

Employees' job satisfaction: Comparative study in tertiary institutions in Adamawa State, Nigeria

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Abstract

Job satisfaction is very important for organizations regardless of size and nature. Lack of job satisfaction tends to affect employees' performance negatively. Keeping employees satisfied with their jobs increases their morale. The major objective of this study is to examine the comparative analysis of the perceptions of employees on job satisfactions in the context of tertiary institutions in Adamawa State, Nigeria. The study used quantitative research design. Data was collected using questionnaire designed on five points Likert scale. The questionnaires were administered to 834 respondents that were selected across the tertiary institutions using convenience sampling techniques. However, a total of 764 were successful retrieved, out of which the analysis of the actual data was based on 629 that have no defect. Data collected were subjected to both the descriptive and independent t-test was used to test the hypotheses of the study. Based on the analysis, the study found that there were no significant differences in the perceptions of academic and non-academic employees about job satisfaction. Also, the study found that employees from State own institutions and federal own institutions do not significantly differ in their perception about job satisfaction. The study recommends that, human resource (HR) practices need be effectively and fairly maintain by institution's managers to improve individual's job.

Keywords: employee participation, feedback, job satisfaction, job autonomy, pay, promotion opportunities, supervisory support, training and development

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1. Introduction

Job satisfaction (JS) is multidimensional in nature, enduring, important and highly researched concepts in the field of organizational behaviour (Derakhshani et al., 2014; Mabasa et al., 2016). The concept of job satisfaction has been viewed through diverse lenses by a mixture of scholars, and it is defined in different ways. The initiative of job satisfaction is a result of human relations group which began with the classic Hawthorne studies in the late 1920s by Elton Mayo and his colleagues. Job satisfaction is one of the generally considered concepts in industrialized area and organizational psychology and in the sociology of work and occupations (Mulinge, 2000). As a result, job satisfaction is one of the factors that play fundamental position in the organization. Consequently, for the last five decades, job satisfaction was generally researched as the individual's feelings (Rayton, 2006). Locke (1976) viewed it as the individual's positive or pleasurable emotional state resulting from an appraisal of one's job or job experiences. Greenberg and Baron (2008) defined it as a feeling that can produce a positive or negative effect toward one's roles and responsibilities at work and added that it is significant to recognize the concept of job satisfaction as there is no particular way to satisfy all workers in the workplace. Also, they saw it as an optimistic feeling towards the job of a person.

According to George and Jones (2008) job satisfaction is the mixture of feelings and beliefs, which include the mental, emotional, and physical domains. Others, defined it as a worker's emotional response to different job-related factors resulting in finding pleasure, comfort, confidence, rewards, personal growth and various optimistic opportunities, as well as upward mobility, recognition and appraisal completed on a quality pattern with monetary value as compensation (Robbins & Judge, 2007; George & Jones, 2008). Arnett et al. (2002) definition is summarized by saying that job satisfaction is reflected as an employee's general affective assessment of himself/herself in the context of his or her job. Moreover, Cranny et al. (1992) defined job satisfaction as employees' emotional state concerning the job, considering what they expected and what they actually got out of it. In fact, a person with low potentials can be more satisfied with a certain job than someone who has high potentials. This implies that if one's expectations are met or exceeded by the job, then one is happy and satisfied with the job. Smith et al. (1969) also defined it as "feelings or affective responses to facets of the situation. They further stated that those feelings are caused by difference between what is expected from the job and what is actually experienced, and comparing this difference to alternative jobs. Literatures have shown that employee absenteeism, turnover and other behaviours are associated with a person's satisfaction with his or her job and the organisation (Vroom, 1964). Therefore, one can deduce that job satisfaction is the magnitude to which an individual feels self-motivated, content and satisfied with his/her job. This can occur when an individual feels he/she is having job stability, career growth and comfortable work life balance.

