<td>My work on the present job is pleasant.</td>
<td>325  580  10  233  0</td>
</tr>
<tr>
<td>My work on the present job is useful.</td>
<td>342  606  0  200  0</td>
</tr>
<tr>
<td>My work on the present job is tiresome.</td>
<td>411  578  0  159  0</td>
</tr>
<tr>
<td>My work on the present job is healthful.</td>
<td>268  568  78  180  54</td>
</tr>
</tbody>
</table>
Table 2: Analysis of Data collected for Question 2 on what is the effect of career advancement on job performance of the academic staff of public universities in South-East, Nigeria?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JOB SATISFACTION INVENTORY</strong></td>
<td></td>
</tr>
<tr>
<td>My present job provides me with good opportunities for advancement.</td>
<td>330 (SA) 608 (A) 0 (N) 210 (D) 0 (SD)</td>
</tr>
<tr>
<td>My opportunity on the present job is somewhat limited.</td>
<td>371 (SA) 576 (A) 0 (N) 193 (D) 8 (SD)</td>
</tr>
<tr>
<td>Promotion on the present job is based on ability.</td>
<td>399 (SA) 524 (A) 13 (N) 189 (D) 23 (SD)</td>
</tr>
<tr>
<td>Opportunities for promotion on the present job is dead-end-job.</td>
<td>310 (SA) 585 (A) 0 (N) 211 (D) 42 (SD)</td>
</tr>
<tr>
<td>There is good chance for promotion on the present job.</td>
<td>331 (SA) 567 (A) 0 (N) 166 (D) 84 (SD)</td>
</tr>
<tr>
<td>There is unfair promotion policy on the present job.</td>
<td>401 (SA) 578 (A) 1 (N) 168 (D) 0 (SD)</td>
</tr>
<tr>
<td>There is infrequent promotions on the present job.</td>
<td>305 (SA) 608 (A) 23 (N) 200 (D) 12 (SD)</td>
</tr>
<tr>
<td>There is regular promotions on the present job.</td>
<td>321 (SA) 626 (A) 0 (N) 201 (D) 0 (SD)</td>
</tr>
<tr>
<td>There is fairly good chance for promotion on the present job.</td>
<td>432 (SA) 573 (A) 10 (N) 133 (D) 0 (SD)</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2020

Table 3: Analysis of Data collected on Job Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JOB PERFORMANCE</strong></td>
<td></td>
</tr>
<tr>
<td>I attend my lectures according to the time-table.</td>
<td>331 (SA) 610 (A) 1 (N) 206 (D) 0 (SD)</td>
</tr>
<tr>
<td>I attend to my lessons regularly.</td>
<td>386 (SA) 521 (A) 0 (N) 220 (D) 21 (SD)</td>
</tr>
<tr>
<td>I enter the lecture hall at the right time.</td>
<td>300 (SA) 589 (A) 3 (N) 180 (D) 76 (SD)</td>
</tr>
<tr>
<td>I leave my class at the right time.</td>
<td>349 (SA) 573 (A) 10 (N) 216 (D) 0 (SD)</td>
</tr>
<tr>
<td>I give lecture notes to my students</td>
<td>342 (SA) 606 (A) 0 (N) 200 (D) 0 (SD)</td>
</tr>
<tr>
<td>I give test, assignment and field/practical works to the students in every course I teach.</td>
<td>415 (SA) 574 (A) 0 (N) 157 (D) 2 (SD)</td>
</tr>
<tr>
<td>I mark all the assignments and test given to my students at the right time.</td>
<td>268 (SA) 652 (A) 5 (N) 183 (D) 40 (SD)</td>
</tr>
<tr>
<td>I submit the continuous assessment (CA) scores to the appropriate authority prior to the commencement of semester examination.</td>
<td>235 (SA) 584 (A) 0 (N) 287 (D) 42 (SD)</td>
</tr>
<tr>
<td>I read and correct students’ project.</td>
<td>368 (SA) 568 (A) 8 (N) 150 (D) 54 (SD)</td>
</tr>
<tr>
<td>I attend at least one conference annually.</td>
<td>235 (SA) 584 (A) 0 (N) 289 (D) 40 (SD)</td>
</tr>
<tr>
<td>I attend at least one international conference in every three (3) years.</td>
<td>301 (SA) 569 (A) 0 (N) 267 (D) 11 (SD)</td>
</tr>
<tr>
<td>My conference papers are published in conference proceedings.</td>
<td>398 (SA) 498 (A) 11 (N) 217 (D) 24 (SD)</td>
</tr>
</tbody>
</table>
4.2 Test of Hypotheses (Null)

Hypothesis One

H₀₁: Responsibility has no positive significant effect on the job performance of the academic staff of public universities in South-East, Nigeria.

