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**THE INFLUENCE OF DEMOGRAPHIC VARIABLES ON JOB
SATISFACTION AND ORGANIZATIONAL COMMITMENT
IN NIGERIAN PUBLIC UNIVERSITIES**

BY

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DECLARATION

I hereby confirm that this thesis is carried out by me and the contents are my original ideas as they have not been submitted to any other degree either in this university or any other professional qualification

All sources of information/quotations are duly acknowledged.

Mrs. Maria Odoh

DEDICATION

This thesis is dedicated to my creator- the Almighty God, for His grace and protection over my life, for the knowledge, inspiration, and understanding He gave me throughout the process of this study.

Also I dedicate this thesis to my beloved ones, my sisters and my children (Josephine, Uchenna, Cynthia, John Bosco and Edwin O.)

Their encouragement gave me the strength to struggle with all efforts to finish that which I started. I am so grateful to you all, God's blessings to all.

CERTIFICATION

The thesis titled “The influence of Demographic Variables on job Satisfaction and Organizational Commitment in Nigerian Public Universities” meets the regulations governing the award of PhD of the School (**Cardiff metropolitan university**) and is approved for its contribution to knowledge.

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ABSTRACT

The Nigerian workforce is becoming more diverse with respect to tribal origin, gender, age, marital status among others following the implementation of the Federal Character Act. The Act ensures recruitments into public institutions fairly reflect the tribal, religion among other diversity in the country. Thus, as public institutions become more diverse, it is important to empirically investigate how the different groups interact and how this interaction affects their work attitude. It is on this basis that this study investigated the link between diversity in terms of demographic variables and job satisfaction/organizational commitment in Nigerian public universities.

The study reviewed a number of theories a number of theoretical perspectives namely, similarity-attraction and adaptive self-regulation theories. Both qualitative and quantitative data generated through field survey with a structured questionnaire and Key Informant Survey (KIS) as the main instruments of data collection. The qualitative data were analysed thematically while the quantitative data were analysed with descriptive statistics (frequency tables, percentages, charts, and ratios), Factor analysis, Spearman's rho correlation test, Mann-Whitney's U rank test, Kendall's Tau-b test and the Kruskal-Wallis H rank test.

The study found that male and female respondents were not differentiated in terms of university commitment, work compulsion, general satisfaction, and career satisfaction. Other findings of the study include (i) age is a significant determinant of employee general satisfaction and commitment, and that older employees are more likely to committed to thier jobs than their younger counterpart, (ii)the level of job satisfaction and organizational commitment among married employees does not differ significantly from their unmarried counterpart in Nigerian public universities, (iii) job satisfaction and organizational commitment are differentiated on the basis of culture as staff (iv) job satisfaction/organizational commitment among administrative staff do not differ from those of academic staff (v) educational background is also a significant determinant of employee job satisfiacion and commitment, (vi) tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities.

The study recommends a more diverse workplace since it reduces domineering effect of one group on the others. This, in turn, increases job satisfaction and commitment.

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ACRONYMS

ACRONYMS	MEANING
PCA	principal components analysis
JS	job satisfaction
OC	organizational commitment
DF	demographic Factors
JI	job involvement
FULN	Federal University of Lagos Nigeria
ABUN	Almadu Bello University of Nigeria
UNEC	University of Nigeria Enugu Campus
EFA	Exploratory factor analysis
KMO	Kaiser-Meyer Olkin
FADEQ	Factor Analysis of Diversity and Equality Questionnaire
CFA	confirmatory factor analysis
EDF	empirical distribution function
UBE	Universal basic education
ITF	Industrial training fund
SDGs	Sustainable development goals

AUTHOR'S PUBLICATION

One International Conference Paper:

Tribalism in Nigeria

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The importance of education is well-known. According to the United Nations International Children's Emergency Fund (UNICEF, 2016), education forms the basis through which nations can be transformed. It equips people with the required skills and ideas and this enhances their capacities to function and contribute meaningfully to economic growth (Musa, & Ibrahim, 2017; Banjo, 2006; Blaike, 2002). Apart from providing skilled human resources, education also reduces poverty and serves as a medium through which equity, fairness, and social justice are promoted (Abbass, 2017; Nan, 2018).

Educational programmes are usually classified into the different levels, depending on the learning experiences, skills, knowledge, and the competencies imparted. These levels which vary from country to country have been grouped into nine (9) by the International Standard Classification of Education (ISCED) namely: early childhood; primary education; lower secondary; upper secondary; postsecondary non-tertiary; short-cycle tertiary education; bachelor's or equivalent level; master's or equivalent level; and doctor or equivalent level (Source: UIS 2012). As the trend globally, bachelor; master; and doctor levels are provided by universities and there has been intensely rising demand for these institutions. According to Okebukola (2010) and Akuegwu, (2016), the rising demand for university education is due to the realisation that these institutions provide not only the skills needed for labour market but also the training necessary for academic and professional development. This has been spurred by private individuals, institutions and governments the world over to embark on measures which aimed at promoting university education (Medugu, et al, 2017).

In Nigeria, the development of university education can be traced to the establishment of University College, Ibadan (UCI) (Blaike, 2002). The College was affiliated to the University of London. According to Obanya (2007), at inception, the operations of the UCI was mitigated by a number of issues ranging from discrimination in staffing, rigid constitutional provisions, poor condition of service, low students' enrolment and curriculum considered to be British-oriented (Obanya, 2007). These among others led to more agitations from Nigerians on a need for comprehensive higher education institutions. In a bid to resolve the increasing agitations, the Nigerian government setup Asquith and Elliot Commissions in 1943. The Commission, among others, recommended the establishment of University Colleges which would metamorphose into autonomous universities. This led to establishment of University of Nigeria, Nsukka (the first Nigerian autonomous university) in 1960.

From 1960 to 1962, the UCI was upgraded to a full autonomous University. The year also witnessed the establishment of three (3) other universities (University of Ife; University of Lagos and Ahmadu Bello University Zaria). At present, the National University Commission (NUC) puts the total numbers of universities in Nigeria at 153 (40 being the federal, 45 state-owned and 68 owned by private individuals/organizations).

Despite the rapid growth and expansion of universities in Nigeria, the system is faced with several challenges. These, according to research efforts (Ekong, 2006; Ohiorenaya & Eboreime, 2014; Baderinwa-Adejumo & Akrai, 2017) include inadequate funding, industry actions, dilapidating infrastructure, lack of autonomy, lack of integration of information and communication technology (ICT), brain drain, and political interference in recruitment and promotion of staff. In corroborating this view, Ekong (2006) noted that politicization of appointment, poor leadership and corruption are the major problems militating against

attainment of good education in Nigerian universities. This is not to overlook the problem of poor staffing and cultism. In fact, the immediate effect of all this is severe degradation in the operational capabilities of nations' public universities.

Beyond poor funding, dilapidating infrastructure among others, analysts and scholars have attributed the problem of attaining quality in Nigeria public education institutions to lack of job satisfaction/organization commitment. According to Bamiro (2012), the extent to which higher education institutions in Nigeria can attain their mandates depend on how satisfied and committed their employees are. DeNisi & Griffin (2008), DeCenzo & Robbins (2010) and Caligiuri, Lepak & Bonache (2010) have established that no resource is more significant to the success of organizations than its labour. Thus, for any organization that requires success, the need for competent, motivated and satisfied workers need not to be overemphasised since motivated and satisfied workers are more likely to be committed to their job and show high level of productivity (Weiss, 2002; Caligiuri, Lepak, & Bonache, 2010).

Extant literature on employees' attitude has identified a number of factors as predictors of employees' job satisfaction and organizational commitment. These factors range from personality traits (Matzler & Renzl, 2007 and Panaccio & Vandenberghe, 2012), perceived supports from organization (Rhoades, Eisenberger, & Armeli, 2001; Panaccio & Vandenberghe, 2009), demographic variables (Brimeyer, Perrucci, & Wadsworth, 2010; Azeem, 2010) psychological contract breach (Bal, et al, 2008; Cassar & Briner, 2011), leadership styles (Glavas, 2016). Walumbwa, et al 2005) and job involvement (Ho, et al 2012) among others.

Demographic variables which include variables such as gender, age, marital status, tribe/ethnic, occupation and other elements of human population have been acknowledged as significant drivers of employee's commitment. According to the Structural theories, there are social

interactions among employees in every organization. This interaction according to the theory is determined by the relative proportions of the different groups within the organization. In supporting this view, Ely (2004) and Choi (2009) note that differences in employees background may disrupt interactions and provoke hostility among them and these may create negative work environment (feeling of isolation and stereotyping). Consequently, the minority individuals may be dissatisfied with their jobs (Pelled, 1996).

It is worthy of note that Nigeria is a multi-ethnic country. Ethnic interest among other demographic consideration has played a major role when it comes to issues of who gets what position in job recruitment and promotion. At present, public universities in the country comprise people of diverse background. The constant reference to diversity (particular tribal origin) has affected the psyche employees and has created hostility and negative work environment (feeling of isolation and stereotyping) among employees (Oyedeki & Babatunde, 2017). Thus, establishing how employees' demographic background relate to commitment/job satisfaction in Nigerian public universities would help human resource departments of these schools to adopt practices that would reduce the risk of turn-over, absenteeism and improve performances. It is against this backdrop that is study empirically assesses the link between demographic variables and job satisfaction/organizational commitment in the Nigerian public universities.

1.2 Statement of Research Problem (Establishing the gap)

As outlined above, the main goal of this research is to understand the influence of demographic factors on organizational commitment/job satisfaction. A number of scholars have investigated the influence of demographic factors on organizational commitment/job satisfaction (Salam & Omole 2005; Huang, et al, 2012; Yucel & Bektas 2012, Popoola, 2009). However, the researchers did not consider variables such as tribe/ethnic background, marital status in the

public university of Nigeria as in so far, Faloya, (2014), in the introduction and background analysis above, there has been very little evidence of its.

It is very interesting to know that the Nigerian public universities comprise of employees with diverse cultures, tribes, age group, education attainment among others (Oyededeji & Babatunde. (2017). However, this workplace diversity has continued to fuel disunity among employees of public institutions/universities. For instance, the recent appointment of the vice-chancellor of the University of Benin in Nigeria gave rise disharmony among the employees of the university and riots by students of the institution as they protectors argued that the vice-chancellor was not from Benin and their tribe. In corroborating this view, Aziken, et al, (2015) observed that all top positions in Nigerian Public Universities such as the Chancellor, the Vice-Chancellor, Registrar, Dean of Studies and Public Relation Officers are attached to tribal considerations. Beyond recruitment, the issues of tribalism in Nigeria higher education extend to admission into public schools. According to Asaju, & Egberi, (2015), about 90 percent of students in most faculties and departments of the federal universities in Nigeria are from the same state and tribe where the universities are located. This indicates that the problems of tribalism have eaten deep into the national (Nigerian) structure. As noted by Obiezu (2008), leaders in Nigeria exploit the ethnic divide for their personal gain and consequently, public universities in the country have the breed of sectionalism and tribalism. Observations by Vaaseh (2013), and Folarin, et al, (2014) have shown that tribalism in Nigeria has been incorporated into Nigerian culture (recruitment inclusive) and is handed over from generation to generation. This is evidenced by the fact that federating States in Nigeria have preferential treatment or favoritism drown down from those in power to their tribal men including those in public universities, Rikhotso, (2016).

In a related study, Bello & Raji (2014) observed that employees in the Nigerian public universities are treated differently according to their tribal origin, religion, gender among

others. Studies such as Adeyanju, (2017) and Obiozor, (2015) have laid credence to this view. For instance, Adeyanju, (2017) noted that employees from the communities where the universities are sited tend to occupy supervisory and managerial roles than other employees. Also, people of a particular origin, gender, and age are given preference during requirement, promotion and they tend to congregate in certain functions (Obiezu, 2008; Vaaseh, 2013; Folarin, et al, 2014; Aziken, et al, 2015). This practice has reduced team building and cohesion among them (Brotherton, et al., 1994; Akktas et al., 2001).

As noted by Tsui et al. (1992), having different groups in a workforce could bring asymmetrical effects on a minority group, which will adversely affect the degree of job satisfaction and organizational commitment (Lawler, 1994). Ely (2004) and Choi (2009) note that differences in employees' background may disrupt interactions and provoke hostility among them and these may create a negative work environment (feeling of isolation and stereotyping). Consequently, the minority individuals may be dissatisfied with their jobs (Pelled, 1996). In a similar manner, Similarity-Attraction Paradigm by Byrne (1971; Asaju, & Egberi, 2015) postulates that there is high cohesion among people with common characteristics (Ely, 2004) and this leads to bias and favoritism in the sharing of organizational resources. The bias and favoritism in allocating organizational resources will result in job dissatisfaction among the isolated groups (Andersen, 2001), suggesting a link between demographic variables and job satisfaction/organizational commitment. While a number of empirical studies (Pelled, 1996; Kuslivan, 2003, Ely, 2004 and Choi 2009) in other countries have established the conclusion of Similarity-Attraction Paradigm, little is known on whether the theory might also account for the rising job dissatisfaction and voluntary resignation among employees in Nigerian public universities.

Furthermore, while comparative management research works (Haire, Ghiselli & Porter, 1965; Zijada & Admir, 2016; Nguyen, Thi, Thi & Thi, 2019) have established that cultural

differences have an impact on employee job satisfaction, studies on employee job satisfaction in developing countries such as Nigeria continue to employ western models without recourse to the findings of these studies. For instance, early research work of Haire, Ghiselli & Porter (1965) sampled 3,641 managers from 14 different countries and assessed their attitudes. The study found that 25 percent to 30 percent of the differences in managerial attitudes were attributed to their national origin.

In a similar manner, Zijada & Admir (2016) compared motivators in developed and developing countries so as to ascertain their impact on employee job satisfaction. Specifically, the study ascertained if the level of economic growth and development of a country influences a firm's choice of motivational strategies. The study sampled employees of New Yorkers in 10 countries and found that developed economies have a proactive and intensive approach to staff motivation than developing countries. As found by the study, firms in developed countries emphasize employees' needs, and higher quality of work-life, and this leads to a higher job satisfaction among employees. In contrast, employees in developing countries are more motivated by financial rewards.

In validating the work of Zijada & Admir (2016), Nguyen, Thi, Thi & Thi (2019) compared the factors that determine job satisfaction among employees in the foreign direct investment (FDI) sectors and domestic sector in Vietnam. The study utilized the generalized order logit model and found that employees in FDI sectors behave differently from their counterparts in the domestic sector. From the foregoing, it can be inferred that cultural differences may impact employee job satisfaction. Thus, the rationale of this study is to test the applicability of the western models of job satisfaction and organizational commitment in the Nigerian public universities context while bearing in mind the role of demographic variables.

1.3 Key Concepts and Definitions

First and foremost, **organizational commitment (OC)** refers to the belief and acceptance of the goals/values of an organization. It involves a willingness to carry out tasks on behalf of an organization and to maintain its citizenship.

On the other hand, **Job Satisfaction, (JS)** involves favorable, feelings/attitudes employees have towards their work. This is different from **Job involvement (JI)** which relates to the extent to which employees identify (psychologically) with their work. In other words, it tells how much relevance/importance employees place/attach to their current work.

Demographic factors (DF) are socio-demographic/economic characteristics (age, tribe/ethnic, gender, income, education, employment tenure) of the study population.

1.4 Study Purpose:

The study is undertaken to assess the influence of demographic variables on job satisfaction/organizational commitment among employees of public universities in Nigeria. More specifically, it is designed to identify if demographic variables such as tribal origin and marital status in addition to other demographic variables used in this study will help to increase the universities' employees' commitment and satisfaction which is the intensification of this research work. Although extant literature has explained employees' personal characteristics with regard to variables such as education, age, tenure, and gender and identify them as factors that determine organizational commitment and job satisfaction of employees, yet very little or less has been researched and/or reported as regards the effect of these variables on job satisfaction and organizational commitment in Nigerian public universities. To our knowledge, no research has assessed how variables such as marital-status and tribal-origin have impacted job satisfaction and organization commitment in this regard. As a result, quality, performance, and competitiveness of public universities, in fact, have significantly deteriorated. Thus, an

investigation is needed to be undertaken to critically examine and analyze the impact of demographic variables (such as marital status and tribal origin) on organizational commitment and job satisfaction on university employees in public universities in Nigeria.

This research also seeks to assess if the addition of the two demographic variables within the organizational settings when put in place with other demographic variables will help to give directions to programs aimed at increasing workers' commitment and satisfaction towards Nigerian public universities leading to high productivity. Thus, the findings of this study will make significant contributions to the fields of organizational commitment and job satisfaction in public settings. More specifically, the study will develop a conceptual framework and provide insight into an understudied area.

Measuring job satisfaction and/or organizational commitment of employees has always posed a significant methodological challenge. Thus, the study will contribute to methodology development in the area of the demographic background of employees and job satisfaction/organizational commitment in the Nigerian public setting, which has been under-researched and under-reported.

Also, the study will provide the basis for further research by future researchers in this area. It will also contribute to policy formulation and practical organizational commitment and enhancement in job satisfaction amongst employees in public institutions.

1.5 Motivation for the Study

As mentioned elsewhere, this study is motivated by fact that university education in Nigeria is experiencing an unprecedented increase in demand due to population growth but these institutions continue to be plagued with a mirage of problems. A high level of employee turnover, an outcome of job dissatisfaction has been identified as one principal problem facing these institutions. The phenomenon of coexistence of increasing numbers of universities (due

to increased demand) and employee turnover raises questions yet to be answered. This study, among other objectives, seeks to evaluate the impact of demographic variables on employees' job satisfaction and organizational commitment in Nigerian public universities.

Another motivation for this study is a general notion that Nigerian public universities are rendered politically motivated. According to Babalola, et al, (2007), appointments of lay members of the Council, and that of the vice- chancellor is politically oriented. To Ekong (2006), a significant feature of the Nigerian educational sector is the politicization of University appointments and university locations, poor leadership, poor maintenance of infrastructural facilities coupled with poor fiscal policies, and corruption at the top government level. The money meant for the upkeep of the public universities was diverted to personal use. For this reason, public universities were afflicted by numerous issues which have negatively reduced their ability to function effectively (Archibong, and Okey, 2006).

All of these factors combined to give the horrible picture and or status of Nigeria public universities worse, still, due to these factors, the quality of teaching had been negatively affected, as lecturers had to seek their way to private institutions within and outside the country. The implications of all these include lack of commitment/job involvement, dissatisfaction, and turnover intention. Thus, exploring the effect of employees' demographic features as regards commitment and satisfaction would make important contributions to the universities management. Understanding the relationships between the variables and identifying how they are related to job satisfaction/commitment will enable universities to adopt HR practices that will reduce the risk of turnover, absenteeism and improve performances.

The outcome of this study would contribute significantly to theoretical/empirical knowledge with regard to the study variables in the context of Nigeria. This will form the basis for further research and teaching in the country as well as other African countries.

The findings will reveal a more appropriate human resource guideline which can be useful by federal universities of Nigeria to adopt to make their employees have high level of commitment and satisfaction to their job.

1.6 Aims of the study

The aim of this research is to investigate the effect of demographic variables on organizational commitment and job satisfaction on university employees in public universities in Nigeria.

