

## JOB SATISFACTION AND PERFORMANCE OF ACADEMIC STAFF IN FEDERAL UNIVERSITY LOKOJA, KOGI STATE

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### ABSTRACT

*The success of any educational organization depends heavily on the effectiveness of its academic staff, who are tasked with transferring knowledge, and supervising students. The study examined job satisfaction and performance of academic staff in Federal University Lokoja, Kogi State. The study delves with problems which include among others unpaid earned academic allowance, organizational politics, and inadequate research funding. The study used survey research design. The population of the study was 473 Academic staff of Federal University Lokoja Kogi state, with a sample size of 216. Simple random sampling technique was used for selecting respondent. Data were collected from primary sources via structured questionnaire. Data were analyzed using Descriptive statistics, Ordinary Least Square (OLS) linear regression technique was used to test the hypothesis through Evview statistical software package version 23. The finding of the study revealed that there is a positive significant relationship between job satisfaction (earned academic allowance, organizational politics and research funding) on teaching and learning (TL) in Federal University, Lokoja, Kogi. Hypotheses two indicate a positive significant relationship between job satisfaction (earned academic allowance, organizational politics and research funding) on research and publications (RAP) of academic Staff in Federal University, Lokoja, Kogi State. Hypotheses three further revealed a positive significant relationship between job satisfaction (earned academic allowance, organizational politics and research funding) and community service (CMS) in Federal University, Lokoja, Kogi State. The study concludes that there is positive significant relationship of job satisfaction (earned academic allowance, organizational politics and research funding) on teaching and learning, research and publications, and on community service in Federal University Lokoja, Kogi State. The study recommends that: the Federal Government should mainstream earned academic allowance as part of the monthly salaries of academic staff in order to enhance the quality of teaching and learning in Federal University Lokoja, Kogi State and to prevent recurring industrial disputes; the management of Federal University Lokoja, Kogi State, should continuously engage TETFUND and other funding agencies to increase the staffs' access to research funds thereby encouraging research and publications; The management of Federal University Lokoja, Kogi State should avoid unhealthy politics in order to enhance the contribution of academic staff to community service.*

**Keywords:** Job satisfaction, Performance Academic Staff

### INTRODUCTION

In many nations throughout the world, job happiness has been a common topic of conversation over time. An individual's degree

of job satisfaction typically determines how well they perform at work. Employee attitude, loyalty, support, and dedication to the company can all be impacted by job satisfaction. Numerous studies on job satisfaction have been

conducted throughout the world in a variety of industries, including banking, construction, manufacturing, hotels, and transportation. Still, the focus of this study is the academic system. One area that is essential to a nation's development is education. There is no denying the importance of education for the next generation. As a result, a country's educational system needs to be well-established in order to create highly qualified labor for all spheres of human endeavor and to yield the intended results. Academic staff members' work output will suffer if they are dissatisfied with it. As a result, it's critical to assess the academic staff members' job satisfaction levels and identify key variables that influence them.

It has been noted that due to a clear financial gap that would enable partnerships and collaborations, lecturers at the majority of African universities are unable to establish their research reputation with possible grant funders (Bako, 2015). Because many higher education institutions in Nigeria have not yet provided their professors with the necessary training to enhance their academic status and legitimacy, this tendency is especially troubling. Most professors are estranged from the application and approval procedures for research money as a result of bias and corruption. The majority of teachers in Nigerian universities have experienced poor career development and low research productivity as a result of this funding imbalance.

Academic staff welfare and concern in Nigerian tertiary institutions, especially the public universities, appears to have been neglected and treated with disdain by governments at all levels, despite the critical role that academic staff plays in the development of human capital and the building of nations. The federal government of Nigeria and academic personnel are at odds and in constant conflict because of the government's careless attitude regarding the welfare and concerns of academic staff. Academic worker Union of Universities consortium's ongoing industrial strike is a reflection of academic worker displeasure. Public university academic staff went on strike, and it lasted for one month in 1999, three months in 2001, two weeks in 2002, one week in 2006, three months in 2007, one week in

2008, four months in 2009, five months and one week in 2010, three months in 2011, five months and twenty days in 2013. Following a two-week warning strike on March 9, 2020, the Academic Staff Union of Universities called an indefinite, total, and comprehensive industrial strike action on March 23, 2020. The most recent strike action took place in 2022 and lasted for eight months. Academic staff dissatisfaction with inadequate funding for the education sector, subpar working conditions, political meddling in education, noncompliance with agreements, inconsistent policy formulation and implementation, and needless delays in paying salaries and other benefits is not unrelated to these ceaseless strikes (Anashie & Aniah, 2018).

In cooperation, Odozobodo (2015) stated that the federal government had not successfully carried out the 2009 agreement between academic staff and the federal government on 1.5 trillion Naira, which was needed to remedy the deterioration in the university system and was to be distributed over three years, from 2009 to 2011. Additional areas of concern and discontent among academic staff members include the failure to pay earned allowances to academic staff, the government's inability to raise annual budgetary allocation for education to 20% between 2000 and 2020, the establishment of a research development council, the supply of research equipment to public university laboratories and classrooms, and federal assistance to state universities, among other things (Aidelunuoghene, 2014). Furthermore, and based on the researcher's close observation, no internal training program exists to mentor and enhance the performance of newly hired academic staff members in terms of teaching and research skills, nor is there any program in place to develop and enhance the performance of senior academic staff members. According to Asiyai (2013), implementing a consistent and dynamic development program can improve the behavior, attitude, values, abilities, and competencies of academic staff members.