In testing this hypothesis, questions that contain in table 1 and 3 were used.

Table 4: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.999</td>
<td>.998</td>
<td>.997</td>
<td>277.79163</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), RPTY

Table 4 shows an adjusted $R^2$ value of .997. The adjusted $R^2$, which represents the coefficient of determinations imply that 99.7% of the total variation in the dependent variable (job performance) is explained by the explanatory variable (responsibility). The adjusted $R^2$ of 99.7% did not constitute any problem to the study model and further suggests that the explanatory variable is properly selected and used. The value of adjusted $R^2$ of 99.7% also shows that 0.3% of the variation in the dependent variable is explained by other factors not captured in the study model.

Table 5: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>121986064.234</td>
<td>1</td>
<td>121986064.234</td>
<td>1580.782</td>
<td>000b</td>
</tr>
<tr>
<td>Residual</td>
<td>231504.566</td>
<td>3</td>
<td>77168.189</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>122217568.800</td>
<td>4</td>
<td>30549617.200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: EPFM
b. Predictors: (Constant), RPTY

Table 6: Coefficients
In table 5, it reveals that the p-value is 0.000 showing that the hypothesis is statistically significant at level of significance (5%); hence p-value of the test statistic is less than alpha value. The result also showed a positive effect between the responsibility and job performance of the academic staff. In table 6, the regressed coefficient correlation result shows that an evaluation of the responsibility of the explanatory variable (Beta Column) has about 99.9% positive effect on job performance.

However, the data was subjected to further analysis to determine the level of significant that exists between the two variables.

### Table 7: Correlations

<table>
<thead>
<tr>
<th></th>
<th>EPFM</th>
<th>RPTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.999**</td>
</tr>
<tr>
<td>EPFM Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.999**</td>
<td>1</td>
</tr>
<tr>
<td>RPTY Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

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

Indeed, from the above figure, correlation coefficient of 0.999 a positive correlation between responsibility and job performance. To get an idea of how much variance the two variables share, the coefficient of determination (R) is calculated. 

\[ R = 0.999 	imes 0.999 = 0.998 \]

It implies that responsibility help to explain almost 100% of the variance in job performance in the university. From the above result, the study discovers that the confidence level between responsibility and job performance is high, and the correlation coefficient is significant at 0.01 levels. Therefore, the responsibility has positive significant effect on the job performance of the academic staff of public universities in South-East, Nigeria.

**Decision:**

Since p-value of the test statistic is less or equal to alpha, we therefore, reject null hypotheses and uphold alternative hypothesis which state that responsibility has positive significant effect on the job performance of the academic staff of public universities in South-East, Nigeria.

**Hypothesis Two**

\[ H_0: \text{Career advancement has no positive significant effect on the job performance of the academic staff of public universities in South-East, Nigeria.} \]

In testing this hypothesis, questions that contain in table 2 and 3 were used.

### Table 8: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.998</td>
<td>.996</td>
<td>.994</td>
<td>426.85824</td>
</tr>
</tbody>
</table>
a. Predictors: (Constant), CADV

Table 8 shows an adjusted $R^2$ value of .994. The adjusted $R^2$, which represents the coefficient of determinations imply that 99.4% of the total variation in the dependent variable (job performance) is explained by the explanatory variable (career advancement). The adjusted $R^2$ of 99.4% did not constitute any problem to the study model and further suggests that the explanatory variable is properly selected and used. The value of adjusted $R^2$ of 99.4% also shows that 0.6% of the variation in the dependent variable is explained by other factors not captured in the study model.

Table 9: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>121670944.941</td>
<td>1</td>
<td>121670944.941</td>
<td>667.759</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>546623.859</td>
<td>3</td>
<td>182207.953</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>122217568.800</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: EPFM
b. Predictors: (Constant), CADV

Table 10: Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td></td>
<td>(Constant)</td>
<td>82.069</td>
</tr>
<tr>
<td>1</td>
<td>CADV</td>
<td>2.516</td>
</tr>
</tbody>
</table>

a. Dependent Variable: EPFM

In table 9, it reveals that the p-value is 0.000 showing that the hypothesis is statistically significant at level of significance (5%); hence p-value of the test statistic is less than alpha value. The result also showed a positive effect between the career advancement career and job performance of the academic staff. In table 10, the regressed coefficient correlation result shows that an evaluation of the career advancement of the explanatory variable (Beta Column) has about 99.8% positive effect on job performance.

However, the data was subjected to further analysis to determine the level of significant that exists between the two variables.