1.6 Study Rationale

In examining the drivers of job satisfaction/ organizational commitment, the study establishes clearly the impact of demographic factors in Nigerian public universities. It has been widely held that demographic variables (tribal origin, education, age, tenure gender and marital status) enhance employee's commitment/ satisfaction. For instance, studies such as Choi (2009), Pitts (2009), and Choi & Rainey (2010) have shown that people from different tribal backgrounds may have different attitudes towards their work. This, according to DiTomaso, et al (2007) is due to ranking among them as this leads to group-based inequality (DiTomaso, et al 2007). This is consistent with the theoretical underpinning of similarity-attraction paradigm. The theory postulates that being among the majority and/or minority in a workforce could bring asymmetrical effects on tribal minorities (Choi, 2009). This, in turn, could adversely affect the degree of job satisfaction and organizational commitment (Choi, 2009). According to Ely (2004) and Choi (2009), the differences in employees' backgrounds may disrupt interactions and provoke hostility among them and these may create a negative work environment (feeling of isolation and stereotyping). Consequently, minority individuals may be dissatisfied with their jobs.

Empirical studies (Salami, 2008; Jailapdeen, 2015; Bashir & Gani, 2020) have laid credence to the link between education and organizational commitment. To Jailapdeen (2015), organizational commitment/intentions to stay are lower for highly educated individuals since they have a greater chance of securing jobs elsewhere. In contrast, Salami (2008) investigated the impact of education on organizational commitment in Nigeria and found a positive relationship between education and organizational commitment. In corroborating this view, Bashir & Gani (2020) argue that highly educated employees and their organizations are engaged in a “give and take” partnerships. This implies that when these sets of employees perceive increased organizational engagement, they react with greater motivation, organizational commitment as they tend to achieve organizational goals.

Age, another demographic variable has been recognized to play a vital role in organizational commitment/job satisfaction. According to Akintayo, et. al. (2010) and Nawaz & Kundi (2010), as employees grow older in age, their sense of obligations also gains maturity and the likelihood that they will switch over also dwindle. This implies that employees in the high age group tend to have more organizational commitment as compared to younger ones.

Similarly, studies (Cetin, 2006; Hrebiniak & Alutto, 2007; Jailapdeen, 2015; Bashir & Gani, 2020) have acknowledged marital status as an important demographic factor that influences organizational commitment/job satisfaction. This according to Hrebiniak & Alutto (2007) is due to the fact married employees have more obligations and this made to seek stability and security regarding their works. In corroborating this view, Camilleri (2002) noted that married employees tend to be continually dedicated or committed to their organizations than unmarried employees due to their financial obligations.

Theories have equally supported the link between demographic variables, organizational commitment, and job satisfaction. They include Structural Theories, social identity theory, similarity-attraction paradigm, and social categorization theory. Structural theories, for

instance, postulate that organizations are social entities where employees interact with others, build social relationships, and are their (employees) behaviors are influenced by those relationships. Thus, the theory hypothesizes that relative proportions of the different groups within the organization determine the form and nature of social interaction and hence individuals' behaviors in the workplace. Relating this to this present study, it would mean that experiences of say Hausas in a Yoruba-dominated institution like the University of Lagos would be different. On this basis, the theory suggests that as the size disparity of the different tribes within organizations gets smaller, the likelihood of interaction increases. This may increase employees' job satisfaction and organizational commitment as negative consequences such as exclusion and stereotyping are reduced.

Despite this seeming link between demographic variables, organizational commitment and job satisfaction, empirical studies detailing how demographic such as tribal origin, gender, marital status, education impact on organizational commitment and job satisfaction in Nigeria continue to lag. Thus, the rationale for this study is to close this lacuna by assessing the link between demographic variables (tribal origin, age, gender, marital status, education, and tenure) and organizational commitment/job satisfaction in Nigerian public universities.

1.7 Scope of the Study

The study is centered on the influence of demographic factors on job satisfaction and organizational commitment of employees in public universities of Nigeria. The demographic variables that will be studied include age, gender, marital status, education, tribal origin, job tenure, and gender. The study is a point analysis since it uses primary data to be generated in 2016 from three selected public universities in Nigeria (Federal University of Lagos, Almadu Bellow University (ABU) Zaria Kaduna State and the University of Nigeria (UNN) Nsukka,

Enugu. The choice of these universities is predicated on factors such as geographical location and diversity of employees.

1.8 Study Objectives

The broad aim of this study is to investigate the effects of demographic variables on job satisfaction and organizational commitment in the Nigerian public universities. Specifically, the study:

- i.** evaluates the impact of demographics characteristics, job involvement on organizational commitment and job satisfaction among employees in public universities of Nigeria
- ii.** classifies the prioritization of demographic factors namely age, education, gender, tribal origin, and marital status in organization commitment and job satisfaction
- iii.** Develop recommendations to improve organizational commitment and job satisfaction for public sector universities based on demography.

1.9 Study Research Questions

The study provides answers to the following questions:

- i.** What would be the impact of demographics characteristics on job satisfaction/organizational commitment among employees in Nigerian public universities?

- ii. Is there any significant difference in classification of the prioritization of demographic factors namely age, education, gender, tribal origin, and marital status in organization commitment and job satisfaction?
- iii. What policy recommendations could improve job satisfaction/organizational commitment among employees in Nigerian public universities?

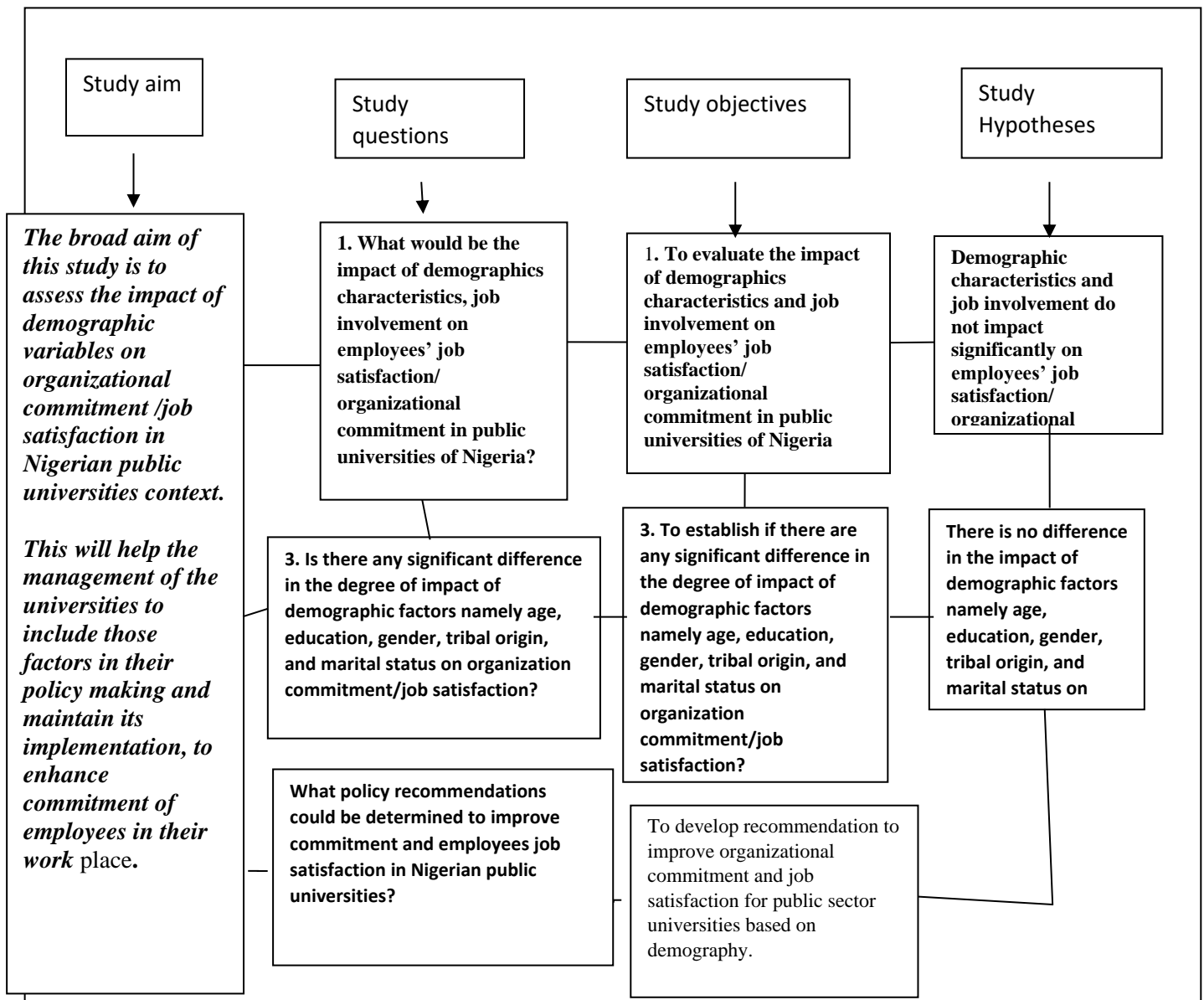
1.10 Research Hypotheses

In this study, we have eight (8) hypotheses which are consistent with the research questions and research objectives. They are reformulated as follow:

- i. Job satisfaction and organizational commitment among female employees does not differ significantly from their male counterpart (gender) in public universities in Nigeria.
- ii. Job satisfaction and organizational commitment among younger employees does not differ significantly from their older counterpart (age) in public universities in Nigeria.
- iii. The level of job satisfaction and organizational commitment among married employees does not differ significantly from their unmarried counter (marital status) in public universities in Nigeria.
- iv. Tribal origin has no significant effect on job satisfaction and organizational commitment in Nigerian public universities
- v. Job satisfaction and organizational commitment among administrative staff do not differ from those of academic staff in public universities in Nigeria
- vi. Educational background does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities

vii. Tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities

Fig 1: Link between Aim, questions, objectives and hypotheses of this Study



The above diagram shows the link between aim, questions, objectives and hypotheses of this study.

1.11 Thesis Structure

This study is subdivided into eight (8) chapters. This is briefly explained as follows.

Chapter One offers brief background on the issues relating to job satisfaction, organizational commitment and demographic characteristics of employees in Nigerian public universities. It

covers background to the study, the statement of problem, research questions, objectives of the study, scope of the study, significance of the study and research aims, research objectives and research questions. Based on the three main questions, the links between demographic variables, job satisfaction and organizational commitment in Nigerian public universities will be examined. The chapter concludes with the thesis structure.

Chapter two outlines conceptual, empirical and the theoretical literature on the study core variables. This chapter begins with reviewing the relevant literatures on job satisfaction, organizational commitment and demographic variables and it ends with the study conceptual framework. The chapter also seeks to demonstrate the related theories of workforce diversity, in order to examine their implications on job satisfaction and organizational commitment.

Chapter three contextualises Nigerian higher education with emphasis on university education. In this regard, the chapter classifies discussion on higher education in Nigeria into four parts: 1) Overview of Historical Higher education. 2) Issues and Challenges. 3) Chronicle of government efforts in developing higher education in Nigeria. 4) Overall performance of the Nigerian higher education and the ways forward. These will be discussed in detail in line with the study objectives. The main objective of this chapter is to review previous literature in areas of issues and challenges of higher education in Nigeria

Chapter Four focuses on the study's conceptual framework

Chapter five presents the study methodology. This chapter covers the research design, population and sampling procedures, and methods of data among others. The chapter also shows the most suitable tools for testing the link between demographic variables, job satisfaction and organizational commitment. Finally, the chapter discusses the data analytical techniques and the statistical procedures employ for analysing and testing the research hypotheses.

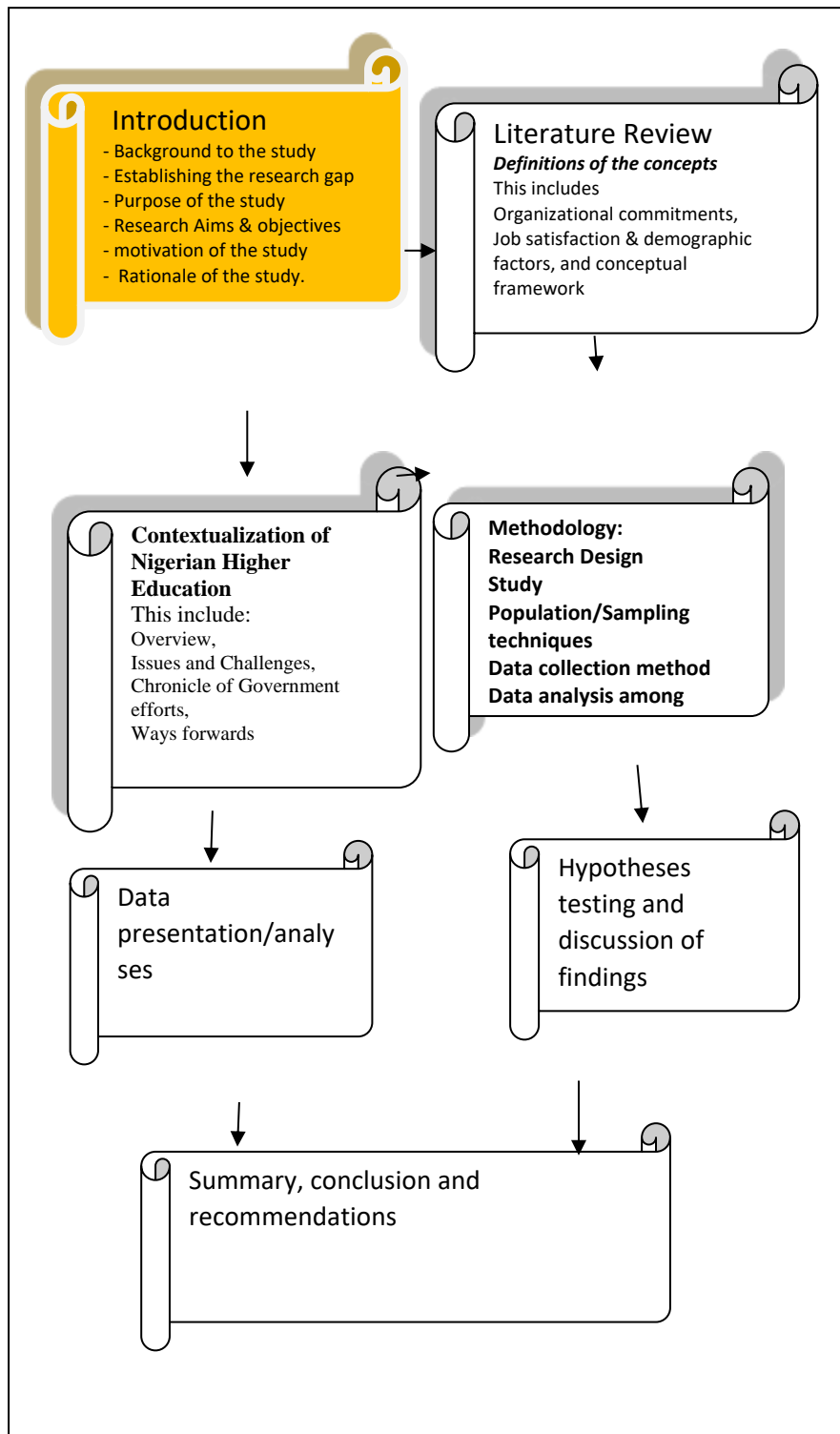
Chapter six on the other hand focuses on data presentation and analyses of the result. The chapter begins with a descriptive background of the study participants. Both parametric and nonparametric tests as well as bivariate analyses will be performed to support this relationship. Also, multivariate analysis will be utilised to buttress the results obtained from the bivariate analysis.

Chapter seven tests the study statement of hypotheses. It also contains a brief discussion of the study findings. Thus, chapter six aimed at answering the research questions as well as achieving the study objectives.

Chapter eight summarises the study findings and presents the main conclusions. Furthermore, it presents the study contribution to knowledge and also discusses its limitations. Finally, the chapter presents emergent recommendations and suggestions for future research.

Fig 1.12 diagrammatically the research structure is shown below:

The diagram captures the layout of the research work; in it are key concepts of the research, the research models and subsections of the seven chapters.



1.12 Chapter Summary

This study generally focuses on the influence of demographic variables on organizational commitment and job satisfaction in Nigerian public universities. This chapter gives brief background of higher education in Nigeria. This includes a brief introduction of the concept of job satisfaction, organizational commitment, and demographic characteristics. These variables were discussed in the context of Nigerian public universities. In addition, the chapter also sets out the statement of research problem, motivations of the study, aims and objectives. Based on the six specific objectives, the relationship between demographic characteristics, job satisfaction, and organizational commitment in Nigerian public universities was examined. The chapter concludes with the thesis structure.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter focuses on a review of the literature and various contributions to the topic. Issues such as conceptual, theoretical, and empirical studies will give more light on what demographic characteristics (tribal origin, marital status, tenure, education, age, and gender), job satisfaction, and organizational commitment are, how they are related in Nigerian public universities. Also, emphasis will be laid on the linkage between organizational commitment and job satisfaction. Finally, the chapter will also discuss the development of the Nigerian educational sector. The issues to be discussed under this section are the policies and programs that were executed in the sector as well as the factors militating against the growth of the sector.

2.1 Conceptual Clarification

2.1.1 Organizational Commitment

The concept of organizational commitment (OC) has been seen as one important variable in human resource management (HRM) and organizational behavior. According to Demir, Sahin, Teke, Ucar, & Kursun (2009) and Dhar (2015), OC relates to an employee's bond or loyalty to his/her organization. A study by Milgo, Namusonge, Kanali, & Makokha (2014) has argued that any organization that thrives to attain efficiency should consider having committed employees as its primary human resource goal. According to Mowday, Steers, & Porter (1979), organizational commitment relates to the bond between an organization and its employees. It is characterized by the belief in an organization's values and goals, and the willingness to exert extra efforts on behalf of the organization (Fiorito, Bozeman, Young, & Meurs, 2007).

The importance of organizational commitment stems from the fact that employee commitment is associated with a host of other benefits (Lambert & Hogan, 2009; Khurshid, et al 2015 and Dominic & Salim, 2018). Organizational commitment increases job satisfaction and job performance, (Khurshid, et al 2015 and Dominic & Salim, 2018), Musa, and Ibrahim, (2017), decreases employee intention to leave, turnover and absenteeism (Dominic & Salim, 2018). it is in view of this that many studies have been devoted to not only in understanding the impact of the concept (organizational commitment) on other variables but more essentially, have aimed at identifying factors that determine such commitment, Walumbwa et al, (2007), Jonathan, (2012); Adekola (2012)

Studies by Gong, et al (2009) and Dominic & Salim, (2018), have argued that organizational commitment is a binding force between employees and their organizations and this force makes employees work towards achieving set goals. Organizational commitment is centered on how employees are deeply involved in and identified with their organizations (Salami, 2008; Asiedu, et al (2014). It is an employee's desire to share in the belief and values of his/her organization (Mowday et al., 1982; Anisa, 2012; Cassar, & Briner, (2011). According to Meyer & Herscovitch (2001), organizational commitment is a multi-dimensional concept involving several elements; a psychological state, a mindset or a desire that makes individuals remain with an organization.