Usually, job satisfaction involves a description of those factors that a worker perceives to either promote an encouraging approach about work or an unenthusiastic approach about work (Ding et al. 2022; Ghazi et al. 2011; Hee et al. 2019). An employee with a high degree of job satisfaction holds positive approach about his or her job whereas dissatisfied employee holds negative emotions. The antecedents of job satisfaction as identified by Khalid, Irshad and Mahmood (2012); Joarder et al. (2015); Asan and Wirba (2017) include; work environment, compensation, job itself, supervision, relationships with co-workers and the organization as a whole. These antecedents, according to Meyer and Smith, (2000); are referred to as job characteristics and high-performance work practices. Previous studies have conceptualized job characteristics as the degree of variety, autonomy, task identity, task significance, and feedback that employees perceive in their job in the organization (Brief & Aldag, 1978). Also, studies have shown that employees demonstrate high levels of satisfaction with their jobs when they perform challenging and complex jobs characterised by factors stated above (Sims et al., 1976; Hackman &

Oldham, 1980; Mathieu & Zajac, 1990; Meyer & Allen, 1997).

Gould-Williams (2004) posit that HPWPs are factors that determine job satisfaction. To Sourchi and Jianqiao (2015) HPWPs are systems that encourage employee commitment and self-sufficiency in strategic human resource management (SHRM). An overall assumption related to HPWS is that employees are a leading source of competitive advantages that is difficult to duplicate (Oladapo & Onyeaso, 2013). Moreover, employees can create a constant improvement in organization and perform at a higher level if they are satisfied. The factors that are likely to determine the job satisfaction may include; job characteristics and high-performance work practices. Therefore, this study combines job characteristics factors (i.e., autonomy, task identity, task significance, skill variety, feedback, co-workers support and supervisory support) and HPWPs factors (i.e., employment security, promotion opportunities, training and development, pay satisfaction, employee participation) to measure the job satisfaction.

Regardless of the importance given to job satisfaction studies in developed countries like United States of America (USA), United Kingdom(UK), Netherland, Germany, Russia, and other western countries and emerging economies in Asia (Mowday et al., 1982; Gaertner & Nollen, 1989; Allen & Meyer, 1990; Lacy & Sheehan, 1997; Gazioglu & Tansel, 2006; Mo & Borbon, 2022; Cahilo et al., 2023), they have not been extended to developing countries, and where they are replicated justice is not usually done to the research process that can produce similar results. This makes it problematic to generalize the results to non-western context like Nigeria. To the researcher's knowledge, little studies are conducted in Nigeria, which examines the behaviours of employees like organizational commitment; and their reaction to job attitudes like job satisfaction (Akanbi & Itiola, 2013; Ogunleye et al., 2013; Omoankhanlen et al., 2014). Despite the studies conducted in Nigeria, none has done comparative study. Therefore, this study is set to fill these gaps.

The study covers both academics and non-academics staff of selected tertiary institutions in Adamawa State namely: Adamawa State Polytechnic (ASP), Yola; Adamawa State University (ADSU), Mubi; Adamawa State College of Agriculture (ASCOA), Ganye; Adamawa State College of Education (ASCOE), Hong; Federal College of Education (FCE), Yola; Modibbo Adama University of Technology (MAUTECH), Yola, and therefore the Federal Polytechnic (FED. POLY), Mubi. Nevertheless, geographical location, size and age were used as the basis for the selection of the tertiary institutions used as case study. These institutions were selected using convenient sampling techniques. Therefore, the major objective of this study is to examine the comparative analysis of the perceptions of employees on job satisfactions in the context of tertiary institutions in Adamawa State, Nigeria. However, the specific objectives are to:

- examine whether there are any significant differences in the perception of occupational group (academic and non-academic) on job satisfaction in tertiary institutions in Adamawa State; and
- Assess whether there are any significant differences in the perception of institutional group (state and federal) on job satisfaction in tertiary institutions in Adamawa State.

Based on the objectives of the study, the following hypotheses were formulated:

- H_{01} : There is no significant difference in the perception of academic and non-academic staff on job satisfaction in tertiary institution in Adamawa State.
- H_{02} : There is no significant difference in the perception of employees in state own institutions and federal own institutions on job satisfaction in tertiary institution in Adamawa State.