Table 11: Correlations

<table>
<thead>
<tr>
<th></th>
<th>EPFM</th>
<th>CADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.998**</td>
</tr>
<tr>
<td>EPFM Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.998**</td>
<td>1</td>
</tr>
<tr>
<td>CADV Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

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

Indeed, from the above figure, correlation coefficient of 0.998 a positive correlation between career advancement and job performance. To get an idea of how much variance the two variables share, the coefficient of determination ($R^2$) is calculated. $R^2$ is 0.998 x 0.998 = 0.996. It implies that career advancement help to explain almost 100% of the variance in job performance in the university. From the above result, the study discovers that the confidence level between career advancement and job performance is high, and the correlation coefficient is significant at 0.01 levels. Therefore, the career advancement has positive significant effect on the job performance.
of the academic staff of public universities in South-East, Nigeria.

Decision:

Since p-value of the test statistic is less or equal to alpha, we therefore, reject null hypotheses and uphold alternative hypothesis which state that career advancement has positive significant effect on the job performance of the academic staff of public universities in South-East, Nigeria.

4.3 Discussion of Findings

Responsibility: The findings of the study revealed that responsibility as one aspect of job satisfaction studied was found to be statistically significant with a positive effect on the dependent variable, job performance. This finding therefore supports prior expectation and it is in line with Abdullah and Wan (2013) whom based on theoretical disposition and empirical evidence asserts that non-monetary incentives significantly and positively influence job performance more especially when varieties of non-monetary incentives are integrated in motivation of employees within an organization. According to Herzberg (1959) such non-monetary incentives like responsibility helps employee to develop in their career in terms of finding meaning with their job. Similarly, Dugguh and Ayaga (2014) opined that responsibility entails granting additional authority to employees in their activity, giving them enough job freedom and power so that they feel they ‘own’ the results. This is incongruence with Hassan and Romle (2015) findings that employee’s responsibility can significantly induce their satisfaction with their job. Such satisfaction resulting from empowering of employees through meaningful responsibility do influences their performance in a significant and positive manner (Ali & Farooqi, 2014; Inuwa, 2016). The researcher is of the view that the significant and positive nature of the relationship existing between responsibility and employee job performance can largely be attributed to psychological empowerment and autonomy granted to employees through their responsibilities. Thus, empowering employees through meaningful and challenging responsibilities does not only give them a sense of belonging but also make them accountable for their job which invariably results to increase job performance as depicted in this empirical evidence.

Career advancement: based on the empirical results of the study, it was found out that career advancement do have a significant and positive effect on job performance. Relying on Herzberg two factor theory, extrinsic motivation factors like career advancement stimulates employee satisfaction because of the enrichment and enlargement it adds to an employee job which invariably result to positive outcomes. The theory emphasized that the recognition of employee needs for survival and growth can improve the overall working conditions of employees hence minimize dissatisfaction and improve on job satisfaction in the work environment. This is consistent with Azar and Shafighi (2013) whom through empirical evidence gave credence that opportunity for career advancement and development significantly and positively influences job performance. Similarly, Fadallh (2015) recommended that opportunity for professional growth can inspire an employee job performance. The findings of the study with regards to the significant and positive relationship that existed between career advancement and job performance can further be explained taking into cognizance that career advancement which represent upward progression of an employee in his/her career is accompanied with upward review of benefits and responsibilities. Career advancement does not only help employee achieve their economic needs through job enrichment but also aid employees achieve professional growth.

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the data analyzed, the study revealed the following empirical findings: The result revealed that responsibility has positive significant effect on the job performance of the academic staff of public universities in South-East, Nigeria. Also, that career advancement has positive significant effect on the job performance of the academic staff of public universities in South-East, Nigeria. Public universities are educational institute which largely depends on the academic staff to achieve her primary objectives of qualitative education among the teeming youth populace, thus, positioning academic staff as a principal actor in achieving these institutional objectives. This implies that academic staff welfare and concern must be holistically and pragmatically addressed to induce academic staff performance relevant in fulfilling institutional goals and objectives which majorly anchored on knowledge creation and sharing.
5.2 Recommendations

Based on the findings of the study, the researchers recommended the followings:

1. Academic staff should be empowered through meaningful responsibilities in terms of job enlargement, job enrichment and authority that come with it. This will enhance academic staff job satisfaction as they will derive a sense of accountability and authority over their work and that of others. This is expected to trigger better performance among academic staff as they feel empowered and accountable in their job.

2. It is encouraged that both university management and government through their agencies such as NUC should facilitate through policies and actions a hitch free opportunity for career advancement. Academic staff like every other employee derives a sense of fulfiment and satisfaction with their job when there is a hitch free opportunity for their upward progression in academic profession. Such upward progression with the benefits usually attached to it elicit positive attitudinal and behavioural outcome such as job satisfaction and better performance among academic staff.

REFERENCES


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