Three dimensions of organizational commitment (affective, continuance, and normative) have long been recognized in extant literature (Allen & Meyer, 1990; Meyer, Stanley, Herscovitch, & Topolnytsky, (2002); Chen & Francesco, 2003; Faloya, (2014) Cheng & Stockdale, 2003; Chang, Chi, & Miao, (2007). Affective commitment according to Allen & Meyer (1990). Singh and Gupta, (2015), is the perceived emotional attachment of an employee to his/her organization. Continuance commitment on the other hand relates to employee's perception with regards to the costs associated with quitting his/her organization (Cheng & Stockdale,

2003) Abreu, et al, (2013). Normative commitment is concerned with the extent to which employees feel obligated to remain in their organizations (Azim, 2016).

Just as with other developing economies, Nigeria has been facing issues in the socio-economic sphere. The Gross Domestic Product (GDP) in Nigeria as at December, (2015) stood at US\$481.07 billion placing the country's economy as the biggest in the African continent. In spite of this, the Nigerian economy continues to grapple with a number of challenges as this growth neither brings commensurate employment nor reduces the poverty level experienced in the country. A glance at Nigeria's poverty profile from 1980-2016 indicates that the nation's poverty rate has worsened.

The incidence of poverty in Nigeria since the implementation of the Structural Adjustment Programme (SAP) in the 1980s as reported by the National Bureau of Statistics (2012) increased from 28.1% in 1980 to 43.6% in 1985. This further rose to 65.6% in 1999. In fact, the trend has not abated as the country was ranked the 142nd with Human Development Index (HDI) of 0.40 among the poorest countries by the UNDP in 2002. In (2015), the United Nations Multidimensional Poverty Index put Nigeria's poverty rate at 46.6%.

The reasons for poor macroeconomic performance in the country are complex, but may in part be connected to poor implementation of government policies. There is no gainsaying that the educational system (most especially technical education) in Nigeria is on the decline. It was reported that 73% of those who sat for the May/June WAEC 2014 examinations did not meet the minimum entry requirement for higher institutions. The report further stressed that over 70% fail in the English Language. This was corroborated by Danladi (2015) who noted that 86,612 candidates, representing 29.17 percent of the total number of candidates who sat for the NOV/DEC examinations of West African Examination Council (WAEC) obtained credits in English language and Mathematics.

For many thinkers and writers alike, the decline in the education sector in Nigeria has increased unemployment among the youths who are mostly unskilled. In this situation, the academic institutions (most especially the universities) can help in bridging the knowledge in the country (Nawaz & Kundi, 2010). The extent to which these institutions attain their mandates depends on how satisfied and committed their employees are. DeNisi & Griffin (2008), DeCenzo & Robbins (2010) and Caligiuri, Lepak & Bonache (2010) have established that no resource is more critical to an organization's success than its human resources. Thus, for any organization that requires success, the need for competent, motivated, and satisfied workers need not be overemphasized since motivated and satisfied workers are more likely to be committed to their job and show a high level of productivity (Weiss, 2002; Caligiuri, Lepak, & Bonache, 2010). Extant literature on employees' attitude has identified a number of factors as predictors of organizational commitment. These factors range from personal traits (Matzler & Renzl, 2007; Panaccio & Vandenberghe, 2012), perceived supports from the organization (Rhoades, Eisenberger, & Armeli, 2001; Aube, Rousseau, & Morin, 2007; Panaccio & Vandenberghe, 2009), demographic variables (Brimeyer, Perrucci, & Wadsworth, 2010; Azeem, 2010) psychological contract breach (Zhao, Wayne, Glibkowski, & Bravo, 2007; Bal, De Lange, Jansen, & Van Der Velde, 2008; Cassar & Briner, 2011), leadership styles (Glavas, 2016), job satisfaction and job involvement (Samad, 2011; Lumley, et al 2011; Ho, et al 2012) among others. In this study, emphasis will be placed on demographic variables.

2.1.1.2 Three Component Model of Commitment

Meyer & Allen (1991) developed the three (3) Component Model of Commitment. The model presupposes that commitment to an organization is a psychological state, which has three

distinct components, and these components affect how employees feel about the organization that they work for. The components according to Meyer & Allen (1990) include:

- i. **Affective Component:** This deals with employees' emotional attachment to the organization. It occurs when an employee feels a strong emotional attachment to his/her organization, and to the work that he/she does. Under this circumstance, the employee most likely identifies with the organization's goals and values, and he/she genuinely wants to be there (Meyer & Allen, 1990).
- ii. **Continuance Component:** This type of commitment is determined by costs associated with leaving the organization. A wide range of studies (Bal, De Lange, Jansen, & Van Der Velde, 2008; Cassar & Briner, 2011) aver that continuance commitment focuses on how much an employee feels he/she needs to stay at their organization. The authors stressed that when an employee is continuance committed, such commitment comes from lack of work alternatives, and remuneration. A good example of continuance commitment is when employees feel the need to stay with their organization because their salary and fringe benefits will not improve if they move to another organization. Such examples can become an issue for organizations as employees that are a continuance committed may become dissatisfied (and disengaged) with their work and yet, are unwilling to leave the organization (Bal, De Lange, Jansen, & Van Der Velde, 2008; Cassar & Briner, 2011).
- iii. **Normative component:** This focuses on employees' feelings of obligation to remain with the organization. According to Cassar & Briner (2011), normative commitment occurs when an employee feels he/she should stay at their organization due to the feeling of guilt that his/her leaving would have disastrous consequences.

Possible reasons for such guilt according to Meyer & Allen (1990), vary, but may not be unconnected to employees feeling that their leaving would create a void in knowledge/skills, which would subsequently increase the pressure on their colleagues.

In sum, it should be noted that the three components of commitment could largely influence the length that an employee could stay with an organization. Thus, recognizing each type of commitment in employees, and encouraging affective commitment among employees are among the qualitative of an effective manager.

2.1.2 The Concept of Job satisfaction

Job satisfaction is one of the most widely researched job attitudes in a study of organizational behaviour. The growing interest in the concept as noted by Dinc, et al (2017) stems not only from its link to several other organizational behaviour variables such as organization performance, turnover, and absenteeism but rather in trying to improve the social relationships and social situation of people in their work environments. This forms the basis of the age-long parlance of “a happy worker is a productive worker.” Moreso, it explains why organization (whether small or large, private or public) tries to motivate their employees since there is no job satisfaction without motivation (Gruneberg, 1979). Conceptually, job satisfaction refers to feelings/attitudes employees have about their jobs (Osakwe 2014) and it is affected by many factors. These factors, according to Bavendum (2000) include working standards (environment), fair reward, good leadership, and adequate authority.

The findings of these studies have helped to unfold several benefits. On one hand, there are benefits for the employers in terms of organizational commitment, and better performance and productivity as employees get more supportive of policies, and therefore get less resistant or less antagonistic to policies, and in fact more cooperative (Gunle et al, 2009). On the other

hand, employees themselves may enjoy several benefits through being satisfied with their own jobs that they do at various workplaces. Job satisfaction does help in the assimilation of employees into the culture of the organization rather faster than normal. In addition, job satisfaction integrates employees with the organization and boosts employee's sense of participation/belongingness leading to higher productivity (Bowling, 2007)

According to Gunle et al, 2009; Hertzberg 1959; Maslow, 1970; Armstrong 2009) through job satisfaction, management is more likely to enjoy the full potential, experience, creativity, and innovation of their employees relating to the particular job in which employees bring along with them to the new job. So, the extent to which benefits could be maximized depends very much on how well and how best employers' treat and utilizes the special skills and experiences of employees. If employees are treated well and adequately supported, they are more likely to excel in their performances. The way in which employers maximizes the potentials of the employee is therefore crucial in maximizing job satisfaction. Hence, scholars argue that the concept of job satisfaction is a form of 'diagnostic instrument' which helps assist organizations to identify and resolve employee's needs and wants with a view to enhancing their performances(Gunle et al, 2009). For example, employees would need and want good working environment, inspiring company policies, workplaces where promotion prospects are great, workplaces where there is an opportunity for training and self-development, workplaces where salary and money incentives are robust enough to meet employees basic family domestic responsibilities, a work organizational culture that promotes flexible work practices, non-discriminatory practices, as well as there is opportunity to interact with peers to exchange ideas in relation to tackling common issues, work the environment encourages innovation and creativity, etc., as the research of various scholars have found(Gunle et al, 2009; Armstrong, 2009; Beardwell and Holden, 1994; Armstrong and Barron, 1999; Hollingshead et al, 1999; Miner and Crane, 1995; Maslow, 1970).

Based on the above, it can be assumed job satisfaction among employees is pivotal for the success and competitiveness of any organization. This also reinforces the theory which states - the biggest assets of organizations are satisfied workforce, whereas dissatisfied staff constitute liabilities (Saari & Judge, 2004). In fact, on the other hand, it also is assumed that no organization can successfully achieve its goal, values and mission unless, and until those the needs and wants of those who work for its organization, the employees' needs, and wants are adequately satisfied in their respective job. Dissatisfactions on the jobs give rise to frustration and which, in turn, leads to aggression (Saari & Judge, 2004). Meanwhile, from the perspective of the organization, job dissatisfaction could even lead to less competitiveness (Porter, 2008). Furthermore, it has also been found that job satisfaction strengthens the communication systems within the organization, internally and externally. This will also help improve the attitudes and behaviors of employees towards the job as well as one another. This will in turn facilitate harmony and integration of employees with the organization. As a result, this (improved communication levels) amongst the workforce will invariably, help management achieve better results through better performances and productivity. Better communication helps every party - both employees and management to know what needs to be done and what is expected of every employee (Getahun et al, 2008). Moreover, an inspired workforce is known to enjoy a greater sense of participation/ belongingness. Ultimately, this new sense of belongingness and delight will be transformed into a greater performance which would mean an increase in organizational productivity. When employees understand what management is doing to improve their welfare, this does help performance (Gunle et al, 2009). This suggests that a working relationship that promotes mutual benefit will lead to job satisfaction and better performance and commitment.

Moreover, in their research, (Saari and Judge, 2004) also found that training and development of employees also do contribute towards employees' job satisfaction. And they also argue that

satisfied employees are better motivated morally and in terms of skill and knowledge development, and more likely to perform better. This will in turn improve productivity (Saari and Judge, 2004). Once again, this finding goes to strengthen the argument that satisfied employees are more likely to perform better through greater commitment.

2.1.2.1 Key variables of Job satisfaction

To aid the understanding of the concept of job satisfaction, it is pertinent to highlight the basic elements which are inherent in job characteristics. As already briefly stated earlier above, these basic elements or factors which constitutes job satisfaction include (but not exclusively), job autonomy, recognition, communication, job feedback, the job itself, pay, peers, line managers, working conditions, promotional prospects, etc. They are discussed as follow

- i. **Job Autonomy:** Autonomy at work is recognized as one fundamental element in job satisfaction. In this vein, studies (Super, 1953; Lange, 2012; Yamaguchi, 2013) averred that work and life satisfaction are determined by the extent to which people find enough outlet for their abilities, interests, and values. Theoretically, autonomy is viewed as self-management (Yamaguchi, 2013). It is the “exercise of consideration, independent judgment to effect a desirable outcome.” Practically, autonomy referred to freedom from close supervisory attention (Schwalbe, 1985; Lange, 2012). While it seen normal to expect that every employee welcomes supervision at the workplace, it should be noted that supervision sometimes is misunderstood as interference. Thus, allowing employees to take charge and control their work would enhance satisfaction on the job (Agarwal, 1993; Yamaguchi, 2013).

According to Turner and Lawrence (1965) cited in Wang & Cheng (2010), a job that is not closely supervised is likely to give a worker a sense of autonomy and this, in turn, enhances job satisfaction on one hand and reduces voluntary turnover

on the other hand. High job autonomy boosts employee feelings that job outcomes are the results of his/her efforts (Evans et al 1979). This implies a feeling of personal responsibility which leads employees to build favourable sentiment and reactions to their jobs (Hackman, Richard, and Oldham, 1976). In fact, studies like Carmel et al (1988), Finn (2001), Lange (2012), Yamaguchi (2013) have found that autonomy increases job satisfaction. For instance, Finn (2001) investigated the role of autonomy as an important variable for nurses' job satisfaction in Australia. The study employed the Index of Work Satisfaction (IWS) and found that autonomy was ranked the most important job component. In a similar way, Carmel (1988) examined the impact of nurses' autonomy on job satisfaction in Israel. Data were collected through a survey of 1144 primary health care nurses. The study found a positive association between autonomy and job satisfaction as indicated by the majority of nurses. Yamaguchi (2013) examined the relationships among team autonomy, organizational social capital, job satisfaction, and organizational commitment in Japan and USA. The study employed a multivariate regression model. The study found that team autonomy was not related to job satisfaction outside of teams for Japanese workers but positively related to American workers.

- ii. **Recognition:** Recognition as defined in extant literature (Nelson, 2005; UI (University of Iowa), 2009; Caligiuri et al, 2010) is the acknowledgment, approval, positive reception, or appreciation of behaviors or actions of an individual or team. It involves praise or gestures like awards, the picture displayed in prominent; timeout supervisors among others (Gostick & Elton, 2007). It has been ranked as a significant motivator that drives job satisfaction (Childs, 2005). Harrison (2011) noted that, apart from commensurate pay/benefits, employees also desire that their efforts be valued. To Gostick & Elton (2007), employees who are recognized for

their achievement build feelings of confidence and satisfaction. Indeed, recognition is an important tool for managers in enhancing job satisfaction and hence organizational success.

Empirical evidence has laid credence to the role of recognition among other intrinsic rewards in job satisfaction. For instance, Tessema et al (2013) investigated the association between recognition, pay/ benefits, and job satisfaction in Malaysia, U.S., and Vietnam. The study sampled 1195 university students. Data generated were analysed using ANOVA. The study found that regardless of income level, recognition has a direct and significant link with job satisfaction.

In a similar way, Akafo & Boateng (2015) evaluate the role of the reward system and recognition in motivating employees of Ghanaian higher institutions. A sample of 157 respondents were drawn from 7 private higher institutions. The study utilizes One Way ANOVA and found that recognition has a direct and significant impact on motivation and job satisfaction. This finding is consistent with that of Imran et al, (2014). The author, using cross-section data drawn from over 50 firms in Pakistan found that recognition positively influences employees' job satisfaction.

- iii. **Communication:** Observations have shown that no organization can exist without communication. In every organization, the employees interact with potential clients to develop products /services. Additionally, managers communicate to assign and clarify duties. They also communicate to motivate and influence employee's commitment to organizational objectives. Indeed, communication serves as the pivot for the execution of the management process of planning, organizing, leading, and controlling (Stoner et al, 2000). According to Vijai and Pavan (2009),

organizational members spend more than 50% of their time communicating. Thus, communication is a vital activity in all organization (Gardner et al 2001).

Organizational communication can either be upward (that is, the flow of information from front line employees to top management and can be informed of progress reports, suggestions) or downward (which occurs when information flows down through an organization's hierarchical structure). Apart from these two main strands, there is lateral communication which occurs horizontally between one workgroup and another. The main aim of communication (irrespective of the type) as noted by Farzin and Saeid (2013) is to enable everyone to be on the same page; moving in the same direction toward the same goal which, in turn, determines to an extent the effectiveness of employees. It is this goal of enhancing job effectiveness that underscores the link between job satisfaction and communication. This is even so because when people are communicated to regularly and in an effective manner, they are much more informed and hence understand their role(s) within the organization. This, in turn, enables them to have a more positive attitude towards their work and as a result, they tend to provide a valuable, productive, and cost-effective service (Weal, 2013).

- iv. **Job Feedback:** According to bowling (2007), feedback concerns the degree to which an employee's performance has been monitored by others, evaluated by others, or appraised by others such as peers, superiors, or even clients. Feedback is also another way of quality assessment on the performance: quantitatively and qualitatively. Feedback is also about the effectiveness of performance of an employee on a particular job. It reveals the quality of the outcome or result, having gone through a process from an input resource. From feedback or outcome, on the

basis of which an organization could make informed decisions and informed choices as to how the relevant employee could be better utilized. So, this feedback, like others, is an important job characteristic.

v. **The Work Itself:** The work itself can be referred to as the very relevant employment which the employee is doing at present at the organization. In other words, it relates to the very nature of work that particular employee currently does within his/her organization. According to Farzin & Saeid (2013), if the work entails adequate variety, discretion, challenges and flexibility for using one's own initiatives, creativity and innovation, skills, there is a high likelihood that the employee would experience job satisfaction.

vi. **Pay:** As a matter of priority, salaries and wages are the very basic reasons, in the first place, for doing a job in relation to an employee. According to Agency Theory, the introduction of financial incentives as part of an agent's compensation package increases employee's performance and satisfaction, as it is believed that people derive satisfaction from income (McCausland, et al, 2005; Kaylar, 2012). According to Nelson & Spitzer (2000), pay and salary are money-based rewards given when an employee meets or exceeds expectations. Perhaps, pay and salary are essential in creating job satisfaction because it offers employees a corresponding level of purchasing power, provides sustenance, security, and privilege. Thus, dissatisfaction with pay and salary can reduce job satisfaction, motivation, and performance which, in turn increases absenteeism and turnover, and more pay-related grievances, Kaylar, (2012).

In an attempt to support the pay/salary-job satisfaction nexus, Akbar et al (2013) investigated the impact of salary and stress on job satisfaction of teachers in District Sialkot, Pakistan. A total of 100 questionnaires were administered to 100 teachers.

Data generated were analyzed with descriptive statistics, correlation and regression. The study found that a significant relationship between the salaries of the teachers and job satisfaction of teachers. In a similar way, Chaudhry et al (2012) explored the link between salary and job satisfaction in both public and private sector organizations. A survey of 160 employees from each sector organization was carried out. The study employed a regression model and Z-test to examine the degree of difference between salary satisfaction in both sectors. The study found that salary satisfaction has a positive relationship with job satisfaction in both sectors.

McCausland, Pouliakas and Theodossiou (2005) investigated whether significant differences exist in job satisfaction between individuals receiving performance-related pay (PRP) and those on alternative compensation plans. The study employed the Heckman-type econometric procedure. The study found that while the job satisfaction of workers receiving performance-related pay is lower on average compared to those on other pay schemes, performance-related pay have a positive and significant on the job satisfaction.

- vii. Line Managers:** Over the years, research on leader-member exchange (LMX) has added to the understanding of the role and influence leaders have on subordinates' attitudes and work behaviours. Literature (Janssen & Van Yperen, 2004; Campbell & Swift, 2006; Chen, Lam & Zhong, (2007); Park, Lee, & Lee (2007); Vecchio & Brazil, (2007); Erdogan & Enders, (2007) showed that employees who have high-quality relationships with their heads (supervisors) have higher morale and are more productive. The theoretical basis on the link between supervisor/peer relationship and job satisfaction can be traced to the leader-member exchange model. The model

presupposes that when leaders (supervisors) have a positive relationship characterized by respect, trust, autonomy, and mutual obligation towards their subordinates, the subordinates tend to reciprocate with positive work-related behaviours and attitudes, including job satisfaction (Graen & Uhl-Bien, 1995; Liden, Sparrow and Wayne (1997).

Historically, the leadership style adopted by managers (supervisors) has been considered as one of the key determinants of job satisfaction. There are several reasons why supervisors' positive attitude may influence job satisfaction. Interpersonally, emotion awareness and the benefits of job latitude (influence in decision making and open communications) associated with such attitude are expected to benefit the subordinates hence affecting the experience of emotion and hence job satisfaction at work (Cooper, (2008); Kafetsios and Zampetakis, (2008); Lunenburg, (2010). However, as organizations move more toward team approaches and as managers have larger spans of control with less time for supervision, peer relationship would appear to be the major source of job satisfaction. This is because peers often work together than supervisors and may have a better understanding.