According to Aransi (2019), the federal government provided the education sector with 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. This

information was obtained from the government's annual financial allocation. Nigeria was allocated the least amount of 8.4% to the education sector in 2012, according to World Bank (2012) in Aidelunuoghene (2014), when compared to other African nations such as Ghana (31%), Cote D'Ivoire (30%), Uganda (27%), Morocco (26.4%), South Africa (25.8%), Swaziland (24.6%), and Kenya (23%). Similarly, the education sector received a pitiful 6.7% of the country's yearly budget in 2020 (Budget Office of the Federation, 2020). In addition to jeopardizing the integrity of public universities and the well-being of its faculty, this figure falls well short of the 26% benchmark contribution to the education sector that the United Nations Educational, Scientific, and Cultural Organizations (UNESCO) recommends. The poor track record of previous federal and state governments' support for public universities and academic staff leaves much to be desired. If left unchecked, this will not only worsen and degenerate the performance of academic staff members in their roles as teachers and researchers, but it will also impede the advancement of education in Nigeria's higher education institutions. The study looked at the performance and job satisfaction of the academic staff at Federal University Lokoja, Kogi State, in light of all of these factors.

### Research Questions

Based on the problem stated the following questions were raised.

- i. To what extent does Job satisfaction affects teaching and learning in Federal University Lokoja Kogi State?
- ii. How does Job satisfaction affects academic staffs' quality of research and publications in Federal University Lokoja Kogi State?
- iii. To what extent does Job satisfaction affects academic staff contribution to community service in Federal University Lokoja Kogi State?

### Objectives of the Study

The main objective of the study is to examine job satisfaction and performance of Academic Staff in Federal University Lokoja Kogi State. Specific objectives are to;

- i. Determine the effect of Job satisfaction on teaching

- and learning in Federal University Lokoja Kogi State.
- ii. Evaluate the effect of Job satisfaction on the quality of academic staff research and publications in Federal University Lokoja Kogi State.
- iii. Ascertain how Job satisfaction affects academic staff contribution to community service in Federal University Lokoja Kogi State.

## LITERATURE REVIEW

### Concept of Job Satisfaction

Work satisfaction is a multifaceted concept that is related to people's attitudes towards their jobs. It has to do with how much people enjoy or detest their jobs. Because of this, feelings of job satisfaction and discontent can arise in any kind of work environment. Okolocha, Akam, and Uchehara (2021) claim that employees' attitudes about their jobs, whether favorable or unfavorable, combine to form job satisfaction. Put another way, an affective or emotional reaction to different aspects of one's job is job satisfaction (Robbins and Coulter, 2013). A person who is highly content with their work has good attitudes toward it, whereas a person who is not satisfied with their work has negative attitudes about it. Employee opinion of how well their job offers those crucial motivational incentives determines their level of job satisfaction. Reintegration of effects caused by an individual's impression of need fulfillment in relation to his work and the surrounding environment is another definition of job satisfaction (Sofijanov & Chatleska, 2013). Szymon, Manuela, and Marina (2020) describe job satisfaction as a feeling of accomplishment and success among employees. Job satisfaction, according to Simatwa (2011), is a function that is positively correlated with how well one's personal needs are met at work. Job satisfaction was defined by Robbins and Coulter (2010) as the whole conduct and attitudes of employees toward their work. According to Smith and

Stone (2014), job satisfaction is the emotional state that employees have about their work after taking into account their expectations and actual results. Job satisfaction was defined by Mueller and Price (2011) as the degree to which employees are content with their jobs. Zhu's (2013) review revealed two different ways to define job satisfaction. Early definitions of job satisfaction from an emotional perspective described it as the total feelings and emotions associated with the employment. A contented employee has a pleasant and upbeat attitude toward their employment. Subsequently, a cognitive approach was developed to assess several facets of working environment in order to gauge job happiness. A good attitude toward one's work that arises from assessing its qualities is known as job satisfaction (Robbins & Judge, 2013). The study's findings (Barkhuizen & Gumede, 2021) state that employees' overall level of happiness with their jobs is determined by how much they like or dislike certain parts of their jobs. The degree of enjoyment derived from remuneration, managerial assistance, prospects for advancement, workplace setting, company ethos, colleagues, and completed duties is what determines job happiness. Employee opinions regarding the effectiveness, guidelines, and general procedures of human resources inside the company can also be a factor in job satisfaction.

George, (2018) the assortment of thoughts and emotions people have regarding their present employment is known as work satisfaction. Extreme levels of job satisfaction can be found in people, as can extreme levels of discontent. People can have opinions not only on their jobs overall but also about specific aspects of them, such as the type of work they do, their coworkers, superiors, or subordinates, and their pay. Aziri (2011) A sensation that arises from the belief that one's work fulfills one's material and psychological demands is known as job satisfaction. Robbins, 2010 An individual's general attitude about their work is referred to as job satisfaction Aziri (2011). One of the key elements influencing the efficacy and efficiency of corporate organizations is job satisfaction. The significance of job satisfaction in modern organizations can be clearly seen in the new managerial paradigm, which emphasizes that

workers should be treated and viewed primarily as human beings with needs, interests, and personal preferences of their own. The idea that a happy employee is a successful employee and that a satisfied employee is a happy employee is applied when examining job satisfaction (Ngaji & Wonah, 2019).