2. Theoretical Framework

Several theories have been used by researchers to explain the concept of job satisfaction. These theories fall in two groups, namely content and process theories. Content theory considered the same needs for human beings with no regard for personality differences. Process theories consider different individual cognitive processes. The

content theories explain the intrinsic factors within an individual or the work environment that induces, energizes, directs, sustains, and suppresses behaviours of the individual or group of individuals (Itodo, 2012), that is attempting to identify the factors which contribute to job satisfaction and job dissatisfaction. Job satisfaction theories, such as Hierarchy of Needs (Maslow, 1943), Two-Factor (Motivator-Hygiene) Theory (Herzberg, 1968), Equity Theory (Adams, 1963), Discrepancy Theory (Locke, 1969), Job Characteristics Model (Hackman & Oldham, 1976), and Social Learning Theory Bandura's (1977), have tried to explain job satisfaction and its influence (Dugguh, 2008; Dugguh & Dennis, 2014; Thiagaraj, & Thangaswamy, 2017). Therefore, based on the extant literature, this study is rooted to the following theories; Two-factor theory and job characteristics theory. The reason for the adoption of these theories is that they define the independent variables of the study.

Hertzberg's Two-Factor Theory: Among the content theories of motivation, Herzberg et al. (1959) theory emphasizing the motivator-hygiene factors sought to explain satisfaction and motivation in the organization. This theory emphasises on results of satisfaction and dissatisfaction. The theory additionally established that certain features of a job cause satisfaction and therefore motivation, but certain aspects caused job dissatisfaction (Dugguh & Dennis, 2014). Herzberg clarified that, the factors that are central to satisfaction or to dissatisfaction are different. Therefore, he states that 'the reverse of job satisfaction is not job dissatisfaction but, rather, no satisfaction; and the opposite of job dissatisfaction is not job satisfaction but no satisfaction' (Herzberg, 2003). Based on the theory, the job satisfaction and dissatisfaction are a produce of different factors – motivation and hygiene respectively. Motivational factors are those facets of the job that make employees want to perform and provide people with satisfaction. According to Hackman and Oldham, (1976) hygiene factors consist of the working environment like working conditions, interpersonal matters, and organizational policies. Factors that relate to job satisfaction are thus called satisfiers or motivators. According to Syptak et al. (1999), the factors determine job satisfaction include; achievement, recognition, work itself, responsibility and promotion; on the other hand, the factors that attributed to job dissatisfaction include; pay, supervision, working condition, organizational policies, job security among others (Dugguh & Dennis, 2014).

Job Characteristics Theory: Hackman and Oldham (1980) job characteristic model are an influential model of job design that explains in details how managers can make job more interesting and motivating, which can generate ideal conditions for high levels of satisfaction, commitment and performance. Furthermore, Hackman and Oldham (1980) proposed five core job characteristics that all jobs should contain which include: Skill Variety (the degree to which a job requires a variety of diverse activities in carrying out the work and involves the use of different skills and talents of the individual), Task Identity (the degree to which the job requires completion of a 'whole' and recognizable piece of work – that is, one that involves doing a job from beginning to end with a visible outcome), Task Significance (the degree to which an employee's feels his/her job is meaningful because of its effect on people inside and outside the organization), Job Autonomy (the extent to which the job gives employee freedom and discretion to schedule the work and in determining the procedures to be used in carrying it out) and Job Feedback (the degree to which actually doing the provides a clear and direct information to individuals regarding his or her performance). They also defined four personal and work outcomes: internal work motivation, growth satisfaction, general satisfaction, and work effectiveness. These have which have been added to the more popular dimensions of job satisfaction assessment: the work itself, pay, promotional opportunities, supervision, and co-worker relations (Smith et al., 1969; Dugguh & Dennis, 2014). These core job characteristics according to Dugguh and Dennis (2014) impacts three significant psychological states which include; experienced meaningfulness, experienced responsibility for outcomes of the work; and knowledge of actual results of the work activities which in turn influence work outcomes (job satisfaction, organizational commitment; absenteeism, lateness, tiredness, turnover intention, work motivation among others).