Despite the theoretical basis for the impact of supervisor/peer relationship on job satisfaction, empirical works detailing the impact of supervisor/peer relationship on job satisfaction are relatively few. Michael (2013) investigated the impact of the supportive role of a supervisor on employee job attitudes and performance. The study sampled 448 supervisors and professional financial services employee dyads from 33 branches of six financial institutions, located in the south-east of United States. The study found that supportive supervisor communication played an intervening role in job satisfaction and turnover intentions. Jennings and Greenberg

(2009) investigated the impact of teacher social and emotional competence in relation to student and classroom outcomes. The study found that teachers' social and emotional competence and effective classroom management are significant factors in creating a classroom climate that is conducive for learning as well as promotes positive developmental outcomes among students. Furthermore, Shah and Shah (2010) investigated the impact of supervisor and peer relations along with demographic factors on employee readiness for organizational change in a developing country. The study employed both descriptive statistics, Pearson's correlations, multiple regression analysis (MRA), and multi-analysis of variances (MANOVA). The study found that supervisor and peer relations among other variables have positive and significant relationships with employee readiness for change. Purpora and Blegen (2015) investigated the association between horizontal violence and job satisfaction in hospital staff registered nurses. A questionnaire was administered to 175 hospital staff registered nurses working in California. The study found a statistically significant positive relationship between peer relationships and job satisfaction.

- viii. Peer factor (Fellow employees):** In addition to good management style, scholars have also found that the role of peers at work is also fundamentally crucial in bringing about job satisfaction at workplaces. Several scholars have advocated the view that the role of peers at work is crucial in bringing about job satisfaction. According to Mowday and Sutton (1993), job satisfaction can be achieved through a better relationship with peers at the workplace, as such good relationships would have helped workers to feel good, feel accepted and feel loved, and therefore feel belonged. These kinds of feelings that workers experience do motivate workers. In fact, this in turn enhances job satisfaction. Their finding does strengthen previous

evidence. In addition, Wharton and Baron, (1991) expressed similar findings in their research in which it was found that special unofficial work relationship could boost their colleagues to enhance performance levels. This in turn will help increase job satisfaction. Meanwhile, according to Staudt (1997), such social relations are vital because they constitute an important part of the ‘social climate’ within the workplace. This helps create a better sense of belonging to that culture and group self-identity.

It has also been found that good working relationships build cohesion amongst different workgroups, and such improvements in working amongst different workgroups have been found to be a great booster of job performance and indeed, job satisfaction (Luddy, 2005). Once again, this strengthens earlier findings by Staudt (1997) and Mowday and Sutton (1993), as stated earlier above. Informal work groups are important motivating factors at work. And their activities have been found to be productive and usually lead to effectiveness within a group and make their job tend to get more enjoyable (Luddy, 2005). However, it should also be noted that the same study by (Luddy, 2005), suggests that over-friendliness amongst workgroups and peers, may result in negative performances due to the distractions. This would, in fact, result in job dissatisfaction. So, it is important to note that according to the findings from Luddy (2005) the role of peer and fellow work colleagues could either contribute negatively and positively. However, on balance, this also suggests that friendliness and friendship relationships at work amongst workers are more likely to increase job satisfaction than not.

- ix. Working Conditions:** The working environment incorporates the physical setting (like noise, equipment, and heat), the nitty-gritty of the job itself (like workload, the

complexity of the task), and even extra business background (like labor relation climate). And all these elements are indeed appropriate when considering job satisfaction (Ruchi and Surinder, 2014). Thus, a number of empirical works have attempted to explain the contribution of a particular element of the working environment to job satisfaction in a particular organization. For instance, Siti & Zahari (2016) investigated the effect of job and environmental factors on job satisfaction in automotive industries in Malaysian. The study employed Job Diagnostic Survey (JDS) as a tool for diagnosing the characteristics of the job and environmental factors in the survey. The study that environmental factors (the surroundings, context-dependence, and the building's function) had a significant impact on job satisfaction.

- x. **Promotion:** The importance of career advancement in motivating and retaining employees needs not to be overemphasized. According to Adaptive Theory developed by Merton (1968), individual expectations and aspirations for achievements are limited by the “socially structured avenues” for achieving success. According to Noori et al (2015), when career paths are not clearly stated, employees tend to be less focused, unsatisfied, and uncertain about their job.

Some empirical studies have found a number of regularities between advancement and individuals' job satisfaction. Briggs et al (2011) identified perceived barriers to career advancement and organizational commitment by sales employees in the USA. A sample of 241 account executives and managers from an organization in the television broadcasting industry were sampled. The path model was specified and estimated using AMOS. The study found that perceived barriers to career

advancement have a significant negative impact on the organizational commitment of sales employees.

Noori et al (2015) investigated the impact of job promotion and job advancement on job satisfaction in universities of KPK province of Pakistan. The study focused on Ph.D. and non-PhD faculty in both private and public sector universities. The study found that the permanent, Ph.D. and more experienced faculty members indicated greater satisfaction than contractual, non-PhD, and less experienced staff respectively. Furthermore, the study found that the academic staff from public higher education institutes were comparatively more satisfied with whole job satisfaction than those working in private higher education institutes. Overall, the results of the study imply that job promotion and job advancement have a positive relationship with job satisfaction.

2.1.3 Concept of Demographic Variables

Demographics include variables such as age, location, gender, marital status, tribe, occupation, and other elements of the human population. They relate to the computable statistics of a given population. Studies (Kotler & Armstrong, 2001; Al-Qarioti et al, 2004; Dominic & Salim 2018) have shown that demographic variables (age, gender, tenure, education, and marital status) play a critical role in increasing employee's commitment and satisfaction. Some of the demographic variables considered in this study are discussed as follows.

2.1.3.1 Tribal origin

The tribe as a concept has many uses and meanings. Some scholars (Asaju, & Egberi, 2015; Moloi, 2016) see it as a common language, others (Collier, 2004; Partlow & Anderson, 2007; Mudenda, 2011) view it as common culture, ancestral lineages, and common government among others. Michael Olen, an anthropologist avers that people that are classified as tribal appear to have language and culture in common. This view has been echoed in the earlier work

of Glazer & Moynihan (1975). The authors noted that tribe is a tag for groups of people who have a common culture and descent (kinship ties).

A wide range of scholars has investigated the impact of tribal on individual and organizational outcomes (Wise & Tschirhart, 2000; Pitts & Wise, 2010). Scholars such as Choi (2009), Pitts (2009), and Choi & Rainey (2010) has shown that people from different tribal backgrounds may have different attitudes towards their work. This, according to DiTomaso, & Parks (2007) is due to ranking among them as this leads to inequality across group members (DiTomaso, et al, 2007). Studies by Ely (2004) and Choi (2009) also argue that differences in employees' backgrounds may disrupt interactions and provoke hostility among them and these may create a negative work environment (feeling of isolation and stereotyping). Consequently, minority individuals may be dissatisfied with their jobs (Folarin et al, 2014).

Considering the fact that the Nigerian public sector (most especially the public universities) has seen increasing diversity along with tribal origin following the implementation of the Federal Character System (a policy that ensures recruitments into public institutions fairly reflect the tribal, religion among other diversity in the country, it is imperative to discuss the impact of tribal origin on employees' job satisfaction and organizational commitment.

2.1.3.2 Education

Educational background is another important factor that has been considered in this current research. Several studies have investigated the link between education and organization commitment (Mayer, et al, 2012). However, the results appear to be inconclusive. For instance, Eskildsen et al (2004) observe a negative link between education and organizational commitment. In contrast, Salami (2008) investigated the impact of education on organizational commitment in Nigeria and found a positive relationship between education and organizational commitment.

It is worthy of note that studies (Eskildsen, et al, 2004; Jafri, 2011) that found an indirect link between education and organizational commitment are carried out in developed societies. Thus, since they are largely industrialized countries, one would deduce that the more educated individual employees get, the higher the chance to secure jobs elsewhere. However, given that Nigeria is extremely backward in terms of industrialization, more education may not necessarily reduce intentions to remain since few opportunities exist. Against this backdrop, more education is only likely to strengthen one's position in his/her current employment. Thus, we expect a direct/positive link between education and organizational commitment.

2.1.3.3 Age

Age has been recognized as one vital determinant of commitment/job satisfaction (Akintayo et al 2010). According to Nawaz & Kundi (2010), as employees grow older in age, their sense of obligations also gain maturity, and the likelihood that they will switchover also dwindle. This implies that employees in the high age group tend to have more organizational commitment as compared to younger ones.

According to Karsh et al., (2005) and Nawaz & Kundi (2010) older employees, unlike younger employees, tend to be continually committed to their organizations due to their financial obligations to families, monetary benefits such as a pension, allowances among others (Nawaz & Kundi, 2010). An empirical study by Price and Mueller (2008) has further established that younger employees are more likely to quit or leave their work than their older counterparts. This according to them is due to their flexibility occasioned by youthfulness. A reason for that is said to be their lack of responsibility. Another factor is that younger employees are also more likely to be given routine jobs at workplaces: that is less technical jobs. This also means younger workers are also less likely to be involved in decision-making in workplaces, Dominic and Salim, (2018), In other words, younger workers are less likely to have serious

responsibilities to cope with. This level of freedom makes them a lot flexible and free or independent-minded (Sager and Johnson, 2009).

In the same vein, Sager and Johnson (2009) investigated the impact of age salespersons on their organizational commitment. The study found that older salespersons are more focused and more committed to their workplaces than young employees. One probable reason cited by the study is that older employees tend to be committed because they were close to retirement age. Other studies with similar findings include Kirton & Greene (2000), Brown and Sargeant (2007). In view of the above, we expect a positive link between organizational commitments and employee's age.

2.1.3.4 Marital Status

Marital status has been acknowledged as an important demographic factor. It is the state of being married or single. A number of studies (Lincoln & Kalleberg, (1990); Cetin, (2006); Hrebiniak and Alutto, (2007); Azeez & Priyadarshini, 2018). For instance, Cetin, (2006); Hrebiniak & Alutto, 2007) have investigated the marital status- organizational commitment nexus and concluded that married employees are more committed to their organization. This according to Hrebiniak and Alutto (2007) is due to the fact that married employees have more obligations, and this made to seek stability and security regarding their works. In corroborating this view, Camilleri (2002), John, and Zafar (2006), Affum-Osei et al., (2015) noted that married employees tend to be continually committed to their organizations as they appear to have more financial obligations and needs (Balasubramanian and Lathabhavan, (2017).

Empirical studies such as Jappens and Bavel (2012) have identified the availability of childcare arrangements as one major reason why married female employees remain committed to their jobs. The authors in their separate studies argue that European mothers' utilization of

grandparents for childcare, for instance, assist women who are employed to keep their jobs. This implies that nursing mothers who could not afford alternative childcare arrangements may not be committed to their organizations, Popoola Banihani, Syed (2016, 2009), these authors further stress that childcare arrangements could help employees who are married to sustain their work. Against this backdrop, we expect a direct link between marital status and organizational commitment.

2.1.3.5 Tenure (employees' number of years)

Tenure is seen as the number of years an employee has spent in his/her organization. A number of studies have been conducted over the years to establish the link between organizational commitment and employee's length of service. The results however have generally remained inconclusive. Studies by Popoola (2009); Darolia et al (2010) and Hassan (2014) have argued that an employee's long service in an organization enhances his/her performance and commitment to that organization. A number of other studies have corroborated this finding. For instance, Khurshid & Fauzia (2015) investigated the link between tenure and organizational commitment. The study sampled a total of 38 samples and found a direct link between organizational tenure and affective commitment. Also in Khurshid and Fauzia (2015), the findings indicated that those employees who work for longer years do have higher organizational commitment and job satisfaction. But Chaudhry and Saini (2014) buttress the above statement in that their result indicated there was no significant difference in work experience or length of service in the level of organizational commitment/job satisfaction of individuals in his or her public and private universities.

According to Morris et al. (2001) and Hakan, et al (2011), the question of whether employees would remain with their organizations or not is dependent on job opportunities elsewhere. According to the authors, employees (most especially those in the academics who are well-

educated) are less committed to the organization regardless of their length of periods with that organization. The author stresses that there exists “push and pull” factors that affect employees’ decisions to leave their organization. Thus, Morris et al. (2001), Musa, and Ibrahim, (2017), argue that well-trained academics are more likely to gain better employment opportunities, hence they tend to be less committed. However, the junior employees tend to demonstrate higher degrees of organizational commitment since available opportunities for them are slim elsewhere (Dogan & Aydin, 2012). This study, therefore, expects the link between job tenure and organization to either be positive or negative.

2.1.3.6 Gender

Gender is another factor that this research is focused on. Discriminatory experiences are seen in the form of barriers at workplaces. Scholars (Konrad & Hartmann 2002) had focused on comparing the different ways in which male and female workers’ behave and handle matters at their workplaces. They found differences in behavior, attitudes among males and females people. Women are found to suffer more discriminatory experiences than men do at workplaces (Edgar and Geare, 2004).

Other scholars tend to disagree: they argue that research on the link between gender-organizational commitments are not just weak but also inconsistent (Steers, 2010). This suggests that a lot more research needed to be done. Other findings as captured in extant literature include: women are more committed to organizations than men do and they attribute to females special natural ability to cope with problems or overcome challenges better than men.

In sum, this study focuses on job satisfaction/ organizational commitment and shows how they are influenced by the six demographic variables (tribal origin, education, age, tenure, marital status, and gender). They are illustrated in the below framework.

2.2 Theoretical Review

Two theoretical perspectives (similarity-attraction and adaptive self-regulation theories) have provided insights on how demographic diversity impacts employee behaviour such as commitment and job satisfaction. These theories share similar assumptions as they postulate that demographic diversity are among the important drivers of employee behaviours. The study, however, is anchored on the similarity-attraction perspective.

The Similarity-Attraction theory was developed by Byrne in 1971 and has been employed by recent organizational demography studies. The theory postulates that people are attracted to others who share the same characteristics (tribe, age, race, gender) and attitudes (Byrne, 1971), competency, socioeconomic background (Byrne, Clore, & Worchel, 1966; Baskett, 1973), and dissimilarity in the workplace brings repulsion (Rosenbaum, 1986). The theory presupposes that people tend to be drawn to those who share similar characteristics. The theory, therefore concludes that there is high cohesion among people with common characteristics (Ely, 2004) and this leads to favoritism in the allocation of organizational resources. This implies that the bias and favoritism in the sharing of organizational resources is likely to create job dissatisfaction among the isolated groups (Andersen, 2001; Vaaseh, 2013).

A number of studies have related similarity to many other positive outcomes aside from attraction. For example, early empirical work of Lincoln & Miller (1979) averred that having demographic similarity (in terms of gender, education, tribe, etc) positively influences friendship ties and frequency of communication among employees and this leads to improved employee job satisfaction and productivity. In corroborating this view, Zenger & Lawrence (1989) argued that tenure and age similarity boost technical communication among project team members. Other studies with similar results include O'Reilly et. al (1989), Tsui & O'Reilly (1989) as they argue that differences in demographic variables such as age, race/tribe,

education, and gender between a subordinate and superior are linked with the subordinates being viewed as less attractive.

Contrary to the Similarity-Attraction theory, the adaptive self-regulation theory has a different perspective on the link between demographic diversity and employee behaviour. The theoretical perspective of the adaptive self-regulation model, according to Manz & Sims (1980) and Carver & Scheier (1981), is based on self-management and control theory. Thus, the theory states that managers/supervisors regulate their behaviours in order to be effective. Self-regulation entails goal setting, seeking feedback, and taking corrective actions/measures using the information obtained, Lombardo & McCall (1982). According to Lombardo & McCall (1982), self-regulation by superior officers/managers is necessary due to the ambiguous and inherently complex nature of managerial tasks. The adaptive self-regulation theory has been applied to analyze the underlying causes of managerial attitude in a diverse work environment. The theory implies that leaders/managers tend to engage in certain control and self-protective strategies (Heckhausen et al., 2019) and they also tend to take proactive orientation in the course of their daily activities (Ashford & Tsui, 1991). The theory further argues that adaptive self-regulating leaders/managers believe that other employees have different expectations and hold different perceptions about their effectiveness. Thus, they (self-regulating leaders/managers) tend to pay attention to the underlying factors including demographic differences that could influence the opinions of others. This leads to increased voluntary communication between managers and those employees who are dissimilar (demographically different).

Studies by Obiezu (2008), Vaaseh (2013), Folarin, et al (2014), Aziken, et al (2015), and Oyedeji & Babatunde. (2017), workplace diversity in Nigerian public universities has continued to fuel disunity among employees. This implies that the Similarity-Attraction perspective is a more appropriate model which can be used to explain the impact of

demographic variables on job satisfaction/organization commitment in Nigerian public universities. Thus, when applying to the analysis of this study, the theory would enable us to come to terms with the fact that employees in Nigerian public universities would probably engage less in communication with subordinates who are demographically different. They would be less likely to consider such subordinates for promotion and career advancement, as well as initiate interactions beyond the minimum requirements. In sum, the similarity-attraction theory suggests that employees who are demographically different in terms of tribe, gender, education, etc will likely feel repulsive, leading to job dissatisfaction and turnover intention. Against this backdrop, the theory predicts a negative link between demographic diversity and employee job satisfaction and organizational commitment.

2.3 Empirical Studies

A considerable number of research works have investigated how employees relate to others who are demographically different. For instance, Chohan, Shafiq & Naseem (2011) compared job satisfaction levels among female teachers in public and private primary schools of District Lahore in Pakistan. More specifically, the study sought to expose the demographic variables that have an impact on job satisfaction within the study areas. The study sampled a crosssection of 400 (200 each) teachers from both public and private schools. The data obtained were analyzed using Chi-square and Z-Test and aided by Statistical Package for Social Science (SPSS). The study found that teachers in public primary schools have higher levels of job satisfaction than their counterparts in private schools. The study further stressed that the differences in the level of job satisfaction among these two categories of teachers were driven by salary differences, and perception of job security. The study further found that female teachers generally faced challenges of encashment of leave and public transport. The study, therefore, concluded that educational sectors (whether private or public) and demographic variables have a significant relationship.

In another study, Emily & Seok (2011) ascertained the extent to which demographic variables influence the level of job satisfaction among lecturers in a public tertiary institution in Singapore. More specifically, the study sought to: (i) identify the factors that influence job satisfaction among lecturers of the tertiary institution, (ii) expose the causes of job dissatisfaction among the lecturers, (iii) ascertain the proportion of satisfied lecturers, and (iv) assess if demographic variables have any significant impact on their satisfaction level. The study utilized a 36-item questionnaire based on Likert scale. The primary data obtained were analyzed using descriptive tools, t-test, and Analysis of Variance (ANOVA). The study found that only 18% of lecturers sampled indicated that they were satisfied while 22% had a contrary (not satisfied) view. Further probing reveals that the majority (about 60%) were ambivalent/indifferent about the level of job satisfaction. The drivers of job satisfaction as found by the study include interpersonal relationships with co-workers and students, job flexibility, and autonomy. In contrast, factors influencing their dissatisfaction include the volume of non-academic/ administrative tasks they shoulder, workload considered to be heavy, inadequate salary, 'red tape/nepotism', unruly behaviours by some students among other corporate practices. Other findings from the study include: job position and age have a significant impact on job satisfaction; gender, length of employment, academic qualification, and marital status have no significant impact on job satisfaction. The study concluded that job satisfaction among lecturers in public tertiary in Singapore is driven by demographic variables.