Elnaga and Imran (2014) cautioned that employees' confidence and self-reliance will rise when they are given responsibility and control over making decisions regarding their work, which will boost their level of productivity and job satisfaction. The sense of fulfillment that an employee gets from being in charge of both his and others' work is referred to as responsibility. Consequently, it is anticipated that giving academic staff members significant responsibility, control over their work, and decision-making authority will greatly increase employee job satisfaction and maybe improve performance. Another significant component of job satisfaction that is related to academic staff performance is career advancement. This is due to the fact that opportunities for career advancement are defined by an employee's having more power, responsibility, income, and decision-making autonomy. A defined actual change in employment status and upward career progression are referred to as career advancement. Moving up the organizational hierarchy, according to Malik, Danish, and Munir (2012), usually results in an increase in responsibility, rank, and pay package. These factors work together to inspire employees and promote job satisfaction. However, it is anticipated that career advancement will psychologically empower academic staff members in a way that will foster dedication, increase job happiness, and improve staff members' general performance in their primary substantive activities. Employee performance is strongly influenced by job happiness, which also inevitably leads to institutional success. This is so because an employee's well-being and attitude toward their work are reflected in their job satisfaction. In the context of this study, an employee refers to academic staff at public universities who play a key role in fulfilling the institutional goals of community service, teaching, and research (Ngaji & Wonah, 2019).



A fulfilled state is that of satisfaction. When one's desire and what is available come together, it is reached. When an employee is asked if he is happy with his job, money usually immediately comes to mind. However, studies have shown that motivation plays a larger role in determining one's level of job satisfaction. According to (Demirtaş, 2010), there are no standards for what constitutes contentment. Additionally, job satisfaction was described by Akhtar, Hashmi, and Naqvi (2010) as an effective or emotional response to several aspects of one's profession. It may be the result of contentment with a variety of sources, including relationships with coworkers, managers, or relatives. This kind of satisfaction can come from reaching a professional goal or passing a milestone.

The six factors for measuring job satisfaction were identified by Herzberg and Peterson (1959): general morale and satisfaction, attitudes toward the company and its policies, satisfactions with intrinsic aspects of the job, attitudes toward the immediate supervisor, attitudes toward aspirational satisfaction, and satisfaction with current job conditions. (Akhtar et al., 2010) examined job satisfaction from a psychological standpoint. According to them, job satisfaction looks at people's emotions. Additionally, they believe that an employee's degree of job satisfaction is determined by a variety of elements, including social interactions within the workplace, the quality of supervision, intrinsic and extrinsic motivators, and the degree to which an employee succeeds or fails in a particular assignment. Five primary components of employment happiness were found by Jafar, Kavousian, Beigy, Emami, and Hadavizadeh (2010) as follows: job satisfaction, supervisor satisfaction, colleague satisfaction, wage satisfaction, and promotion satisfaction. Furthermore, numerous studies have demonstrated that academic staff members find fulfillment in things like building warm, personal relationships with students, the intellectual challenge of teaching, and autonomy (Amazt & Idris, 2011); on the other hand, discontent can be linked to things like a heavy workload, inadequate compensation, and little recognition. (De Lourdes Machado et al., 2011) established a connection between labor

market behavior and employee attitudes, which in turn is related to job satisfaction.

### Concept of Performance

Any university's faculty is just as vital as a structure's pillar (Imrab, Sajid & Qudsia, 2013). They continue to hold a crucial role in the campus community. Through their work in community service, research, and teaching, academic staff members help to shape society. The three main responsibilities of academic staff members are teaching, research, and community service. Additionally, the duties performed by academic staff members include counseling, administrative work, and other tasks. Nonetheless, the purpose of this effort is to concentrate particularly on the academic staff's research and teaching activities. "The degree to which an individual executes his or her role with reference to certain specified standards set by the organization" is the definition of "job performance." (Nayyar, 1994). The job performance of employees is crucial for a business to meet its objectives.

There are multiple definitions available for the term "job performance." According to Javed, Balouch, and Hassan (2014), job performance mainly refers to how well an employee performs their duties. "The definition of performance does not include the results of an employee's behavior, but only the behaviors themselves," according to Aguinis (2009). Employee conduct or actions—rather than the output or product of their labor—are referred to as performance. In another study, an individual's ability, competence, and effort in a particular setting are taken into account when determining performance (Lawler & Porter, 1967). "The total expected value to the organization of discrete behavioral episodes that an individual carries out over a standard period" is another definition of job performance (Motowidlo, 2003). There are two ways to gauge an employee's job performance: task performance and contextual performance (Kahya, 2009).

Worker performance, sometimes known as work performance, is a multifaceted idea. This is due to the fact that employee performance is impacted by numerous factors and decided by a variety of behaviors (Mawoli & Babandako, 2011). (Alromaihi, Alshomaly & George,

2017). Employee performance is defined by Armstrong and Taylor (2014) as a multifaceted notion with two components: the behavioral aspect, which includes the process, and the outcome element, which includes the results. The behavioural aspect is defined by Sonnetag, Volmer, and Spychala (2008) as what individuals do at work, but the outcome aspect is concerned with the outcomes of those particular activities. According to Robbins and Judge (2013), task performance, citizenship, and counterproductive performance are the three main categories of behavior that make up employee performance. While "organizational citizenship or contextual behavior" is defined by Robbins and Judge as actions that support the goals of the organization, treat coworkers with respect, and provide voluntary support for others, "task performance" or "the in-role performance" refers to the fulfillment of duties and responsibilities that go toward the production of a good, service, or administrative task. The third category of employee behavior is known as "counter-productivity," and it refers to bad behaviors such as stealing, causing damage to business property, and acting violently toward coworkers in order to intentionally harm the firm (Robbins & Judge, 2013). Laosebikan, Odepidan, Adetunji, and Aderinto (2018) defined employee performance as a broad term that generally refers to how successfully a someone does their work. In a similar vein, Darma and Supriyanto (2017) contended that worker performance indicates how well workers fulfill job criteria. Employee performance, according to Anitha (2014), is a notion that illustrates the financial and non-financial consequence of the employee and is crucial to the success and performance of the firm. Employee performance was specifically described by Ndulue and Ekechukwu (2016) as a function of each worker's aptitude, effort, and competence in a certain circumstance. Employee performance was briefly defined by Armstrong and Taylor (2014) in Alromaihi, Alshomaly, and George (2017) as behavior that achieves results. Similarly, Lham (2009) distinguished between simply knowing information and defining work performance as the act of doing or doing something successfully with it. According to Mei-ying and Lee (2011), work performance is the whole ability to do