The theory recognizes that the core characteristics do not affect all employees in the same way. They affect those in growth-need strength, that is, the employee's desire to achieve a sense of psychological growth in his work. Based on the previous studies, a Motivating Potential Score (MPS)- an index of how likely a job is to influence an employee's attitudes and behaviours - can be calculated using the formula according to Dugguh and Dennis (2014): $MPS = f \left[\left(\frac{SV+TI+TS}{3} \right) (AU)(FB) \right]$ Where: MPS=Motivator potential Score; f=Functions;

SV=Skill variety; TI=Task identity; TS=Task Significance; AU=Autonomy; and FB=Feedback.

The formula explains Steel (2012) statement that jobs which are high in motivating potential must be also high on at least one of the three factors (SV, TI, and TS) which lead to experienced, meaningfulness, and also must be high on both autonomy (AU) and feedback (FB). He added that, if a job is high on MPS, the job characteristics theory assumes that motivation, performance and job satisfaction will be positively affected and the likelihood of negative outcomes (absenteeism, turnover intentions and actual turnover) will be reduced (Dugguh & Dennis, 2014) as shown the figure below.

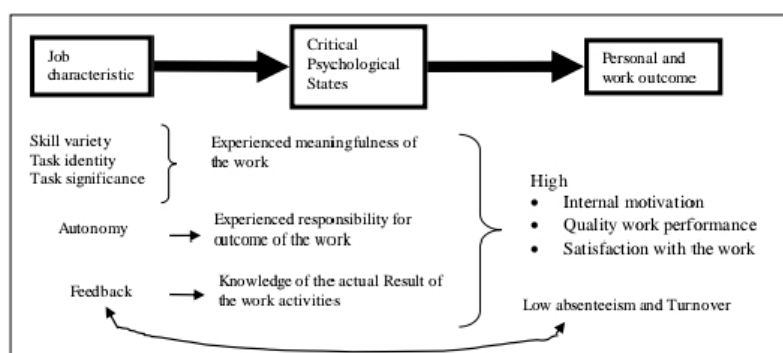


Figure 1. Work Redesign (Hackman & Oldham, 1980)

3. Empirical Literature

Testing Herzberg et al. (1959) duality theory, and their study found that 'motivator' factors (i.e., work itself, opportunity for advancement and responsibility) and 'hygiene' factors (i.e., effective senior management, supervisory support and satisfaction with salary) were the strongest predictors of job satisfaction. Age was the only personal characteristic to predict job satisfaction. The researchers concluded that the perceived work environment variables were more important than personal characteristics in predicting job satisfaction. However, the study focused on American Universities which may have different working conditions with Nigerian Universities. Besides, the study was limited to only Universities, neglecting other tertiary institutions of learning.

Lacy and Sheehan (1997) using a sample of 12,599 examined job satisfaction of academics across the eight nations (Australia, Germany, Hong Kong, Israel, Mexico, Sweden, UK, USA). Their study also discovered forms of job satisfaction and dissatisfaction more carefully for the Australian data, and investigated the impact of context elements, with working climate and atmosphere on overall levels of job satisfaction. The results of their study show that factors related to the environment in which academics work, including university atmosphere, morale, sense of community, and relationships with colleagues, are the greatest predictors of job satisfaction. The study was conducted outside Nigeria.

Oshagbemi, (2000) conducted research on the extent of satisfaction of academics with their primary tasks of Academic, Research and Administration and Management in UK. Using a questionnaire survey, his study found that about 65% of the university teachers were satisfied with research, 80% with academic and administration and 40% with management. The study additionally investigated operational aspects of universities and especially, whether satisfaction with each of their core tasks was associated with age, gender or rank. The results indicate that significant relationship exist between age and satisfaction in the core aspects of the university teachers' job. However, the nature of the impact of age on the job satisfaction of academics varies from one aspect of the job to another. The relationships between age and research, academic and administration and management do not seem to be clear, although the relationships themselves are statistically significant. While it appears that, generally, the older one is, the greater the satisfaction enjoyed with regard to academic and administration and management, the reverse appears to be true with research satisfaction. The results also revealed, expectedly, that research satisfaction

was associated with rank—the higher the rank, the greater the extent of research satisfaction. It was also found that gender satisfaction is not related to academic, research or administration and management. However, the study was carried out in UK and the results may not be applicable in Nigeria due to differences in working environment.