Contrary to the work of Emily & Seok (2011), Amin, Ismail, Rasid, and Selemani (2015) examined the impact of HRM practices on organizational performance in UAE. A total of 300 employees from a public university comprising of both academicians and support staff was sampled. The survey questionnaire had 46 items covering selected HRM practices and university performance. the data obtained were analyzed using descriptive tools and Factor

Analysis (Exploratory Factor Analysis). The study found that human resource practices (e.g., recruitment, training, performance appraisal, career planning, employee participation, job definition, and compensation) have a significant relationship with university performance. the study recommends that for the university to increase its performance to higher levels, it should emphasize more on job definition, training, and employee participation. The study recommends the improvement of the other HRM practices-recruitment, performance appraisal, career planning, and compensation in order to increase their effectiveness on the university performance.

In the United State of America, empirical evidence by Lim, Wang, & Lee (2017) has also examined the impact of both human resource management (HRM) practices and actual human resources on the perception of federal agency mission accomplishment. The study uses the 2010 Federal Employee Viewpoint Survey (FEVS) based on 5-point ordinal-scaled questions. The dependent variable for mission accomplishment was measured by a single question: “My agency is successful at accomplishing its mission.” The data obtained were analyzed using descriptive statistics and correlation. The study found that all types of goal-aligned and performance-based HRM practices (including rewards, training, appraisal, and recruitment) positively affect perceived agency mission accomplishment. In addition, certain types of human resources (including the percentage of career senior executive service members and organizational size) contribute to perceived agency mission accomplishment although others (including the percentage of professionals and noncareer senior executive service members) make negative contributions. The study recommends that public organizations in the US need to advance further their current performance-related practices like reward and appraisal as well as personnel practices (e.g., recruitment and training).

Alina & Armenia (2018) evaluated the relationship between human resources management activities and efficiency civil servants' workplace performance in Romanian public institutions.

The study is based on two questionnaires, each of them addressed to a certain category of respondents. The first one was filled in by 34 HR specialists and the second one by 178 civil servants - the beneficiaries of HR policies. The data collected was analysed using quantitative methods available in SPSS such as descriptive analysis, univariate and bivariate data analysis, cluster analysis, and One-way ANOVA. Civil servants' profiles are designed based on their satisfaction with the quality of the performance appraisal activity. The study found that the efficiency in Romanian public institutions is directly dependent on human resources management. The study, however, found a lower motivation level among employees in central public administration compared to those in local government.

Özden & Hüseyin (2019) evaluated the link between family-work conflict, work-family conflict, family satisfaction, job satisfaction, life satisfaction, and turnover intention in Turkey. The study further sought to assess if demographic variables (e.g. age, household size, income level, etc) have an impact on job satisfaction and conflicts. The study solely relied on primary data which were obtained from a cross-section of health/data registrars, and nurses in a University hospital. The data were collected using a semi-structured questionnaire. the data gathered were analyzed using Structural Equation Model (SEM). The study found that job-family and family-job conflicts have positive impacts on turnover intention but negative and significant impacts on job satisfaction. Additionally, the study found significant links between demographic variables, job satisfaction, and conflict.

In a related study, Manisha & Sasmita (2019) assessed the impact of age on job satisfaction, work-related stress, pay satisfaction, work-life balance, and the intention to leave an organization. the study sampled employees of Business Management Teaching Institutes in the eastern part of India. The data obtained were analysed using descriptive statistics and regression model. the study found that the study area was heterogeneous mixed with employees of demographic characteristics and age was an important demographic variable as it was found

to have a significant impact on job satisfaction, work-related stress, pay satisfaction, work-life balance, and the intention to leave. Another finding by the study was younger employees had higher intention to leave as they were more likely to switch jobs when compared to their older colleagues.

Shalini & Nidhi (2020) validated the work of Manisha & Sasmita (2019) when they evaluated the impact of age on work-related stress and job satisfaction in Noida, India. The study sampled 300 managers of different levels from different organizations using a random sampling technique. Job satisfaction was measured using Spector's (1985) job satisfaction survey. Work-related stress, on the other hand, was measured using Stress Scale developed by Udai Pareek (1993). The data obtained were analysed descriptively. The study found lesser job satisfaction and a higher degree of work-related stress among junior managers, aged between 20-35 years. The study concluded that age and position held impact significantly on job satisfaction and work related stress.

Similarly, Farivar & Richardson (2019), investigated the impact of demographic variables such as age, parenthood, gender, age of children, marital status, and employment status on work and non-work satisfaction. The study sampled 821 white-collar workers in Australia after reviewing 3,627 profiles of Facebook, LinkedIn, and Google+ users. The data collection instrument (questionnaire) comprised two parts. The first part contained 7 questions regarding demographic data while the part details questions about work/nonwork satisfaction. Brayfield & Rothe's (1951) overall work satisfaction measure was used to measured work satisfaction. Data obtained were analysed using a multivariate regression model. the study found that age of children and employment status was the most significant demographic variables influencing employees' work and non-work satisfactions in Australia

Moved by the challenges in retaining employees in the Indian Civil Aviation Industry, Poonam (2019) attempted to expose the link between demographic variables and job

satisfaction. The study considered the following demographic variables age, marital status, gender, education, job profile, sector, experience, working hours, and monthly income. A total of 300 workers in the Amritsar and Delhi civil aviation industries were sampled. The study employed nonparametric tool (Chi-square test). It was found that gender, marital status, job profile, sector, work experience, and working hours have a significant impact on the level of job satisfaction.

Dung, Ho, Hiep, Hoi & Hanh (2019) analyzed the relationship between leadership style, demographic variables, job satisfaction, and organizational commitment among pharmacists in Vietnamese enterprises. The study solely relied on primary data gathered from a sample of 300 pharmacists drawn from universities, pharmaceutical companies, hospitals, and drugstore chains. The data were analyzed using structural equation model (SEM). The study found that the level of organizational commitment among pharmacists in Vietnamese enterprises is significantly driven by their perceived job satisfaction, their demography, and the leadership styles adopted by the enterprises. The study also found that job satisfaction and organizational commitment differed greatly among the sampled respondents.

Neena, Suki, Anneli & Carla (2019) tried to identify the factors that influence job and academic satisfaction of non-traditional students (NTS) in the US. The study sampled a total of 200 NTS drawn from a number of regional campuses of a US university. Data on both demographic and non-demographic records were obtained and analyzed using descriptive and correlation tools. The study found that job satisfaction of NTS is influenced by work domain factors while academic satisfaction was driven by work-related factors. Contrary to previous studies, the study found that demographic variables did have a significant impact on both job and academic satisfaction.

Geovanny, Constanza & Fabián (2020) ascertain whether ethnic self-recognition drives employee job satisfaction in the city of Santiago de Cali. The study obtained primary data

relating to demographic variables (including ethnicity, age, gender, marital status, etc) as well as employment characteristics. Ordered probit and logit regression models were employed. The study found that afro-descendent people had lesser job satisfaction when in diverse workplaces comprising other ethnic groups. The study further found that age, marital status, stratum, mode of transportation to the workplace as well as quality of job drive the level of job satisfaction among Caleños.

Lavigna (2020) assessed how reform in HRM addresses public sector performance in the US. The study was based exploratory research design with focus on Wisconsin State Government HRM. Wisconsin's reform strategy is to create a consensus for change by involving all stakeholders and customers including the Governor, the legislature, state agencies, labor unions and interest groups. The reform was grounded in two fundamental and time-honored principles: merit and collective bargaining. Following the review of literature, the study found that the collective bargaining in Wisconsin Government has a long history, traceable to the beginnings of organized labor in the U.S and the reform has improved service in key HRM areas including recruitment and selection, classification and compensation, diversity and labour relations.

In Africa, little work has been done on the role of demographic variables in organizational behavior in the public sector. One of the main causes of this as observed by Baldwin and Alhalboni (2020) is the difficulty in obtaining reliable data in the sector. One of the most inspiring works carried out to investigate organizational behaviour in the public sector was conducted by Akafo and Boateng (2018). The authors evaluated the role of reward systems and recognition in motivating employees for improved organizational effectiveness. The study uses Ghanaian higher institutions as a case study. A sample of 157 respondents was drawn from 7 private higher institutions. The study utilizes One Way ANOVA and found that recognition has a direct and significant impact on organizational effectiveness as it enhances individual work performance and job satisfaction.

In another study, Pepra-Mensah & Kyeremeh (2018) assessed whether culture affects three dimensions (Cognitive, affective, and physical) of employee engagement in the public sector in Ghana. The study adopted a descriptive approach. Questionnaires were used to gather data from 192 respondents who were selected based on convenience. Using a linear regression model, the study found a statistically positive effect of organizational culture on all three dimensions of engagement: cognitive engagement ($\beta=.489$, F statistic= 59.746, sig. value=.000); affective engagement ($\beta=.397$, F statistic= 35.474, sig. value =.000); behavioural engagement ($\beta=.512$, F statistic=67.418, sig. value =.000). It was therefore recommended that management must make employee engagement strategic; instil a sense of belongingness and ownership in public sector employees, by clearly defining and ensuring a favourable corporate culture and emphasizing assumptions and beliefs that are shared by members to assist in improving their collaboration with the mission, values, and goals of the organization.

In a related study, Safura, Azumah & Tetteh (2017) evaluated the impact of demographic variables on job satisfaction of employees in Sunyani Technical University, Ghana. The study sampled 100 academic and non-academic staff of the university and obtained their perceptions on the link between the two variables. The Ordinary Least Square (OLS) regression model was employed. The study found that demographic variables have no statistically significant impact on job satisfaction overall among the sampled respondents.

It is pertinent to note that the empirical works reviewed above have shown that the impact of demographic variables on job satisfaction and organizational commitment differs from industry to industry and from country to country. To this end, the study further discusses empirical evidence in Nigeria. One such study is the early empirical work of Aremu (2006). The author investigated how demographic variables such as marital status, age, job status, and educational attainment affect job satisfaction and organizational commitment of women police in Nigeria. The study sampled a total of 120 policewomen from 4 Area Commands in the southwestern

state of the country (Oyo State). Descriptive and nonparametric (Chi-square) statistics were employed. The study found that all the selected demographic variables had no significant impact on job satisfaction and the organization of women police within the study area.

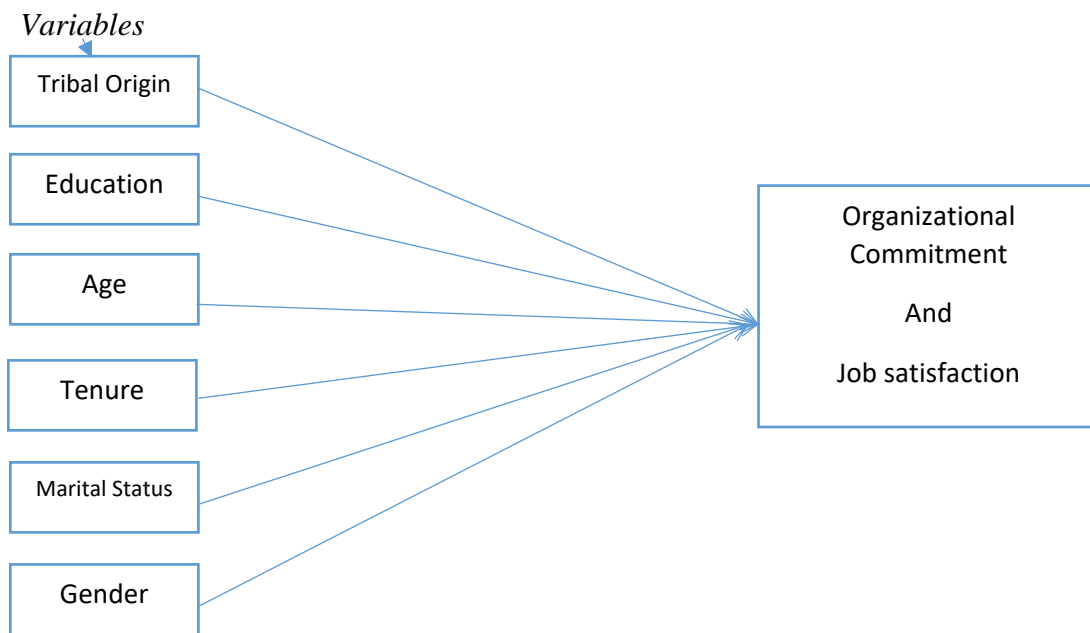
Ahmed & Ilesanmi (2015) examined how New Public Management (NPM) becomes a viable option in repositioning and revamping the Nigerian civil service. The study adopted a content analysis method through the use of secondary data. The theory of efficiency is employed as a platform for the arguments. The NPM practices in Nigeria were benchmarked with those in some emerging economies like Malaysia, Ghana, South Africa. The study found that excessive scope of governments' engagement in business, mediocrity in administrative performance, and the lack of accountability are factors accounting for the relative inefficiency in public sector performance in Nigeria. The study recommended that political will and commitment of the government and public servants are essential for a successful operation of the New Public Management in Nigeria.

In a related study, Hameed, Ramzan, Zubair, Ali & Arslan (2016) assessed how compensation affected the performance of employees in Nigeria. The study solely relied on primary data gathered from a cross-section of banks in the country. Data gathered were analysed using bivariate tools of correlation and ANOVA. Multivariate regression was also carried out. The study found that compensation has a positive but statistically insignificant impact on the performance of employees. In a similar way, Ogbonnikan (2016) investigated the effect of job and environmental factors on job satisfaction and organizational commitment in the manufacturing sector in Nigeria. The study employed Job Diagnostic Survey (JDS) as a tool for diagnosing the characteristics of the job and environmental factors in the survey. The study found that environmental factors (the surroundings, context-dependence, and the building's function) had a significant impact on job satisfaction.

Unlike the empirical works of Hameed, et al (2016) and Ogbonnikan (2016) who focus on the private, Tabiu (2019) investigated the effect of HRM practices on employees' task performance in the public setting of Jigawa State. The study was anchored on the Social Exchange Theory (SET). A sample of 265 Civil Servants drawn from 27 local government employees in Jigawa State was drawn. Using the Partial Least Square Structural Equation Modelling (PLS SEM), the study found that HRM practices including training, compensation, autonomy, communication, and career planning had a significant positive relationship with employees' task performance. The results suggested that the application of effective HRM practices in organizations will promote the high performance of employees not only in the private sector but also within the public sector organizations.

The findings of the above studies suggest that demographic variables can have either positive or negative impacts on job satisfaction and organizational commitment, depending on the context (sector (private or public), economy (developed or developing among others). Thus, this study hypothesizes that demographic variables have no significant impact on job satisfaction and organizational commitment in Nigerian public universities. The framework of the relationship is presented in Figure 2.1

Figure 2.1: The framework of the influence of demographic factors on OC and JS
Demographic



Sources: Dinc et al, 2017.

Table 2.1: Summary of reviewed literature

Reference (Author)	Drivers of job satisfaction and organization commitment	Contribution
Aremu (2006).	marital status, age, job status, and educational attainment	i. marital status, age, job status, and educational attainment had no significant impact on job satisfaction and organizational
Chohan, Shafiq & Naseem (2011)	Gender, pay, context (public and private)	<p>i. Employees in public setting have higher levels of job satisfaction than their counterparts in private sector.</p> <p>ii. differences in the level of job satisfaction among these two categories of employees was driven by salary difference</p> <p>iii. female employees generally faced challenges of encashment of leave and public transport. This tends to reduce their level of job satisfaction</p>
Emily & Seok (2011)	Age, job position, gender, length of employment, academic qualification, marital status, and nepotism	<p>i. job position and age have significant impact on job satisfaction; gender, length of employment, academic qualification and marital status have no significant impact on job satisfaction</p> <p>ii. nepotism leads to job dissatisfaction</p>

Safura, Azumah & Tetteh (2017)	demographic variables (age, marital status, size of household, education, tribe, and position held	i. demographic variables have no statistically significant impact on job satisfaction
Özden & Hüseyin (2019)	age, gender, marital status and income level	i. demographic variables such as age, gender, marital status and income level drive job satisfaction and conflict.
Manisha & Sasmita (2019)	Age, work-related stress, pay satisfaction, and work-life balance	i. age significantly drives job satisfaction
Shalini & Nidhi (2020)	Age	i. age, and position held significantly drive job satisfaction and work related-stress
Farivar & Richardson (2019),	age of children, and employment status	i. age of children, and employment status significantly influence employees' work and non-work satisfactions in Australia
Poonam (2019)	gender, marital status, job profile, sector, work experience, and working hour	i. gender, marital status, job profile, sector, work experience, and working hour have significant impact on the level of job satisfaction.

Dung, Ho, Hiep, Hoi & Hanh (2019)	demography, and the leadership styles	i. level of organizational commitment is significantly driven by demography, the leadership styles, and job satisfaction itself
Neena, Suki, Anneli & Carla (2019)	Demographic variables	i. demographic variables did have significant impact on both job and academic satisfaction
Geovanny, Constanza & Fabián (2020)	age, marital status, stratum, mode of transportation to workplace, and the quality of job	i. age, marital status, stratum, mode of transportation to workplace as well as the quality of job drive the level of job satisfaction

2.4 Research Gap

Internationally, there is substantial literature that analyses various predictors of organizational commitment and job satisfaction. Many of these studies (Chohan, Shafiq & Naseem, 2011; Emily & Seok, 2011; Amin, Ismail, Rasid and Selemani, 2015; Lim, Wang, & Lee, 2017; Alina & Armenia, 2018; Özden & Hüseyin, 2019; Manisha & Sasmita, 2019; Shalini & Nidhi, 2020) focus on analysing work-related factors (such as stress, workload, work condition) and human resource management (HRM) practices such as training on organizational commitment and job satisfaction. Studies devoted to exposing the impact of demographic variables such as age, marital status, tribal origin, education among others are, by contrast, relatively few. This is although both theories and empirical works have laid credence to the importance of demographic variables in the analysis of organizational commitment and job satisfaction. Given that public sector employees in Nigeria have different demographic

backgrounds and profiles and appear to have different priorities and expectations at work, they are likely to evaluate their job satisfaction and commitment differently. In view of this, this present study incorporates specific demographic variables and ascertain their impact on organizational commitment and job satisfaction in Nigerian public universities.

Furthermore, despite the demographic diversity and high dissatisfaction and turnover intention among workers in Nigerian public universities, there is surprisingly a paucity of empirical work on the implications of demographic variables on job satisfaction and organizational commitment (particularly at the federal level of governance). This study is, therefore undertaken with the motivation of filling this gap.

2.5 Chapter Summary and Conclusion

This chapter conceptualized demographic variables (tribal origin, marital status, tenure, education, age, and gender) of interest, job satisfaction, and organizational commitment. It also reviewed how these variables are related to the Nigerian public universities. In addition, the chapter showed the approaches and theories that have been used heavily in the area of job satisfaction, organizational commitment, and diversity in the workplace. From the above discussion, it can be stated that there is no one theory that can adequately explain the link between demographic variables (tribal origin, marital status, tenure, education, age and gender), job satisfaction and organizational commitment.