duties within the organization's time constraints and policy while maintaining the desired quality. According to Ahmad and Shahzad (2011), an employee's job performance represents their overall beliefs about their behavior and contributions to the attainment of the organization's objectives. Employee job performance was described by Khan, Yusoff, Hussain, and Ismail (2019) as the viewpoint of those elements or human resource practices that directly affect such a relationship. Job performance was defined by Pintea and Achim (2010) as activity, the outcome of action (by comparing its outcomes with a benchmark), and success. Liao, Lu, Huang, and Chiang (2012) state that promotions, layoffs, awards, penalties, reviews, and wage adjustments are all based on an employee's job performance. The primary focus of this study is task performance, which pertains to the fundamental tasks that distinguish one job from another for employees. Within the framework of this research, academic staff members' task-specific behaviors are referred to as employee performance.

### Empirical Review

Lima and Allida (2023) investigated the relationship between faculty job satisfaction and performance at a few Haitian faith-based universities. The study determined the connection between faculty members' job performance and job satisfaction at particular Haitian faith-based universities. The study used a descriptive-correlational design and a quantitative methodology. Two hundred faculty members from Haiti's three most prestigious faith-based universities made up the study's population. Owing to their small number, the entire population participated in the study by answering a questionnaire, and descriptive and inferential statistics were used to examine the data. The study found that faculty members at a few chosen faith-based universities had a reasonable level of job satisfaction and job performance. The nature of the work, communication, supervision, advancement, perks, and nature of the job are the best indicators of job performance, which is positively connected with job happiness.

Aneeqa et al.'s (2022) made a research on academic staff members' job satisfaction in

higher education institutions. The study's goal was to ascertain how satisfied academic staff members were with their jobs in Pakistan's universities. A questionnaire was used to gather data from universities in the provinces of Punjab and Azad Kashmir utilizing a quantitative study approach. Lester (1987) Teachers' Job Satisfaction Questionnaire (TJSQ) was used to gather data in order to obtain a response from the research sample. The results showed a favorable and significant relationship between compensation, job security, and working conditions and academic staff job satisfaction. This study found that the biggest predictor of teachers' work happiness was job stability. It is also suggested that employers provide better opportunities for growth, steady employment, and comfortable working surroundings in order to incentivize and motivate educators to enhance their performance in the teaching process.

The factors affecting academic staff members' research productivity in the Iraqi higher education system were studied by Jameel and Ahmad (2020). Research productivity is a key component in raising a university's ranking and a useful indicator of how well academic staff members are performing. Finding the variables influencing the academic staff at Cihan University in Erbil, Iraq, in terms of their research output was the aim of the study. The institution conducted a poll with 87 academic staff members who were chosen at random to find out how fund, collaboration, information and communication technology (ICT), and job satisfaction affected research productivity. Smart PLS 3.2.9 was utilized for the analysis of the data. The findings showed that, while fund has the largest influence on research productivity, collaboration, ICT, job satisfaction, and fund all had positive and substantial effects on research productivity. The study's conclusion was that, in order to increase academic staff members' productivity in their research, university administrations should focus more on providing financing for research, encouraging researcher collaboration, enabling ICT, and enhancing job happiness.

The relationship between job satisfaction and job performance was studied by Alpaslan and Yesim (2021) in the context of the sports

industry. The study set out to ascertain how employees' job happiness and performance related to each other in the sports industry. 423 employees (317 men and 106 women) who work in Istanbul's sports business made up the study's sample, which was chosen using the purposive sampling technique. ANOVA, Pearson Correlation Analysis, and independent t-test were used in the data analysis. The examination's findings showed that people's performance on the job and their degree of job satisfaction were not gender-specific. The "External Satisfaction" sub-dimension of the job satisfaction scale showed a statistically significant difference based on marital status, and the "Internal Satisfaction" and "External Satisfaction" sub-dimensions showed a statistically significant difference based on the working hours of the participants in the workplace. Furthermore, it was shown that neither the participants' marital status nor the length of their employment significantly affected the results. Ultimately, it was found that the sub-dimensions of the job performance scale and the job happiness scale had a lowlevel positive association. Consequently, it was shown that each person's job satisfaction and performance levels varied based on their sociodemographic traits, and that an individual's job performance increased with increased job contentment.

### Research Gaps

The relationship between job satisfaction and job performance among faculty at a few Haitian faith-based universities was investigated by Lima and Allida in 2023. The job satisfaction of academic staff at Pakistani higher education institutions was examined by Aneeqa et al. (2022);

Based on the empirical evaluation, the majority of research on academic staff performance and job satisfaction was done at other universities, with less work done at Lokoja Federal University. Thus, by analyzing the performance and work satisfaction of academic staff at Federal University Lokoja, the study closes this research gap. Kogi State used academic staff performance variables such as teaching, research, publications, and community service as the dependent variable, and used organizational politics, non-implementation of

earned academic allowance, and access to research funding as a proxy for job satisfaction. Most other studies did not use these kinds of multiple variables.