Volkwein and Zhou (2003) in a survey study of 1,178 administrators from 122 American universities found that intrinsic satisfaction was lower among administrators who worked in a controlled work environment, had job insecurity, and experienced interpersonal conflict. They adopted survey research design. The results of their study show that extrinsic satisfaction was negatively influenced by job insecurity, external regulation, job stress and pressure, and inadequate facilities and funding. Teamwork positively influenced extrinsic, intrinsic and interpersonal satisfaction. Volkwein and Zhou suggested that university presidents should respond to the intrinsic needs of their managers by creating opportunities for them to be creative, to exercise their initiative and match their talents to their job responsibilities.

Küskü (2003) in a study of 291 investigated the differences in satisfaction dimensions between the academic and administrative employees in higher education institutions in Turkey. Using survey research design, it was found that there are certain differences in factors such as colleague relations satisfaction, colleague competition level satisfaction, other work group satisfaction, professional satisfaction work environment satisfaction, and salary satisfaction with respect to the satisfaction of academic and administrative employees. This study focused on job satisfaction without considering organizational commitment or employees' turnover intention. Also, the study was conducted in different cultural background with that of Nigeria.

Onen and Maicibi (2004) in their study of 267 non-academic staff respondents from a Ugandan university, using survey research design; it found that over 70% of the respondents were dissatisfied with their basic salary and other allowances, resulting in low motivation among the staff. The study also found that employees were dissatisfied with their promotional and training opportunities. According to the researchers, most of the employees are still grappling to meet their daily basic needs, which are not adequately met by the low basic salaries and allowances, and therefore have no additional funds for training. Nevertheless, the study was conducted in Ugandan University which may have different working conditions with that of Nigeria. Besides, the study only looked at job satisfaction without relating it to organizational commitment or turnover intention.

Gazioglu and Tansel (2006) in their study of 28,240 British employees in the Workplace Employee Relations Survey, investigated individual and job-related satisfaction. Using survey research methodology, they found that those in the education and health sectors are less satisfied with their pay but more satisfied with their sense of achievement. In addition, it was found that employees who received job training were more satisfied than those who had no training opportunities. Furthermore, it found that married individuals have lower job satisfaction levels than the unmarried. However, the study was conducted in Britain, which makes it difficult to generalize the findings to Nigeria, due to socio-cultural background or differences. Also, the study focused on job satisfaction without considering its effect on organizational commitment or employees' turnover intention.

Khalid et al. (2012) conducted a study on job satisfaction among academic staff: a comparative analysis between public and private sector Universities of Punjab, Pakistan. The target of their study was to analyze the link between various facets of job satisfaction among university academicians in Punjab Province, Pakistan, and the way these differences affect job satisfaction of academics in selected Universities of Province, Punjab. They used survey research design with questionnaire as an instrument of data collected. Using a descriptive and correlation techniques of analysis, their results revealed that; a pay differential does exist between private and public universities in Pakistan. Private Universities' academicians were more satisfied with their pay, supervision, and promotional opportunities than their counterparts in public Universities. On the opposite hand, academicians in public sector universities were found more satisfied with co-worker's behaviour and job security. However, the study was conducted in Pakistan and the results may not be applicable to Nigeria context due to the socio-cultural differences. Also, it focused on academic staff only without considering non-academic staff. In addition, it was conducted in universities, which makes it difficult to generalize the results to other tertiary institutions.