Furthermore, it was observed that there is no overlapping between the two theoretical perspectives namely, similarity-attraction and adaptive self-regulation theories. Though, these theories share similar assumptions as they postulate that demographic diversity is among important drivers of employee behaviours. These theories, however, interact with job satisfaction and organizational commitment from a different perspective. While the similarity-attraction perspective concludes that there is high cohesion among people with common

characteristics (Ely, 2004), leading to favouritism in the sharing of organizational resources, and consequently job dissatisfaction among the isolated groups (Andersen, 2001; Vaaseh, 2013). This is in contrast to adaptive self-regulation theory which postulates that diversity in workplace increases voluntary communication and cohesion.

Therefore, this study uses the similarity-attraction approach as the appropriate and relevant theoretical base for the current study because it is cove, so it explains the impact of demographic diversity on organizational behaviour in Nigeria context. However, choosing this theory does not mean that it has some absolute superiority over the other. So the selected theoretical framework is relevant and can support this study in order to develop the research hypotheses. Lastly, after reviewing empirical studies across the globe, the chapter identified the gap in the literature reviewed. The next chapter contextualisation of Nigerian higher education.

CHAPTER THREE

CONTEXTUALISATION OF NIGERIAN HIGHER EDUCATION

3.1 Structure and Historical Development of Higher Education in Nigeria

Higher education also known as postsecondary/tertiary education is usually understood as the education given after secondary education. In every society, higher education is seen as a fundamental instrument for the development of human capital and the construction of a knowledge economy (World Bank, 1999, 2019). According to Peretomode (2007), education, especially at the higher level, equips human resources with the required knowledge, ideas, and skills, which would make them functional and contribute directly to the economic growth of the society. Apart from providing skilled human resources, education also reduces poverty and serves as a central medium through which equity, fairness, and social justice are promoted. These goals are consistent with Nigeria's philosophy on education as stated in the 2004 edition of the National Policy on Education. The philosophy emphasizes the development of all aspects of an individual (his spirit, the rational self, the intellect, bodily sense, feelings among others) in an integrated and holistic manner.

The Nigeria's constitution places education on the 'concurrent' list. Thus, the task of educational development is a shared responsibility between the Federal, State governments, and the local governments. The structure of the country's educational system is generally grouped into three different subsectors namely, the basic education, post-basic/senior secondary education, and the higher/tertiary education. At the higher/tertiary education level, the subsector comprises universities, polytechnics, monotechnics, colleges of education (COE) and other post-secondary colleges. Higher education (HE) offers opportunities for undergraduate, graduate, and vocational and technical education and these institutions are regulated by the National Universities Commission (NUC) (which regulates university

education), the National Board for Technical Education (NBTE) for polytechnics, and monotechnic, and the National Commission for Colleges of Education (NCCE) for COEs. These bodies serve as external quality controllers by ensuring that Minimum Academic Standards (MAS).

Although Nigeria as a country came into being with the amalgamation of the southern and northern protectorate in 1914, it was not until 1934 that the first form of higher education institution, Yaba Higher College was established in the country. Its establishment was sequel to a realization by Mr E.R.J. Hussey who was the country's colonial Director of Education that:

The number of Europeans in posts in Nigeria, not only of senior but also of junior ranks, was very large and that situation could not continue indefinitely. Indeed, British personnel was performing duties that already in other countries in Africa were being performed by Africans. It was obviously necessary to start an institution which in the first instance would be a "Higher College" and develop in due course into a university. (Hussey, 1959:91)

Therefore, in 1943 the British colonial government set up an Asquith Commission to consider the principles which should guide the promotion of higher education, learning and research, and the development of universities in the country. An outcome of the Commission's report was a recommendation for the establishment of a university college in Ibadan. Consequently, in May 1947, Dr Kenneth Mellanby of Cambridge University, England was appointed Principal of the University College Ibadan (UCI). The College was affiliated with the University of London. According to Obanya (2007), at inception, the operations of the UCI was mitigated by a number of issues ranging from discrimination in staffing, rigid constitutional provisions, poor condition of service, low students' enrolment and curriculum are considered to be British-oriented (Obanya, 2007). These among others led to more agitations from Nigerians on a need for more comprehensive higher education institutions. Based on the recommendation of the Elliot Commission, the UCI was upgraded to a fully autonomous University. The year also

witnessed the establishment of three (3) other universities (University of Ife; The University of Lagos and Ahmadu Bello University Zaria).

Since 1948, the country's HE has continued to witness expansion. As noted in the extant literature, there was only one university-level institution (UCI) in Nigeria as of 1948. By 1962, the number of federal universities had increased to five. These universities include the University of Ife, the University of Ibadan, Ahmadu Bello University, the University of Nigeria, and the University of Lagos. Between 1980 and 2019, the number of recognized universities has grown more than tenfold from 16 to 170, as reported by Nigeria's National Universities Commission. For the first few decades of growth, higher education capacity building was primarily in the public sector, driven by Federal and State governments. More dramatic growth occurred beginning in the late 1990s, when the Nigerian government began to encourage the establishment of private universities. Since then, private institutions, which constitute some 45 percent of all Nigerian universities as of 2017, have proliferated at a rapid pace, from 3 in 1999 to 68 in 2017. About two-thirds of these institutions are estimated to be religiously affiliated schools. Despite the sheer number of private institutions that have opened, enrolments seem to be relatively low. Although estimates are difficult to find, the small number of United Tertiary Matriculation Examination (UTME) applications to private universities indicate that private universities account for only a small percentage of Nigeria's total tertiary enrolment, which UIS reported as 1,513, 371 as of 2011. Covenant University, Nigeria's largest private university reportedly had a total enrolment of 6,822 students in 2010/2011.

In addition to universities, there are a large number of polytechnics and colleges under the purview of the National Board of Technical Education (NBTE), and the National Commission for Colleges of Education (NCCE) the federal government body tasked with overseeing technical and vocational education. In 2019, the NBTE recognized 107 polytechnics, 27

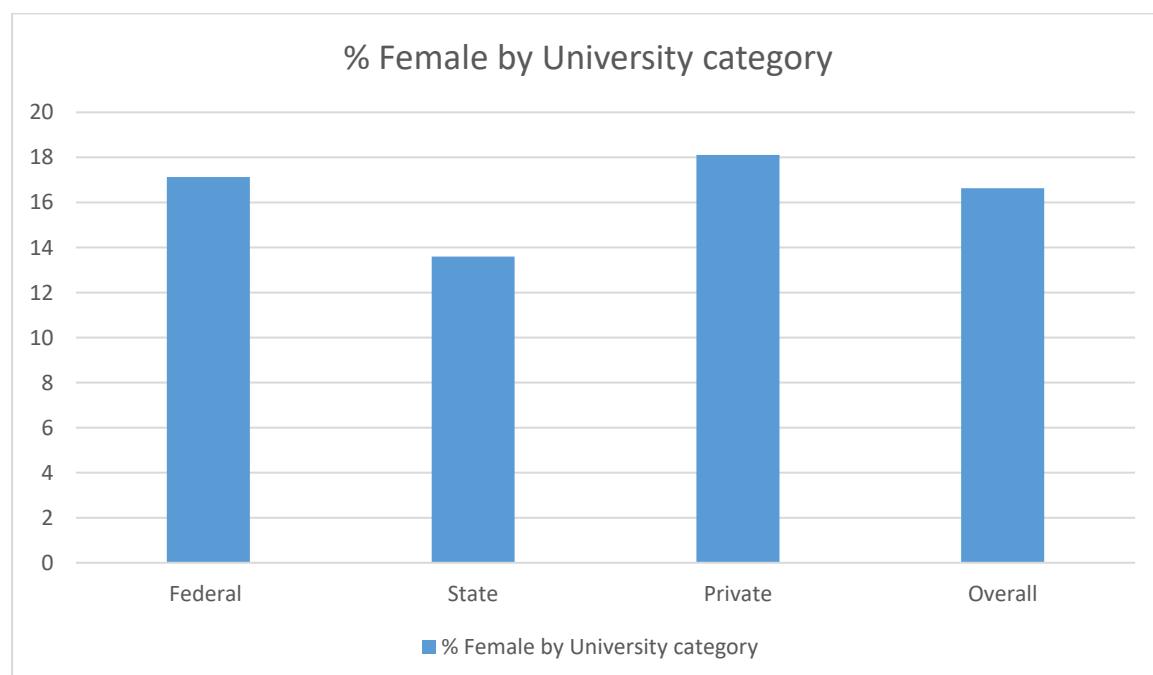
monotechnic, and 220 colleges in various specific disciplines. These institutions were established to train students for technical and mid-level employment. The National Commission for Colleges of Education is the federal body dedicated to overseeing non-university teacher education. This study, however, focuses on examining organizational commitment and satisfaction among professional staff at public universities in Nigeria. Just as in other countries, universities in Nigeria (whether private or public) focus primarily on undergraduate education, graduate education as well as high research activity (doctoral programs). Typically, there are two main categories of staff/employees namely, academic (teaching and research) and administrative staff in Nigeria's higher education.

According to Szekeres (2011), academic staff consists of faculty members and graduate assistants, while the administrative staff are responsible for the day-to-day operations of an institution and help students in all areas beyond academics. Although studies such as Whitchurch (2008) have shown the importance of considering the emerging concept of lateral movement across boundaries, this study thus focuses on assessing the impact of demographic variables on organizational commitment and job satisfaction of both the academic and administrative staff in the public universities. The Federal Ministry of Education (2017) designates 9 occupational categories of administrative higher education employees. These include bursary and financial operations; computer, community service, engineering, and science; legal, librarians, arts and media; student and academic affairs and other education services occupations; service occupations; office and administrative support; healthcare practitioners and technical; natural resources, construction, and maintenance; management occupations; and transportation and material moving.

Students enrolment figures in higher education in Nigeria have witnessed a yearly increase since independence. According to the National Bureau of Statistics (2019), the annual growth rate of higher education enrolments in Nigeria averaged 8% between 1980 and 2014. However,

between 2015 and 2019, the growth rate rose to an average of 12% per annum. The increasing enrolment rate is attributed to the increased quest for higher education, particularly university education by secondary leavers, expansion of existing universities and building of new ones, approval for distance learning centres among others (Nigerian University System Statistical Digest, 2018). According to Nigerian University System Statistical Digest (2018), overall enrolment in about 98% of Nigerian universities in 2018 stood at 2.041 million, and the federal universities having about two-thirds of this figure.

Generally, there is diversity in student and staff population in the Nigerian universities and this has been considered a key attribute of strength. Male/female, academic and non-academic, science/humanities mix, and Christian/Muslim disaggregating variables interplay in the diversity (Nigerian University System Statistical Digest, 2018). As reported by the National Universities Commission, about 17% of all principal officers in the Nigerian universities were female with private universities have the most female representation of 18.11%. this is trailed by federal universities 17.13%, and state universities, 13.6%.



Source: Nigerian University System Statistical Digest, 2018

According to Zhang and Goldberg, (2014), a diverse work environment tends to shape organizational behaviour. Many organizations enjoy the benefit of diversity in their workplace as it brings equality among all the individual staff of the organizations and end discrimination based on demographic factors. To this end, Hiemstra, et al, (2017), Foley, and Williamson (2019) have suggested the need to create a diverse work environment where the employees feel appreciated for their contributions towards their organizations, irrespective of who they are or where they come from. This view is tangential to that of Bassett-Jones (2005) who argues that diversity damages cohesiveness by creating conflict among different groups. This, according to the author, leads to poor performance, a decrease in morale, and absenteeism among others. The overall impact of all this includes poor performance and dissatisfaction among employees. It is in view of the conflicting results on the impact of diverse work environments on organizational behaviour that this study is designed to contribute to the discourse.

3.2 Issues affecting the development of higher education in Nigeria

A number of issues/challenges of educational development in Nigeria have been discussed in extant literature. Like in most low- and lower-middle-income countries (LMICs), the COVID-19 pandemic aggravated these well-documented issues in Nigeria's education sector. Prior to the outbreak, Nigeria's education sector had been plagued with a plethora of challenges, including inadequate funding, poor infrastructure, high staff turnover. Observations have shown that the social and economic costs of the pandemic on an already fragile education system in Nigeria has been devastating. Some of the key challenges of educational development in Nigeria as noted in extant literature include:

1. **Inadequate funding:** Inadequate funding is one of the critical challenges that have continued to threaten the attainment of good quality higher education in Nigeria. Unlike the other key sectors such as security and finance, the education sector in Nigeria has not to be accorded much priority as evidenced by the budgetary allocation into the sector. A glance at the government budgetary allocations to the education sector over the years would suggest that the country is yet to comply with the UNESCO recommendation of a 26 % annual budget. Between 1999 and 2019, total spending on the educational sector in Nigeria averaged 8.6% per annum (NBS, 2019). This means that Nigeria trailed behind Botswana, Lesotho, South Africa, Cote d'Ivoire, Burkina Faso, Ghana, Kenya, Uganda, Tunisia and Morocco whose averages within same period stood at 19.0 %, 17.0%, 25.8%, 30.0%, 16.8%, 31%, 23.0%, 27.0%, 17.0% and 17.7% respectively. As a result of poor funding, educational institutions in Nigeria particularly tertiary institutions often lack the capacity to accommodate the ever-rising secondary school graduates. This is in addition to the fact many of the tertiary institutions in the country do not offer programmes in certain fields, lack qualified academic staff among others. In fact, the decline in the quality of education in Nigeria has become a fact of national life. Thus, it is not surprising that no Nigeria tertiary institution is among the top 5 in Africa and top 500 universities in the global radar of university ranking in 2017. This situation has been made worse by the COVID-19 outbreak. The fiscal space to simultaneously respond to education and healthcare – some of the two major sectors affected by the pandemic – has shrunk further, partly due to the shocks in oil price, and reduced economic activities due to lockdowns. This is expected to impact negatively on the implementation of many projects particularly those for the Education Sector in the 2021 Budget.

2. **Instability in school calendar due to incessant industrial actions:** Another challenge of the Nigerian higher education sector is the frequent industrial actions by both academic and non-academic staff through their respective umbrella associations such as Academic Staff of Nigerian Universities (ASUU), Academic Staff Union of Polytechnics to mention but a few. This crisis is rooted in the deteriorating conditions with respect to teaching facilities and other infrastructural facilities within the citadels of learning as well as the welfare of those engaged in the teaching profession. This has led to an epileptic academic system as most students especially those in the government-owned tertiary institutions are only aware of the month and year of their admission but cannot predict their years of graduation.
3. **Inadequate teaching and learning facilities:** Due to funding constraints, most of Nigeria's public universities are in deteriorating condition. And while efforts at increasing capacity by building new universities have generally been positive for access in absolute terms, they have also created issues related to instructional quality. According to Osipian (2013) Nigeria's higher educational institutions and lecture halls are severely overcrowded, student-to-teacher ratios have skyrocketed, and faculty shortages are chronic. Lab facilities, libraries, dorms, and other university facilities are often described as being in a state of decay. A large proportion of lecturers at universities are assistant professors without doctoral degrees (International Organization for Migration, 2014) and the country had one of the worst lecturer-to-student ratios in the world (1:212).
4. Worried about the poor quality of graduates of higher education institutions in Nigeria, the National Universities Commission (NUC) carried out a need assessment survey in 2015 and highlighted the following:

- i. only about 30% of the Nigerian students' population has adequate access to classrooms, workshop, lecture halls, laboratories, and libraries.
 - ii. Deficient libraries in terms of currency and number of books, journals, and electronic support facilities.
5. **Poor policy implementation:** According to Amaghi, onyeodiwe & Osinubi (2007), poor policy implementation is another challenge to education development in Nigeria. This according to the author, is responsible for the abysmal low performance of graduates of institutions of higher learning in Nigeria in their world of work and the alarming incidence of examination malpractice. However, several factors could be adduced as inhibitors to smooth implementation of educational policies and thereby resulting in poor quality delivery. Such factors as government underfunding of education and injudicious utilization of available funds by implementation agencies-vice chancellors, rectors, provosts' deans of faculties, heads of department etc.
6. **Lack of information communication technology facilities:** Another challenge to quality attainment in higher education in Nigeria is lack of information communication technology facilities in institutions of higher learning. As part of her education reform effort Nigerian government adopted information communication technologies in all levels of education since information communication technology integration in educational practices is meant to improve teaching and learning, enhance higher education research, enhance collaboration among peers and improve the quality of education.

Curriculum content could be enriched through search from the internet by teachers. Through such internet search, information, and relevant school practices which are unknown to teachers and students, and which cannot be found in textbooks can easily

be downloaded for use. Information and communication technology in education has been continuously linked to higher efficiency, higher productivity, and higher educational outcomes, including quality of cognitive, creative, and innovative thinking (Olatoye, 2011).

7. **Lack of vibrant staff development programmes:** Most institutions of higher learning in Nigeria lack staff development programme for training and re-training of staff. Vibrant staff development programme on a continuous basis will help academics and non-academics to clarify and modify their behaviour, attitude, value, skills, and competencies. In this way, they grow and develop in their knowledge and thus become more effective and efficient in the performance of tasks. In addition, Asiyai and Oghuvbu (2009) reported that lack of staff development programmes accounted for the decline in the quality of tertiary education in Nigeria. Similarly, Adeogun, (2006) noted that an employee who is not trained and exposed to continuous retraining in the modern methods and new discoveries in his or her field will soon become irrelevant to the organization.
8. **Brain drain:** A big challenge to the quality of higher education in Nigeria is the problem of brain drain. Over the past decades, there has been a mass exodus of brilliant and most talented lecturers to other sectors of the economy. Some of the lecturers left Nigerian universities to join the business world, some joined politics while others left Nigeria for better services. Brain drain has led to declining in research outputs from institutions of higher learning in Nigeria vis-à-vis the disappearance of research centres in Nigerian universities.
9. **Poor leadership:** Poor leadership both at the government level and at the institution level has been a big challenge to quality in higher education in Nigeria. Since the nineties, the government of the country has not shown enough commitment to higher

education development in Nigeria. One of the several indices for properly evaluating government commitment to educational development in any country is budgetary allocation and disbursement to education. UNESCO had recommended 26% budgetary allocation to education based on GNP, but the amount allocated to education by the Nigerian government as noted earlier has continued to be smaller when compared to other African countries.

10. Additionally, the poor leadership of some Nigerian university administrators has been a bane to the attainment of quality in higher education in Nigeria. Institutions of higher learning in Nigeria exists because they are goals to be attained. These goals can be effectively attained when the human resources within the institutions are properly managed for their positive impacts on productivity. This is the place of leadership in the institutions of higher learning. The duty of leadership is to reduce problems within the system in order to enhance efficiency.
11. **Corruption:** While corruption is a covert activity that is difficult to measure, Nigeria scores low on the global “Corruption Perceptions Index” published by the organization *Transparency International*. The [2016 report](#) places Nigeria is at 136th place among 176 countries. Nigeria’s education sector is particularly vulnerable to corruption. According to Osipian (2013), limited access to education in Nigeria has no doubt contributed to the use of bribes and personal connections to gain coveted places at universities, with some admissions officials reportedly working with agents to obtain bribes from students. Those who have no ability or willingness to resort to corruption face lost opportunities and unemployment this view is corroborated by a report of *Transparency International* in 2016 which stated that about 30% of Nigerians indicated that they had paid a bribe in the education sector. Other corrupt practices and misconduct in Nigerian educational system as documented in the extant literature range

from cheating during examinations, impersonation, falsifying academic records, ‘paying’ for grades/certificates with gifts, money or sexual favours, terrorizing examiners and assaulting invigilators.