### METHODOLOGY

Survey design was utilized in the study. Because the survey design is based on primary data sources, it is appropriate. Additionally, the fact that the data are point in time and that the questionnaires were given to our intended respondents in order to gather factual information and ensure the clarity of our findings' interpretation is another reason why survey research designs are used. Academic staff members from the university's numerous faculties and departments provided the data. The 473 participants in this study were members of the academic staff of Kogi state's Federal University Lokoja. 55 professors, 32 associate professors, 78 assistant lecturers, 122 lecturer II, 77 lecturer I, 35 senior lecturers, 3 assistant librarians, 4 librarian I, 2 senior librarians, and 2 principle librarians make up the population. The Federal University Lokoja in Kogi state's Human Resources Division provided this record. The university's faculties comprise the population. Among these faculties are science, education, art, social sciences, and management sciences. The sample size for this investigation was estimated using the Taro Yamane formula, as stated by Yamane (1967)

However, the sample size of 216 was considered in this study. To ensure that the sample is achieved, 20% copies of questionnaire were added to the sample size which give a total of 259 and the 259 copies of questionnaire were administered to the respondents in the study. The population was stratified, and respondents from the departments and faculties were chosen using a basic random sample technique. The rationale is that it minimizes bias to the bare minimum and gives each sample member an equal chance of being chosen. This suggests that copies of the questionnaire were distributed at random to the several research departments and faculties. Five university faculties are included in the study. These cross-disciplinary fields include education, the arts, social sciences, management sciences, and sciences. the questionnaire copies to the respondents in accordance with his owner's unique sharing

formula, with the following results: 25 copies for management sciences, 56 copies for social sciences, 70 copies for sciences, 51 copies for education, and 57 copies for the arts.

The data was described using descriptive statistics in the form of simple percentages, and the hypothesis was tested using the Ordinary Least Square (OLS) linear regression technique. The utilisation of ordinary least square was justified by its utility in performance measurement. To assess the regression, a few statistical and econometric tests were performed. R-squares is the coefficient of determination, which calculates the percentage (proportion) of the dependent variable's variation that can be ascribed to the independent variables. It is used to assess the strength of the link between variables. The Durbin-Watson test, the F-statistic, and the "t" statistic coefficient (which assesses the relative importance of each independent variable) check for autocorrelation of errors in the regression equation.

The output also displays the t-statistic and pvalue for the co-efficient, which indicate whether the null hypothesis should be rejected or not. The p-value, which represents the likelihood of obtaining a result that is at least as extreme as the critical value, will aid in accounting for the study's error components. Additionally, the co-efficient of determination (R<sup>2</sup>) was disclosed, which quantifies the percentage of the dependent variable that the regression model has been able to explain. The coefficient of determination (R<sup>2</sup>) will have a range of 0% to 100%. As a result, it is helpful to see that more independent variables contribute to the explanation of the variation in the dependent variable capture in the hypothesis when the R<sup>2</sup> value approaches 100%.

The OLS is well-known for being user-friendly and widely utilized. It can be used to demonstrate how one variable is dependent upon another, but it cannot infer the direction of causation. The data collected from the questionnaire was analyzed using the E-view statistical software package version 7.00. Based on the t-statistic value, p-statistic value, coefficient, f-statistic value, and standard error value, a decision was made at the 1%, 5%, and 10% level of significance to accept the null hypothesis or reject the alternative.



For the purposes of this study, job satisfaction is the independent variable, and it is proxied by research money, earned academic allowance, and organizational politics. The performance of academic staff is the dependent variable, and it is proxied by publications, research, teaching, and community service. Multiple regression

EAA= Earned Academic allowance, ORP= Organizational politics, and RFD = Research funding

The questionnaire underwent tests for reliability and content validity to make sure it could accurately address the questions being answered. However, the internal consistency

## RESULTS AND DISCUSSIONS

**Table 1:** Ordinary Least Square Method of Regression.

E-view Statistical Software Package, 23.00 Editions.

Dependent Variable: TL

Method: Least Squares

Date: 28/03/24 Time: 11:59

Sample: 216

Included observations: 216

| Variable | Coefficient | Std. Error | t-Statistic | Prob.  |
|----------|-------------|------------|-------------|--------|
| C        | 0.620469    | 0.612218   | 0.754321    | 0.6126 |
| EAA      | -0.223532   | 0.026512   | 0.542030    | 0.0024 |
| ORP      | 0.193342    | 0.072154   | 0.642898    | 0.0001 |
| REF      | 0.270521    | 0.518308   | 4.102719    | 0.0000 |

|                    |          |                       |           |
|--------------------|----------|-----------------------|-----------|
| R-squared          | 0.693284 | Mean dependent var    | 0.121437  |
| Adjusted R-squared | 0.674280 | S.D. dependent var    | 0.122332  |
| S.E. of regression | 0.173983 | Akaike info criterion | -1.043686 |
| Sum squared resid  | 0.031495 | Schwarz criterion     | -1.221220 |
| Log likelihood     | 7.321058 | Hannan-Quinn criter.  | -1.554356 |
| F-statistic        | 0.783708 | Durbin-Watson stat    | 1.543869  |
| Prob(F-statistic)  | 0.000564 |                       |           |