4. Research Method

This study embraced the survey research design with the population of 7,331 staff, which comprises of 2,742 academic and 4,589 non-academic of the selected tertiary institutions in Adamawa State. The sample size for this study is 695 staff, which comprises of 338 academic staff and 357 non-academic staff obtained using formula developed by Krejcie and Morgan (1970) as presented shown below:

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)},$$

Where: S = Required sample size; X^2 = the table value of chi-square for 1 degree of freedom at desired confidence level (i.e. $1.96 \times 1.96 = 3.8416$); N = the population size; P = the population proportion (expressed as decimal) (assumed to be 0.5 (50%) since this would provide the maximum sample size; d = the degree of accuracy (5%), expressed as a proportion (.05). Self-administered questionnaire was the only instrument for collecting data in this study designed on five-point Likert scale ranging from strongly agree (5) to strongly disagree (1). In this study, job satisfaction was measured using job diagnostic survey (Hackman & Oldham, 1975) and global job satisfaction (Warr et al., 1979). The study adopts both face and content validity, while Reliability was tested using Cronbach's alpha (α) coefficient. In data analysis, descriptive and independent t-test statistics were employed at 5% (0.05) level of significance with the help of statistical package for social sciences (SPSS).

5. Results and Discussions

In this study 834 questionnaires were administered to the respondents comprising of 406 to academic employees and 428 to non-academic employees. Out of which 392 and 372 were retrieved from academic and non-academic employees respectively, totalling 764 questionnaires from the seven selected tertiary institutions in Adamawa State. The returned questionnaire constitutes 91.6%. However, out of the 764 questionnaires returned, 135 questionnaires were cast-off as a result of incomplete and unengaged answers. The response rate for this study was 75.4% which is higher than the minimum acceptable rate. Sekaran and Bougie (2013) contend that a research study is only realistic if it has at least 30% response rate. Also, according to Baruch and Holtom (2008); Babbie (2010) a responses rate from 70% is very good for analysis. Therefore, the analysis of the study was based on 629 questionnaires that were cleansed and are appropriate for analysis.

Test of Reliability - Table 1 below shows the reliability alpha coefficient of the instrument for data collection $\alpha=0.955$ which is highly accepted (Maizura et al. 2009; De Vaus, 2002; Nunnally, 1978). Numbers in brackets make up the overall job satisfaction.

Table 1
Cronbach's Alpha Reliability Coefficients for Variables of the Study

S/n	Variables	No. of Items per variable	Alpha Reliability coefficient
1	Job satisfaction	51	0.955

Sources: Researchers' computation from pilot study, 2019

Demographic Characteristics of the Respondents - In this study, the demographic factors of concern were institutional groups, educational qualification and occupational groups. The rate of distributions and percentage of the demographic information of the respondents is presented in table 2 below.

Table 2
Summary of the Demographic Characteristics of the Respondents

Demographic factors	Frequency	Per cent (%)
Institutional Groups		
State Institutions	268	42.6
Federal Institutions	361	57.4
Total	629	100.0
Educational Qualification		
SSCE/WASSCE	6	1.0
Diploma/NCE	81	12.9
HND/Degree	276	43.8

Masters	197	31.3
PhD	69	11.0
<i>Total</i>	<i>629</i>	<i>100.0</i>
Occupational Group		
Academic Staff	309	49.1
Non-academic Staff	320	50.9
<i>Total</i>	<i>629</i>	<i>100.0</i>

Source: Field Survey, (2019)

The statistics in table 2 shows that 57.4% of the respondents were from Federal own tertiary institutions, while 42.6% were from State own tertiary institutions. Out of the 629 respondents, 1 % is SSCE/WASSCE holders, 12.9% are Diplomas/NCE holders, 43.9% are HND/Degree holders, 31.3% had masters and only 11% are PhD holders. In addition, out of the respondents, 49.1% are academic staff, while 50.9% are non-academic staff. From the analysis, it is clearly indicated that majority of the respondents from federal tertiary institution (57.4%), followed by non-academic staff (50.9%) and those with higher national diploma (HND) or Degree (43.8%).