3.3 Chapter Summary

This chapter has examined the structure and historical development of Nigerian higher education. The chapter has also explored Nigeria’s philosophy of education as well as the features of the Nigerian educational system. Furthermore, issues and challenges of higher education development in Nigeria were explored. The outbreak of COVID-19 which has shone a light on the dire situation of Nigeria’s education system was briefly highlighted. Some of the challenges itemized in this chapter range from inadequate funding, poor infrastructure, to corruption and fraud. It is, therefore, exigent for the critical stakeholders to address the underlying challenges in the sector. The next chapter provides a conceptual framework on the study variables.

CHAPTER FOUR:

CONCEPTUAL FRAMEWORK

4.1 Introduction

The research investigated the link between the demographic variables such as marital status, tribal origin, age, education, and gender in relation to organizational commitment and job satisfaction among the employees of the public universities of Nigeria,

Moreover, as the workforce is becoming more diverse with respect to public universities of Nigeria and federal government co-operations of Nigeria. The findings of this study will help the universities managements to adopt good human resources management practices and policies to improve organizational commitment and satisfaction among the employees of the public universities of Nigeria.

As stated in this study, the demographic variables such as the tribal origin and the marital status has been under-researched, thus, the framework was set up which represents the researcher's own method of resolving the deficiencies, (contribution to knowledge) linked to the impact of demographic variables that were under-researched, and their effects on job satisfaction and organizational commitment in Nigerian public universities

4.2 Rationale/Justification for the Conceptual Framework

The framework explains the relationship between the independent variables that have been highlighted, namely education, age, tribal origin, marital status, gender, tenure, with the dependent variables which includes the organizational commitment and job satisfaction and their linkage to diversity, inclusion and equality. The framework also demonstrates their different implications on organizational commitment and job satisfaction. This conceptual framework is shown below (see Fig 4.1) represents the researcher's own method of resolving deficiencies linked to the impact of demographic variables under study and their influence on job satisfaction and organizational commitment in Nigerian public universities

This research adds to theory by constructing a new theoretical framework (see Fig 4.1) which is based on the influence of demographic variables on the diversity management in relation to job satisfaction and organizational commitment among the employees of public universities of Nigerian believing that using wider diversity of variables will help in building the theoretical framework model that will show that the variables under study will improve organizationally commitment and job satisfaction of employees in Nigerian public universities.

4.3. The need for diversity in Nigerian public universities

Nigeria been the largest of all African countries with a population of about, 166.2 million people in 2006 and 204,948,889 million people to date and more than 600 ethnic groups, (national bureau of statistic (2019) is made up of many ethnic groups with different social cultures, religions, and economic background which intensifies the tribal differences in Nigeria, Onuah, (2006) As mentioned in this study, tribalism is an attitude that arises when subgroups in the work place preoccupy themselves with their own activities and fail to look at the organization as a whole, this attitude creates misunderstanding and discrimination among the employees of the organizations (Fearon and James, 2003).

Tribalism has eaten deep into the national (Nigerian) structure and this has unavoidably extended into government-owned enterprises (Eke, 2011) of which Nigerian public universities are not exceptional Emeh, (2011). As such the public universities of Nigeria have the breed of sectionalism and tribalism inherent. Whereas a great value is placed on the managers of these universities to bring diverse groups together in a spirit of co-operation to get things done. As collaboration experts suggested, these leaders must guard against tribalism, Moloi, (2016) Rikhotso, (2016). Tribalism is persistent in Nigeria in particular public universities mainly because it gives way by which the universities employees have preferential treatment or favouritism down from those in power to their tribesmen, resulting in the people

being more loyal to their tribes rather than to the universities Obiagwu, (2008), Eleke, (2005).

To this the minority tribes suffer without hope Mwakikagile, (2001), Obiozor, (2015).

The question as to what will be done to put to end discrimination arising from tribalism and marital status, create equality and inclusion in the workplace among employees becomes the issue at hand.

The new framework model will help to resolve this common question. The researcher believes that, her contribution will add new insight into, and/or better understanding of diversity, equality, and inclusion at workplace in the public universities of Nigeria, and to create a standard universities' management a culture that will suit its employees with a range of cultures and different experiences through policies and practices. This approach is based on the belief that all groups should be treated without favouritism and they should access to equal opportunities irrespective of their tribe or status (Mustapha, 2006).

These will attract, recruit, develop and retention of the very best people at all levels within the public universities of Nigeria, as such the universities must be committed to respect and embrace talent and work towards supporting a culture that is inclusive and reflective of their vision and values as a centre of excellence Sarah, (2019). The universities must make efforts to ensure that employees are selected, trained, promoted, and treated on the basis of their relevant talents, skills and capabilities, more so to encourage their employees to take advantage of any facilities to progress within the institutions, Raafi-Karim, (2020).

Based on the above contributions, the researcher believes that the suggestions offers a new way towards ending the deficiencies regarding the under-researched variables and their effect on job satisfaction and organizational commitment within public universities of Nigeria. The framework has been designed specifically to facilitate the necessary improvements that have been envisaged.

4.4 Diversity as a concept

Diversity is simply the ways in which people are different or similar to each other Zang and Goldberg, (2014), diversity is defined by those characteristics, which differ within an individual workgroup such as education, gender, age, marital status, tenure, religion, tribal origin etc. Barak, (2013) the focus of this framework is on diversity with regard to demographic factors used in the research work, which is: tribalism, marital status, gender, education, and age. It is very important to understand how these demographic factors shape organizational behaviour in a diverse nation like Nigeria. Many organizations enjoy the benefit of diversity in their workplace as it brings equality among all the individual staff of the organizations and end discrimination based on demographic factors, Hiemstra, et al, (2017), Foley, and Williamson, (2019), hence creating a work environment where the employees feel appreciated for their contributions towards their organizations, irrespective of who they are or where they come from, Botero, 2013, Bassett-Jones, 2005, Bell et al., 2011.

Presently, organizations are more concerned with those individual employees who share the same demographic attributes because of the demographic traits that are involved in these attributes Pyburn, at el, (2008). These traits are very visible and are found in every organization and has a strong relationship with values, beliefs, and attitudes hence employees will want to interact with those who share the same values, attitudes, and culture with them especially when they are newly employed, Harrison et al., (2002), Kravitz, (2008) This may bring discrimination if allowed to continue, although these can be managed by the organization by paying attention to new employees Douglas, (2008). With the establishment of diversity management in the workplace, employees are made to follow diversity laws such as equity, equality and inclusion must be maintained among all staff, Edgar and Geare (2004), Tung, and Lin (2015)

4.5 Diversity in the Work Place

Diversity in workplace draws its strength from the law that support a need to act in accordance with equal employment opportunity issues, and encompasses acceptance and respect Chen, and Choi, (2008), Phillips, et al, (2016)). This has to do with both employers and employees in understanding that each individual (employee) is unique and their individual differences must be recognized in the workplace Bezrukova, et al, (2016), therefore, the managers of the public universities of Nigeria must have to act according to law by creating an inclusive environment that will accommodate each employees' differences, embrace their strength, give all the employees opportunity to achieve their potentials Cox et al., (2006). Diet and Hartog, (2006), Ferdman and Deane, (2014), Bohnet, (2016). The importance of diversity in the workplace has made it to become one of the most important discussed topic in the business circle and this prompts academic interest in the actual analysis of diversity in the workplace, Prasad and Mills (2007).

Many authors have described diversity in the workplace in different ways which includes: Cleff and Harrison, (2009), defined workplace diversity as the the ability of individuals to know how to relate to those qualities and conditions that are different from their own and outside their groups such as age, tribal differences, marital status, religion, gender, tenure in the offices, income, educational background, races among others, in that recognizing these differences will promote respect to individual rights to self-identification and goes along to recognize that no one culture is essentially superior to another Buttner, and Tullar (2018) (Parvis, 2003).

According to Church (1995) cited by Kenyon (2005) arguably, the workplace diversity in educational setting is defined in terms of a collection of individuals who defer from each other or any number of dimensions including values, cultures, education etc. The above definitions simply promote different cultures, esteem, and value differences as well as support equality for all races. Khan, et al, (2019).

4.6 What Contributes to Diversity in the Work Place?

Diversity in the workplace was introduced because of the array of cultural differences, and to select management leaders that will not embark on their leadership base on tribal connections but will rather base recruitments and appointments of the employees' on merits Gao et al., (2011), Kaufman, (2015). A manager who will also, bring in an inclusive management system in the workplace which will assimilate employees from minority groups or outside the dominant group and consider both women and males equal in the workplace, Capell, et al, (2018), Greene, (2015), Holland, (2014), Klaas, et al., (2012).

Therefore, it becomes paramount for the introduction of diversity management in the work place in federal/public universities of Nigeria because the universities comprise of staff from different tribes/ethnic regions in Nigeria with different cultures. As such diversity management in these universities will bring to an end the issues regarding tribal differences such as cultural differences, esteem, and value differences and will also support equality among employees of the federal universities that enhance good management practices that will help to prevent discrimination and bring in inclusiveness for all the individual staff, (Allison, 2009) in this, the individual staff will be able to contribute their unique experiences in these universities.

The above statement was supported by Ozbilgin and Tati (2008) as they buttressed that diversity in the workplace enhances performance and broadens the individual staff perspectives in the areas of greater innovation improved strategic decision making and organizational performance, Davis, et al, (2016), continued by saying that tribal ethnic diversity helps the individual staffs to benefit from team performance resulting in more diverse the pool of skills and knowledge from the various ethnic groups/tribes, Greene, (2015), Lawrence, (1997), Purcell, et al., (2003), Raub and Robert, (2013). Diversity management contributed so much to

the apparent decline in the works ethics among the individual staff in the workplaces, (Naff and Kellough, 2003). Luring, (2013).

4.7 Models of Diversity in Work Place

A number of scholars have developed theories and models of diversity, each explaining the issues that surround diversity in the workplace. These models according Prasad, Mills, Green, & Young (2019), include functional model and critical model/perspectives. They are briefly discussed below

4.8 Functional Model:

The functional model/perspectives examine diversity in the workplace from the framework of organizational efficiency, Daya, (2014). As (Argyris, 2006) suggested that it looks into both the advantage and the disadvantage of workplace diversity and suggest that both can be monitored, identified and controlled for the benefit of the organizations Bešić, and Hirt, (2016). The aim of the workplace from a functional approach, according to (Cox, 2004), Derven, (2014), when considering research and practice in the workplace, the essence of diversity is to classify how it can promote the overall organizational competence, responsiveness and productivity, Luring, (2013). More so the functional approach helps managers of the public universities of Nigeria to make decisions on how to plan and implement diversity in their workplace, in that they will lay down rules, systems, and practices on how to manage the individual staff so they will put in their best in their various duties as such the university will maximize the potential advantage of diversity and its demerits will be reduced, Green, at el, (2018). According to Alvesson and Willmott (2008), managers issuing of power and control on the staffs under them has got many implications for the entire members of the organizations and create difficultly conditions for the less privileged ones that are the minority groups among the employees' within the organizations. Such minority groups are (women, ethnic minorities,

and disabled staffs). Thus managers in high positions work hard to maintain control over the marginalized group, who also consider themselves as a powerless group, work hard to maintain equity within the organization and this brings clashes within the two groups followed by efforts to settle the clashes (Cox, 2004), Derven, (2014).

Hence, the managers' analysing workplace diversity from a critical model approach seeks deeper insights into the inner workings of the universities' staff so as to stop the problem that exists because of inequities between them at different levels within the organizations. Green, (2018), Moore, and Rees, (2008). At this point, the management of diversity in these institutions has to include the organizations' policies and practices that will create good opportunities for the minority groups; and both groups will have equal treatment within the universities.

4.8 The importance of diversity and equality

From the researcher's point of view, the main benefits diversity as Lundrigan et al (2012) said that, it is the most pragmatic and all-inclusive approach used to tackle any organization with multicultural workforce such as a public university of Nigeria. Furthermore, it is user friendly, in that is adaptable, more inclusive, and non-discriminatory; as such leads to reduction in employee turnover rates Badal, & Harter, (2013). Presently within public universities of Nigeria discriminations among workers on the basis of tribal-origin and marital status is rising, the issues involves in eradication of tribal conflicts and marital status differences have not been incorporated into the managements policies and practices as supposed Deloitte. (2015) that is unofficial way of practicing what is not written down. Thus, it can be argued that the knowledge derived from the framework (model) will be of great value to the success of the universities (Porter, 2008); Armstrong, (2006); (2009); Buchanan and Huczynski (2001;2004), as well as improved organizational commitment and job satisfaction among the employees, ultimately a

reduction in employee turnover rate and better organizational effectiveness Matthew and Rajac's (1990;2007; Buchanan and Huczynski (2004), and even better quality of working life and wellbeing (Buchanan and Huczynski, 2004;; Armstrong, (2006; 2009), McKay et al, (2009).

Danowitz et al (2012) summarized the benefits of managing diversity. According to the authors, managing diversity helps in fostering inclusiveness of people thereby promoting unity. This enables employees to maximize their individual potentials (Danowitz et al., 2012). According to Von Bergen et al. (2012), managing diversity in the workplace promotes fairness, equal opportunities in terms of recruitment, promotion for all irrespective of color, age, religion, and national origin

4.9 The potential risks or challenges

Diversity is known to exhibit some potential risks. According to Bassett-Jones (2005), diversity damages cohesiveness by creating conflict among different groups. This, in turn, leads to poor performance; a decrease in morale, and absenteeism among others. The overall impact of all this includes poor performance and dissatisfaction among employees. This is to highlight that diversity and equality approach itself, is not problem-free. However, despite the advances and disadvantages involved, based on the above, it can be argued that it appears that on balance, public Nigerian universities will benefit directly or indirectly from embracing all-inclusivity (diversity and equality) approach than not.

4.10 The demographic factors and how they influence diversity, organizational commitment, and job satisfaction.

Demographic factors include socioeconomic/demographic characteristics of the population. The characteristics considered in this study are tribal origin, marital status, sex age, education, income, ethnic etc. evidence exists that these factors have significant on the study research variables (organizational commitment/job satisfaction). It is for this reason that managing diversity in the workplace has been encouraged as promotes cultures of equality regardless of demographics differences (Armstrong, 2009).

According to Armstrong (2009), SHRM, (2009) diversity in workplace enables diverse workforce such as people from different ethnic groups, ages, education, gender marital status to perform their full potential in an equitable environment where no one group has an advantage over the others. Thus, Riffkin & Harter (2016) urge that every organization is mandated to look for individuals who come from tribes with different cultures, education, different experience and knowledge because having a diverse workforce would mean pool of different skills, ideas and interests. These demographic characteristics are discussed as follow.

4.10.1 Gender and diversity in the work place:

Female employees are believed to be continuously poorly paid and are mainly employed into low positions such as clerical or secretarial duties in Nigeria more especially in Nigerian government Universities. Only very few women workers had the opportunity to get into employment that are mainly defined as men's job although just in rare cases. (CEDAW, 2015) In view of the above, Stergarrrd, et al, (2011) questioned why female workers in Nigeria especially in government universities are not opportune to climb up to higher managerial or professional positions, the authors pinioned that it is because men's perception about women workers that their works come second to having children, female workers also demand for extra days off during school holidays and when their children are sick, women are responsible for

child caring and housework, as a result of These females are being exploited by their organizations and are not allowed to hold positions that are due for their all-paid employment, (Rose, 2008).

In the past, female workers in the workplace are assumed that they are more relationship-oriented and this has given rise to inequality in the workplace. For instance, Konrade et al, (2008) noted that most organizations prefer to hire a male staff for a management position over a well-qualified female staff under the assumption that male staff are more assertive, in that management position requires assertiveness, (Konrade et al, 2008). Women are regulated to earn a little salary while men are placed on high pay rate thereby introducing huge pay into the gap. This increase high rate of turnover, lack of organizational commitment, and job satisfaction on the part of female workers because payrate is highly connected to job satisfaction and organizational commitment.

Gender discussion in Nigerian has to do with educational issues between male and female. Traditionally in some parts of Nigeria, females are not allowed to go to school because of religious practices rather women are subjected to child labour and early marriage. They lack access to education and are denied of their basic human rights, and this imagination deprive females of getting employment, and even if employed can only be in clerical or manual jobs, this condition is linked to gender in-quality in Nigeria public universities, Ajala and Alonge, (2013). For instance, the female from the Northern part of Nigeria are forced to go into early marriage. The issue of Chibouk girls that were adopted by Boko Haram, cantered on the educational problem (western education) Ajala and Alonge, (2013).

The inequality in men's and female's pay scales for equal work assumed that men had to be paid enough to support their families, Omolayo, at el, (2013).

This act in the context of work force, simply means giving an unfair advantage to men and unfair disadvantage to female workers, thereby creating gender imbalance that affect every aspect of Nigerian society in particular the public universities of Nigeria.

Presently many women are ready to put their work first and family second and are struggling to attend to this position with men. No wonder, Mathieu and Zajac (1990), Wood and Yaacob, (2001), found weak relationship between gender, organizational commitment and job satisfaction and had it that women are more committed to their job than men regarding the fact that they over come too much barriers to reach at the same position with men.

This study is of the opinion that women should not be seen as inferior to men in the work places, Both male and female workers should be treated equal, Pinar et al., (2011), Campos-Soria, et al., (2011) This will enhance commitment and satisfaction to both men and women in their organizations (public universities of Nigeria.

4.10.2 Tribal or ethnic difference and diversity

The impact of tribalism in Nigeria as shown in the extant literature is mixed. According to Oyediji & Babatunde (2017), employees with majority tribe displayed higher continuance commitment and satisfaction and less intention to leave their work because they are highly favoured and enjoy the financial benefit and other remunerations they get from their kinsmen who are on top positions, unlike the minority tribes who are more likely to turnover because they are marginalized; for instance, they receive less pay, no financial benefits, they participate less in decision making or are working in the areas where they experience hardship, Bello, and Raji, (2014). In this regard, most tribes will be more committed and satisfied with their job more than the minority tribes, Nnoli, (2008). The studies carried out by (Obiozor, (2015), suggested that in public universities of Nigeria, discrimination among the employees are becoming unbearable because of ethnic difference and has caused a lot of havoc between the workers; to the extent that the universities' recruitment and selection has been rendered

tribal, Okoroafor, (2014). The guarantee of employment or award of contract in these universities and in the nation as a whole has become a function of one's tribal person in a position of authority irrespective of the individual/employee's qualifications and capabilities. The manager who holds the high position will continue to employ people that came from his tribe without considering their experiences, knowledge they have for the work, the result of this is that the manager will never place the right person in the right position-hence they use their power to keep their tribes connected with the job. The minority group (employees) who has no body in the higher positions suffers either that they are not employed, or that they are sacked, retired, or send to the areas where they will experience hardship, or they can even be demoted. The minority tribes also experience slow promotion, negative evaluation results, low paid assignments and frequent transfers, while the majority of tribes are enjoying lucrative positions despite their low qualification, Oyedeji, and Babatunde. (2017).

The negative consequences of tribalism have caused tribal pressure, hostilities, competitions, no cooperative, underdevelopment of Nations' economy, and violence within the universities. The negative influence of tribalism has caused the drastic attitude among the employees of the universities in that they minorities automatically became dissatisfied with their job, lack commitment, high turnover rate became the outcome, Peter & Michael (2000), Adeyanju, (2017).