*Source : Data output using e -view statistical package*

1% level of significance, 5% level of significance and 10% level of significance models are to be used to quantify the variables. The model is given as follows

$$\text{CMS} = \alpha + \beta_1 \text{EAA} + \beta_2 \text{ORP} + \beta_3 \text{RFD} + \epsilon \dots 1$$

$$\text{TCH} = \alpha + \beta_1 \text{EAA} + \beta_2 \text{ORP} + \beta_3 \text{RFD} + \epsilon \dots 2$$

$$\text{RAP} = \alpha + \beta_1 \text{EAA} + \beta_2 \text{ORP} + \beta_3 \text{RFD} + \epsilon \dots 3$$

Where CMS=Community services, TCH= Teaching, RAP Research and publications,  $\alpha$  is the intercept,  $\beta_1$ ,  $\beta_2$  and  $\beta_3$ , are the parameters to be estimated as the independent variables such as

was assessed using Cronbach's alpha. Sekran (2001) Every instrument being studied should have alpha values of at least 0.6. With the use of a questionnaire, the validity of the data collection tools was established. The reliability test result is shown in the table below.

The test for reliability and validity for cronbach's Alpha. According to Sekran (2001), the dependent variables (community service, teaching, and research/publications) and independent items (organizational politics, earned academic allowance, and research

funding) have an Alpha value larger than 0.6, which is sufficient for the study.

According to the regression analysis, the Federal University Lokoja Kogi State's earned academic allowance (EAA) job satisfaction coefficient is negative and has little bearing on teaching and learning (TL) outcomes. Teaching and learning (TL) at the Federal University Lokoja in Kogi State will decline by 22% for every 1% increase in earned academic allowance (EAA), according to the  $TL = 0.620.22EAA$ . The t-statistic value of 0.54 is greater than the p-value of 0.00 and the standard error value of 0.02 respectively. This suggests that at Federal University Lokoja Kogi State, earned academic allowance (EAA) and teaching and learning (TL) have a substantial link.

At the Federal University Lokoja Kogi State, the job satisfaction coefficient for organizational politics (ORP) is positive and significant in achieving teaching and learning (TL). Teaching and learning (TL) at the Federal University Lokoja Kogi State will rise by 19% for every 1% increase in organizational politics (ORP), according to the formula  $TL = 0.62+0.19ORP$ . Both the standard error value of 0.07 and the p-value of 0.00 are smaller than the t-statistic value of 0.64. This suggests that teaching and learning (TL) at the Federal University Lokoja, Kogi State, and organizational politics (ORP) have a substantial relationship.

At the Federal University Lokoja Kogi State, the job satisfaction coefficient for research funding (REF) is favorable and significant in achieving teaching and learning (TL). Teaching and learning (TL) at the Federal University Lokoja Kogi State will grow by 27% for every 1% increase in research funding (REF), according to the  $TL = 0.62+0.27REF$ . Both the p-value of 0.00 and the standard error value of 0.51 are smaller than the t-statistic value of 4.10. This suggests that at Federal University Lokoja Kogi State, research funding (REF) and teaching and learning (TL) have a substantial link.

With a coefficient of determination ( $r^2$ ) of 0.69, work satisfaction (academic allowance paid,

Federal University Lokoja, Kogi, and work satisfaction (accounting for earned academic

**Table 2:** Ordinary Least Square Method of Regression.

E-view Statistical Software Package, 23.00 Editions.

| Dependent Variable: RAP    |             |                       |             |        |
|----------------------------|-------------|-----------------------|-------------|--------|
| Method: Least Squares      |             |                       |             |        |
| Date: 28/03/23 Time: 12:58 |             |                       |             |        |
| Sample: 216                |             |                       |             |        |
| Included observations: 216 |             |                       |             |        |
| Variable                   | Coefficient | Std. Error            | t-Statistic | Prob.  |
| C                          | 0.463288    | 0.132115              | 0.454936    | 0.5211 |
| EAA                        | -0.332107   | 0.043161              | 6.853240    | 0.0000 |
| ORP                        | 0.252178    | 0.060444              | 3.223023    | 0.0110 |
| REF                        | 0.393225    | 0.188152              | 4.164321    | 0.0010 |
| R-squared                  | 0.755432    | Mean dependent var    | 2.743380    |        |
| Adjusted R-squared         | 0.732218    | S.D. dependent var    | 1.532259    |        |
| S.E. of regression         | 0.475041    | Akaike info criterion | 1.343302    |        |
| Sum squared resid          | 31.52656    | Schwarz criterion     | 1.421120    |        |
| Log likelihood             | -102.0338   | Hannan-Quinn criter.  | 1.321161    |        |
| F-statistic                | 121.1270    | Durbin-Watson stat    | 0.124153    |        |
| Prob(F-statistic)          | 0.000000    |                       |             |        |

*Source: Data output using e-view statistical package*

1% level of significance, 5% level of significance and 10% level of significance organizational politics, and research funding) accounts for 69% of the variation in teaching and learning (TL) at the Federal University Lokoja in Kogi State. Other relevant factors not included in the regression model can account for the remaining 31%. At a p-value of 0.00, the f-statistic value of 0.78 is significant. This suggests that teaching and learning (TL) at the

As per the regression analysis, the Federal University Lokoja in Kogi State has a negative and substantial work satisfaction coefficient for earned academic allowance (EAA) when it comes to achieving quality research and publications (RAP). Research and publications (RAP) at the Federal University Lokoja in Kogi State will decline by 33% for each 1% increase in earned academic allowance (EAA), according to the  $RAP = 0.46 - 0.33EAA$ . The

allowance, organizational politics, and research money) have a linear relationship. Thus, we agree with the alternative hypothesis that there is a strong correlation between teaching and learning (TL) at the Federal University Lokoja, Kogi, and job satisfaction (paid academic allowance, organizational politics, and research funding).

tstatistic value of 6.85 is greater than the p-value of 0.00 and the standard error value of 0.04 respectively. This suggests that in the Federal University Lokoja in Kogi State, there is a substantial correlation between research and publications (RAP) and earned academic allowance (EAA).