5.1 Perception of job satisfaction on the basis of occupational and institutional groups

The study sought to assess whether there were any significant differences in the perception of job satisfaction based on occupational group (i.e., academic and non-academic) and institutional group (i.e., State and Federal) in tertiary institutions in Adamawa State.

Table 3

Independent t-test results comparing job satisfaction based on occupational groups

	Academic staff		Non-academic staff		MD	t-values	P-values.
	M	SD	M	SD			
Job satisfaction	210.32	15.44	209.07	19.60	1.249	0.885	.376 ns

ns = not significant ($p > 0.05$)

M = Mean, SD = standard Deviation, MD = Mean Difference

Source: SPSS 19 Computation from Field Survey Data (2019)

The results of analysis in table 3, indicate that the perception of academic and non-academic staff does not significantly differ in their mean scores for job satisfaction ($p > 0.05$).

Table 4

Independent t-test results comparing job satisfaction based on institutional groups

	State Institutions		Federal Institutions)		MD	t	Sig.
	M	SD	M	SD			
Job satisfaction	209.75	19.82	209.64	15.93	0.113	0.079	.937 ns

ns= not significant ($p > 0.05$)

M = Mean, SD = standard Deviation, MD = Mean Difference

Source: SPSS 19 Computation from Field Survey Data (2019)

The results in table 4 show that there are no significant differences in the mean scores for job satisfaction and turnover intentions between employees from state own institutions and federal own institutions ($p > 0.05$).

5.2 Discussion of findings

Based on the independent t-test analysis in table 3, the study found that there were no significant differences in the perceptions of academic and non-academic employees about job satisfaction. However, academic employees had higher mean scores than non-academic employees. It suggests that academic employees are more satisfied with their job factors than non-academic employees. The possible explanation could be that the factors of job satisfaction such as autonomy, feedback, training and development, promotion opportunities are clearly defined, for instance, the promotion procedures for academic employees is more clearly stated in terms of number of publications, teaching quality, etc. than non-academic employees. In addition, the higher mean scores suggest that academic employees perform challenging jobs which gives them more satisfaction in form of autonomy, responsibilities and recognition. Also, in relation to the independent t-test analysis in table 4, the study found that employees from State own institutions and federal own institutions do not significantly differ in their perception

about job satisfaction ($p>0.05$). This is in conformity with the findings of Kipkebut (2010) who found that academics employees have higher levels of job satisfaction, than administrative employees in Kenyan Universities

6. Conclusion and Recommendations

This study comparatively examines the perceptions of employees on job satisfactions on the basis of occupational and institutional groups in the context of tertiary institutions in Adamawa State, Nigeria. The study attempts to enhance the existing knowledge base in the area of job satisfaction in the tertiary institutions, as there have been very few studies within the Nigeria context that have studied employees' perceptions of job satisfaction. Also, it would contribute to the future development of research, add the body of theoretical and empirical knowledge particularly in a developing country like Nigeria, and also form the idea for further research and academic activities. Therefore, human resource (HR) practices need be effectively and fairly maintained to improve individual's job. HR practices can be used to draw out employees' career pathways by certifying the appropriate distribution of job satisfaction programmes.

This study is not free from some limitations. One of the limitations is that the data collection was restricted to only tertiary institutions in Adamawa State. It is suggested that in order to generalise the findings to the tertiary institutions and other sectors in Nigeria, the study should be expanded to include other states and different sector of the Nigerian economy. Another limitation of the study is its dependence on cross-sectional data and self-report data. Future studies may address this facet by conducting longitudinal studies. In addition, future studies might compare job satisfaction levels across different ages and tenures in tertiary institutions and other sectors.

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Disclosure of AI Usage - In the process of writing this paper, the author(s) have employed the use of ChatGPT (GPT-5.6) only in editing purposes, improvement of sentence structure, and enhancing clarity and readability. All recommended edits were critically reviewed and modified by the author(s) who independently checked the accuracy of the information, citation and references provided. There was no personal identifiable information entered in the AI tool. The author(s) are solely responsible for the accuracy of the information contained in the manuscript.

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