At the Federal University Lokoja in Kogi State, the job satisfaction coefficient for organizational politics (ORP) is positive and

significant in achieving research and publications (RAP). According to the formula  $RAP = 0.46 + 0.25ORP$ , for every 1% rise in organizational politics (ORP), research and publications (RAP) at the Federal University Lokoja in Kogi State will increase by 25%. Both the standard error value of 0.06 and the p-value of 0.01 are smaller than the t-statistic value of 3.22. This suggests that at the Federal University Lokoja in Kogi State, there is a substantial association between research and publications (RAP) and organizational politics (ORP).

At the Federal University Lokoja in Kogi State, the job satisfaction coefficient for research funding (REF) is positive and important in attaining research and publishing (RAP). According to the formula  $RAP = 0.46 + 0.39REF$ , for every 1% increase in research funding (REF), research and publications (RAP) at the Federal University Lokoja in Kogi State will rise by 39%. In comparison to the t-statistic value of 4.16, the p-value of 0.00 and the standard error value of 0.18 are both less. This suggests that at the Federal University Lokoja in Kogi State, there

is a substantial correlation between research funding (REF) and research and publications (RAP).

With a coefficient of determination ( $r^2$ ) of 0.75, job satisfaction (paid academic allowance, organizational politics, and research funding) accounts for 75% of the variation in research and publications (RAP) at the Federal University Lokoja in Kogi State. Other relevant factors that were overlooked in the regression model can account for the remaining 25%. At a p-value of 0.00, the f-statistic value of 121.12 is significant. This suggests that there is proof of a linear association between research and publications (RAP) at the Federal University Lokoja in Kogi State and job happiness (as measured by earned academic allowance, organizational politics, and research funding). Thus, we agree with the alternative hypothesis that there is a strong correlation between research and publications (RAP) at the Federal University Lokoja in Kogi State and employment satisfaction (paid academic allowance, organizational politics, and research funding).

**Table 3:** Ordinary Least Square Method of Regression.

E-view Statistical Software Package, 23.00 Editions.

Dependent Variable: CMS  
Method: Least Squares  
Date: 28/03/24 Time: 00:44  
Sample: 216  
Included observations: 216

| Variable           | Coefficient | Std. Error            | t-Statistic | Prob.  |
|--------------------|-------------|-----------------------|-------------|--------|
| C                  | 0.554416    | 0.212165              | 0.243364    | 0.8321 |
| EAA                | -0.296217   | 0.121121              | 4.233226    | 0.0211 |
| ORP                | 0.416537    | 0.101212              | 7.654666    | 0.0312 |
| REF                | 0.324571    | 0.612103              | 2.841843    | 0.0101 |
| R-squared          | 0.771121    | Mean dependent var    | 0.415714    |        |
| Adjusted R-squared | 0.713321    | S.D. dependent var    | 0.571456    |        |
| S.E. of regression | 0.218364    | Akaike info criterion | -0.029499   |        |
| Sum squared resid  | 0.095366    | Schwarz criterion     | 0.068134    |        |
| Log likelihood     | 5.103245    | Hannan-Quinn criter.  | 0.507028    |        |
| F-statistic        | 91.45213    | Durbin-Watson stat    | 9.231779    |        |
| Prob(F-statistic)  | 0.004321    |                       |             |        |



Source: Data output using e -view statistical package

1% level of significance, 5% level of significance and 10% level of significance

According to the regression analysis, the Federal University Lokoja in Kogi State's earned academic allowance (EAA) has a negative and substantial work satisfaction coefficient when it comes to community service (CMS). According to  $CMS = 0.55 - 0.29EAA$ , for every 1% increase in earned academic allowance (EAA), community service (CMS) at Federal University Lokoja, Kogi State, will reduce by 29%. Both the standard error value of 0.12 and the p-value of 0.02 are smaller than the t-statistic value of 4.23. This suggests that at Federal University Lokoja in Kogi State, there is a strong correlation between community service (CMS) and earned academic allowance (EAA).

At the Federal University Lokoja in Kogi State, the job satisfaction coefficient for organizational politics (ORP) is positive and significant in achieving community service (CMS). According to  $CMS = 0.55 + 0.41ORP$ , for every 1% growth in organizational politics (ORP), community service (CMS) at Federal University Lokoja, Kogi State, will increase by 41%. Both the standard error value of 0.10 and the p-value of 0.03 are smaller than the t-statistic value of 7.65. This suggests that in Kogi State's Federal University Lokoja, there is a noteworthy correlation between community service (CMS) and organizational politics (ORP).

At the Federal University Lokoja in Kogi State, the job satisfaction coefficient for research funding (REF) is positive and substantial in accomplishing community service (CMS). Community service (CMS) at Federal University Lokoja in Kogi State would rise by 32% for every 1% increase in research funding, according to the formula  $CMS = 0.55 + 0.32REF$ . Both the standard error value of 0.61 and the p-value of 0.01 are smaller than the t-statistic value of 2.84. This suggests that at Federal University Lokoja in Kogi State, there is a strong correlation between research funding (REF) and community service (CMS).

With a coefficient of determination ( $r^2$ ) of 0.77, work satisfaction (academic allowance earned, organizational politics, and research funding) accounts for 77% of the variation in community

service (CMS) at Federal University Lokoja in Kogi State. Other relevant factors that were overlooked in the regression model can account for the remaining 23%. At a p-value of 0.00, the f-statistic value of 91.45 is significant. This suggests that there is proof of a linear association between community service (CMS) and work satisfaction at Federal University Lokoja in Kogi State (as measured by earned academic allowance, organizational politics, and research funding). We thus agree with the alternative hypothesis, which holds that at Federal University Lokoja in Kogi State, there is a substantial correlation between employment satisfaction (as measured by paid academic allowance, organizational politics, and research funding) and community service (CMS).

The result showed that teaching and learning (TL) at the Federal University Lokoja, Kogi State, and work satisfaction (paid academic allowance, organizational politics, and research funding) have a linear relationship. At the Federal University Lokoja in Kogi State, earned academic allowance had a negligible detrimental effect on teaching and learning (TL). At Federal University Lokoja in Kogi State, earned academic allowance reduces teaching and learning (TL) by 22%. At the Federal University Lokoja in Kogi State, organizational politics had a 19% favorable and significant impact on teaching and learning (TL). At the Federal University Lokoja in Kogi State, research funding has a favorable and significant impact on teaching and learning (TL) by 27%.

According to the analysis 2, the Federal University Lokoja in Kogi State's earned academic allowance has a negative and negligible impact on producing high-quality research and publications by 33%. At the Federal University Lokoja in Kogi, organizational politics has a 25% favorable and significant impact on producing high-quality research and publications. At the Federal University Lokoja in Kogi, research funding has a positive and significant 39% impact on producing high-quality research and publications.

Additionally, analysis 3 showed that, at the Federal University Lokoja in Kogi State, earned academic allowance has a negative and negligible effect on community service completion—by 29%. At the Federal University Lokoja in Kogi State, 41% of community service is accomplished thanks to organizational politics, which is a big and good factor. The Federal University Lokoja in Kogi State has seen a 32% increase in community service as a result of research funding.

At the Federal University Lokoja in Kogi State, academic staff performance is statistically significantly impacted by job satisfaction, according to the analysis and test of hypotheses results. This suggests that the performance of academic staff at the Federal University Lokoja in Kogi State (teaching and learning, research and publications, and community service) is significantly positively impacted by job satisfaction proxies such as earned academic allowance, organizational politics, and research funding. Nonetheless, the research aligns with Lin's (2007) theory of economic trade. According to Lin's (2007) theory, people take up an activity if they want to receive financial benefits like bonuses, higher income, job security, or professional progression. According to the Economic Exchange Theory, a lecturer's rational self-interest drives their approach toward research. According to Lin's view, motivation can be either intrinsic or extrinsic, and only academic staff members who are intrinsically driven are capable of using their own funds to do independent research with the goal of advancing knowledge. According to him, only highly driven people are eager to share their knowledge since they hope to gain something in return. Extrinsic motivation is the idea that people are motivated to share knowledge because they feel that it will satisfy their immediate needs. The results of Lima and Allida (2023), Agubosim, Arshad, Alias and Moosavi (2023), Aneeqa, Qurrahtulain, Adeel, Muhammad and Areeba (2022) are likewise in line with the studied results.

According to the result of analysis 1, academic performance (teaching and learning) at the Federal University Lokoja in Kogi State is greatly improved by job satisfaction. This

suggests that academic achievement at the Federal University Lokoja in Kogi State and the independent variable, job satisfaction, are significantly correlated. The results of Areeba's (2022) study, which examined the impact of job happiness on academic staff performance, provide additional credence to this.

At the Federal University Lokoja in Kogi State, academic staff performance (research and publications) is positively impacted by job satisfaction, according to the result of analysis 2. This suggests that happy academic staff members will produce research and publications that would help the general population. The results are consistent with Aneeqa, Qurrahtulain, Adeel, Muhammad, and Areeba's (2022) investigation of Academic Staff Job Satisfaction in Higher Education Institutions. Agubosim, Arshad, Alias, and Moosavi (2023) assess job satisfaction and job performance among Nigerian university staff in order to further support this claim.

Furthermore, at the Federal University Lokoja in Kogi State, academic staff performance (community service) is positively impacted by job satisfaction, according to the analysis 3. Additionally, data demonstrates that at the Federal University Lokoja in Kogi State, there is a strong positive correlation between academic staff performance (community service) and work happiness. The results align with the research conducted by Alpaslan and Yesim (2021).

## **CONCLUSION AND RECOMMENDATIONS**

Based on the results and findings from the analysis, the study concluded that:

There is a positive correlation between teaching and learning and job satisfaction at Federal University Lokoja, Kogi State. Additionally, research and publications at the university are positively impacted by job satisfaction, and community service at the university is significantly positively impacted by job satisfaction. This is because happy academic staff members are more able to give back to their local communities. According to the aforementioned data, academic staff

performance at Federal University Lokoja in Kogi State is positively impacted by job satisfaction. Based on the findings and conclusion of the study, the following recommendations were made:

- a. To improve the standard of instruction at Federal University Lokoja in Kogi State and to stop recurrent labor disputes, the Federal Government should mainstream earned academic allowance as part of the monthly salary of academic staff.
- b. To promote research and publications, the administration of Federal University Lokoja in Kogi State should consistently work with TETFUND and other funding organizations to expand staff access to research money.
- c. The Federal University Lokoja administration in Kogi State ought to stay away from toxic politics in order to increase faculty members' contributions to community development.

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