This study is of the opinion that the Nigerian government being the sole sponsor of the public university of Nigeria, should introduce diversity management in the universities with this, there will be chances of teamwork, employees' relationship will improve, discrimination will stop, the minority tribe will be happy, and tribalism will be wiped out. Ayatse, & Akuva, (2013).

It is also advised that the university management should practice their promotion, selection, rewards, recruitment based on the basis of merit and not in ethnic influences or kinship, Obiozor, (2015). As long as the university management serve the diverse needs of their

employees, it will help to wipe out tribalism in the universities and this will help to stop the universities from being overstaffed with employees from the same tribe and the employers will recognize employees from all tribes, give them equal rights, employment/promotion based on merit, all the employees will take part in decision making hence improving employees commitment and satisfaction to their job, less in turnover, retention and employment of skilled workers will be restored; with all these, the universities will maintain their stand as a centre of excellence in the whole country, Obiozor, (2015), Rikhotso, (2016).

4.10.3 Age diversity in the work place

Observation (Newstrom, 2007) has shown that older employees are more satisfied/ committed with their job, when compared with the younger ones or newly employed ones. To him older workers have a higher level of continuance commitment and satisfaction as such will find it difficult to leave their job due to family commitment such as financial obligations, Karsh et al. (2005). Moreover, the study carried out at the universities by Akintayo, al., (2010) revealed that older workers do have their expectations to more realistic things and make themselves better and available to their work. Moreover, as employees grow older, their sense of obligations gains maturity as well and their chances of getting a new job reduces, unlike the younger ones or newly employed ones that can easily switch over to other jobs because they have the most routine job, they receive less pay and participate less in the decision making of the organization as such lack knowledge, Price and Mueller, (1981).

This study is of the opinion that the public universities of Nigeria should provide opportunities for the younger employees to participate in decision making as a way of encouraging them to be more committed. This suggests that involving them in decision making would make them to feel valued and respected in the universities. This will help them to be satisfied and

committed to their job and there would be less turn over intentions between both the old and the younger employees.

4.10.4 Marital Status and workplace diversity

Studies have shown that marriage positively influence commitment and satisfaction level of employees in that married employees are more committed and satisfied with their job than those who are still single, Omolayo, et al, (2013 Cetin, (2006), Affum-Osei, (2015). Married employees have increased family responsibilities compare to the unmarried ones and need a steady and stable job to maintain the economic safety of their family, Camilleri (2002), John et al., (2006). Married employees value their job and consider their job very important and are more conservative with their job. They will always refrain from any problem that will make them lose their job or positions. The fear of losing their job will make them to be committed and satisfied with their job, this shows that marital status is more associated with continuance commitment due to financial obligations (Mathieu and Zajac, 1990; Akinawo, & Adetula, 2008; Koos, & Mc-Lelland, 2009).

The universities are advised to build up a package that will be extremely rewarding and competitive to both married and unmarried employees, such packages will include diversity policies that will value all employees regardless of their marital status, do away with marital discrimination, and encourage knowledge base pay increments, skilled-based pay, and competency pay on both married and unmarried employees, This practice will motivate them to be productive, competency in their job. And they will be committed to their job and satisfied with their pay rates and the universities will also be able to achieve their target and will maintain a competitive edge among their competitors.

4.10.5 Education and workplace diversity

From the literal review, educational level has a significant impact on organizational commitment and job satisfaction; it is an instrument in work development in that it is through

educational processes that most basic ideas and concepts about work are being thought through Mathew and Zajac (1990), Eskilclsen et, al., (2004). To this end, Mowday et al., (2002) also found a strong relationship between educational level and higher productivity and performance, it is therefore believed that the higher or better education an employee has, the more likely he or she will perform at workplaces. On the other hand, where an employee is less educated or qualified for the job, there are fewer expectations from the employee. This movement in employees' behaviour has a direct influence on organizational commitment and satisfaction either positive or negative.

As pointed out in the literature, there exist huge differences between employees who have a good academic background on the job and employees who's vocational and on the job training enables their progression. These differences among these two groups of employees end up in conflicts/disputes in the workplace especially when there is disagreement concerning theory versus practices in achieving the organizational objectives.

For instance, an individual employee might have the belief that his university degree is enough for him to manage the processes and techniques that are involved in his duties at the workplace more than the employees with practical knowledge and experience from on the job training may be wrong.

Managers of many companies prefer their management level staff members to possess degrees from universities, this shows that those employees with university degrees have studied and have been trained by experts. This view is in tandem with the finding of OECD (2018) who noted that employees in academic institutions are expected to attain certain levels of educational and interpersonal skills knowledge and experience in order to work effectively. This is why it is important for staff members who inspire to rise to executive level or professional level to have university degrees. Within this discourse, it is certain that if a manager of a company has to the choice between two people, one with experience from on the

job training and the other with experience from educational or has a degree and at the same time has knowledge and experience, the one with a degree is more likely to get the job.

As stated in the literature review, that educated ones are more likely to have opportunities to get another job more than the less educated ones and that is why their job satisfaction and commitment is less, they can easily divert to another job because employers are ready to employ them.

As mentioned earlier, concerning the public universities of Nigeria and economic crises that made the government unable to cover the financial demands of university education, at this end, the Nigerian universities are unable to pay their lecturers good salaries.

For this reason, the inability to resolve the pay structural problems or unwillingness on the part of the government in Nigeria to adequately compensate highly educated ones contribute to high level of brain drain among the educated employees in that high-quality education has strong linkage with pay levels (Fapohunda, 2012; Omonijo & Ohunakin 2015). Higher education attracts higher and good pay levels than the case with employees with lower educational level. Such direct linkage also impacts on levels of organizational commitment and job satisfaction.

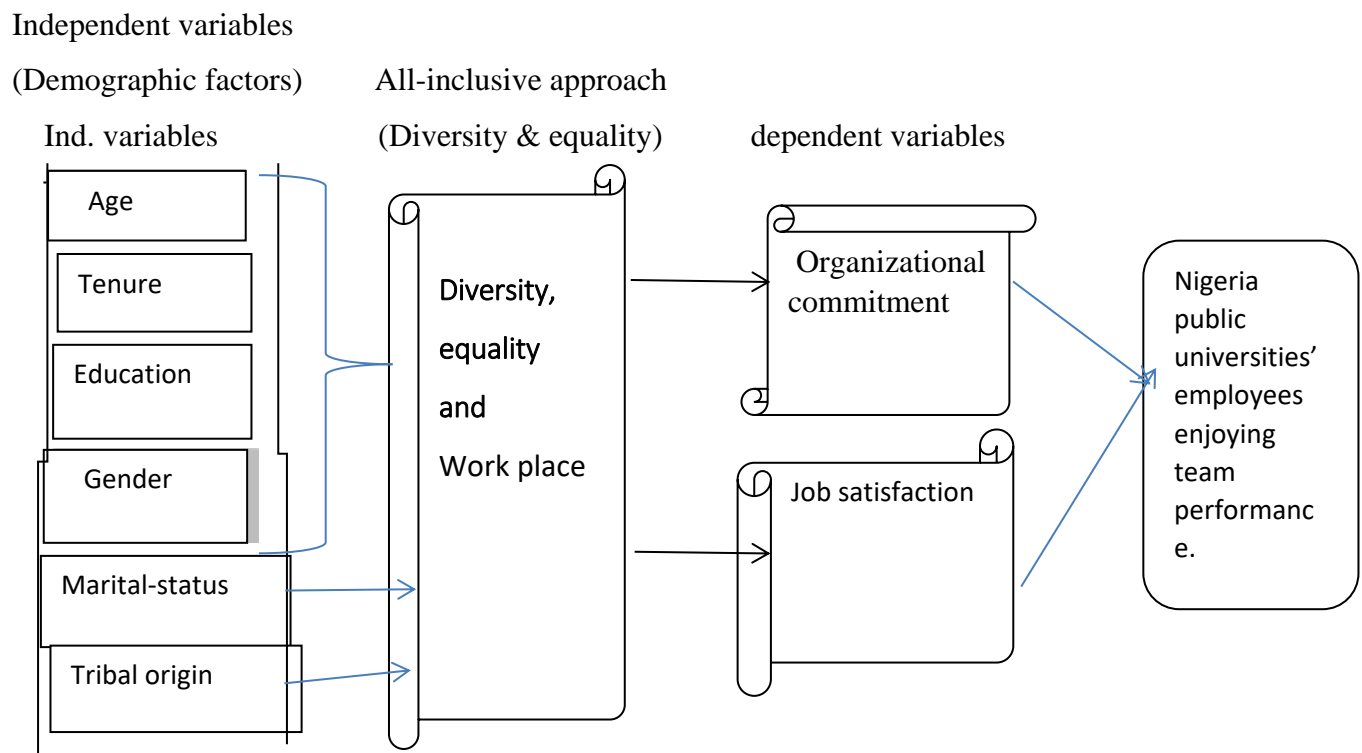
To this end, Monday et, al. (2004) also found a strong relationship between educational level and higher productivity and better performances. It is therefore believed that the higher or better educated an employee has, the more likely he/she will perform better in workplaces. Invariably when an employee is less educated or qualified for the job, there are fewer expectations from the employee. This movement in employee behaviour has a direct influence on organizational commitment and job satisfaction either negative or positive.

4.10.6 Tenure and workplace diversity:

A number of researchers (Cohen, 2003, Humborstad & Dysvik 2016) have observed that the higher the number of years of service, the more committed employees are to their organizations. This framework believes that tenure is an important factor. But it should be

pursued at the expense of the less experienced employee. This framework, therefore, suggests that Nigerian Public universities will need both experienced and less experienced employees. This implies that there should be an opportunity for staff training and development opportunities for those employees that are less experienced on the job. With these, the employees will be able to stay longer with their organization as noted by Khurshid & Fauzia (2015) and Popoola (2009).

FIG 4.1) CONCEPTUAL FRAMEWORK DIAGRAM AND CONTRIBUTION TO LITERATURE GAP



Source: Researchers Conceptualisation

Figure 2.1 shows the interrelationship among demographic variables, diversity, equality and organizational/job satisfaction and employees team performance in Nigerian public universities. It should be noted that most of the empirical evidence we discuss above focus on various determinants of employee job satisfaction and organizational commitment outside Nigeria and they yielded conflicting results. Many of these studies focus on analysing the impact of motivation (Hancer, 2003; Humborstad & Dysvik 2016), job stress (Chena, et al, 2012; Rehman & Mubashar, 2017) among others on job satisfaction and organizational commitment. Studies devoted to identifying the drivers of job satisfaction and organizational commitment in developing countries are, by contrast, relatively few.

In Nigeria, however, there is surprisingly dearth of empirical work detailing the determinants of employee job satisfaction and organizational commitment in the Nigerian public

universities. This is inspite of the increasing diversity in work places following the following the implementation of the Federal Character Act. To our knowledge, only few studies (Ogbonnikan, 2012; Oyibo, 2013) attempted to empirically evaluate job satisfaction in the industry. The studies, however, ignore the role played by diversity, equality and work place in employee's job satisfaction and commitment. This study therefore, adds to the theoretical literature as it went a step further by including diversity, equality, work place among other demographic variables with a view to assessing their impact on job satisfaction and organizational commitment.

This is illustrated in Figure 3.10.7 which explains how demographic variables and diversity/equality variables relate to OC and OJ. More so, the figure depicts the hypothesis that diversity management in the workplace has significance influence on OC and JS since it helps to shape the organizational settings and employees' behaviour and help the individual staff to benefit from team performance (Rikhotso, 2016; Oyedeji, & Babatunde, 2017; Sarah, 2019; Raafi-Karim, 2020).

Thus, with diversity, equality and inclusion in the Nigerian public universities, employees will develop high degree of job satisfaction and are more likely be committed with their jobs.

4.12 Chapter Summary and Conclusion

The public universities of Nigeria should develop a sustainable culture that will promote the individual staff responsibility for equality which must be rooted in respect and dignity, total avoidance of discrimination and complete eradication of tribalism. The universities has to encourage the business environment of equality, diversity and inclusion which must be incorporated in their staff policies and practices, Massachusetts institute of technology, (2016).

The issues in recruitment, training, communication and promotion should be included in the universities' HRM policies and practices and must be based on merits and not with tribal influence. Thus, making the universities to be a diverse organization which offer equal opportunity to all the individual staff, thereby by retaining skilled staff with new ideas, and new ways of thinking and the universities will succeed and will maintain its reputation as centre of excellent which it is known for.

CHAPTER FIVE

5.0 STUDY METHODOLOGY

5.1 Introduction

This chapter focuses on the study methodology, a systematic/comprehensive approach that provides a framework for carrying out this study. Put differently, research methodology explains and justifies the adopted methods in a study. The chapter addresses a number of requirements of the research methodology. These comprise discussion on the various research philosophies so as to situate the study, the research design, the strategy/approach, the type of research, sources of data, methods of data collection, the instruments of data collection, and sampling techniques. Others include methods of data analysis and method of data presentation.

As suggested by Saunders (2009), this study adopts the “onion” research design. The research “onion” represents in precise forms necessary questions a researcher is expected to answer when carrying out a research. It begins with the philosophy of research, research approaches, research strategies, the choice of research (whether the mono method, the mixed method, and the multi-method), the time horizons (whether cross-section or longitudinal), techniques of data analysis as well as the procedures for data collection. This simply tells us what is contained in the research Onion as shown in Figure 5.1.

Figure 5.1: Onion Research Design

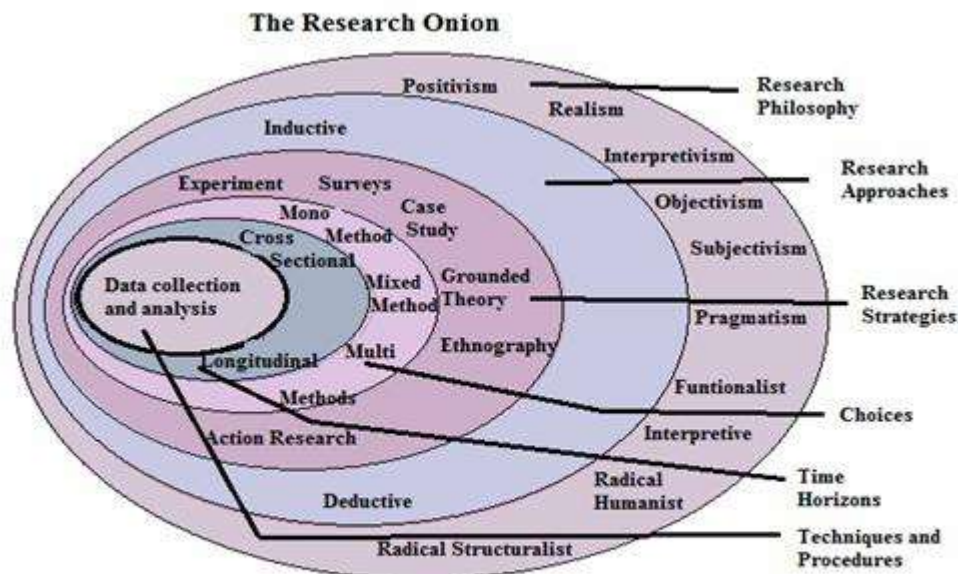


Figure 3.1

Source: Saunders *et al.*, (2009)

In sum, this chapter highlights the research design and outlines the best methods for data collection and analysis with regard to the chosen methodology. Thus, the main objective of this chapter is to determine the methodology suitable for this thesis. This would help us to answer the research questions as well as achieve the study objectives.

5.2 Research Design

Designing a research is usually understood as showing what and how the researcher will carry out the study. It is a step-by-step procedure employed while carrying out research task. According to Robson (2007), is an important aspect of research methods in that it is referred to as the entire research process or plan adopted to address the research questions. It helps in the planning and implementation of research with a view to obtaining the intended outcomes (Burns & Grove, 2001).

Therefore, Sekaran (2003) opined that the choice of a design should be predicated on any of the following:

- i. The study aim and the type of data required,
- ii. analytical technique (quantitative, qualitative or mixed),
- iii. the degree of researcher's participation/involvement, and
- iv. time horizons

5.3 Research philosophy

The concept of research philosophy is generally concerned with how we gather and analyse data about an event or a phenomenon. It involves matters concerning the development of knowledge or the workings of the world and the nature of that knowledge. However, the development of knowledge depends on a priori (underlying theory) and data (observation). Thus applying the concept to this study would help us to clarify the research plan (design), the approach, data collection methods and data analysis (Blumberg et al, 2005).

In sum, research philosophy typically involves ontology (what is real), epistemology (how we know anything in the world), positivism, realism, interpretivism, objectivism, subjectivism, pragmatism, functionalist and radical humanist. They are briefly discussed as follow

5.3.1. Ontological assumption (Objectivism and Subjectivism)

According to Guba and Lincoln (1989) cited in Abdelhamid (2008), the underlying assumptions of ontology provide answers to the following questions on the nature of reality. Ontological assumptions are based on objectivist approach which argues that social reality is independent of the researchers thought. This implies that 'what is there that can be known' is independent of researchers' mind. Thus, given that the aim of this study is to assess the effect

of demographic variables on employee job satisfaction/commitment, factors considered being outside the researchers' mind, the study adopts objectivism as a more appropriate approach.

It is pertinent to note that this approach contradicts that subjectivism which argues that realities are given meaning or socially constructed by researchers (Rea & Parker, 2006).

5.3.2 Epistemology

Epistemology which deals with the procedure that should be taken in the study of reality is guided by two basic assumptions of epistemology namely, positivism and interpretivism. The term "positivism" as opposed to "Interpretivism" connotes using scientific methods to investigate social problems. Heywood (2000) in Mohammad and Mohammad (2009) avers that positivism is a principle that research in behavioural sciences should follow the methods of the natural sciences. This suggests that knowledge can only be acquired through affirmation of theories (Mohammad and Mohammad, 2009). To Levin (1988), the positivists believe that reality is stable and can be observed and described from an objective viewpoint (that is, without interfering with the phenomena being studied).

In contrast, interpretivism argues that there is no one reality, rather reality is based on an individual's perception and experience (Robson, 2002:29). As a result, the role of the researcher should be to analyse the various interpretations that actors relate to a particular phenomenon (Easterby-Smith et al. 2002). According to Bryman and Bell (2007), the subject matter of the social sciences is fundamentally different from that of the natural sciences. Against this backdrop, the author argues that investigations of social phenomenon require different research procedures.

5.3.3 Positivism, Interpretivism and Realism

The purpose of every research according to Richard (1996) is to gather evidence. It is in view of this that research philosophy is generally concerned with how data about a phenomenon should be gathered, analysed and used. A distinction that is frequently made regarding research philosophies is between positivism and interpretivism. The term “positivism” as opposed to “Interpretivism” connotes using scientific methods to investigate social problems. According to Heywood (2000:100) cited in Mohammad and Mohammad (2009), positivism is a principle that research in humanities and other forms of philosophical enquiry, should follow the methods of the natural sciences. This implies that knowledge can only be acquired through affirmation of theories (Mohammad and Mohammad, 2009). To Levin (1988), the positivists believe that reality is stable and can be observed and described from an objective viewpoint (that is, without interfering with the phenomena being studied).

In its widest sense ‘positivist philosophy’ according to Giddens (2006) covers those areas which have made claims that reality consists essentially in what is available to the senses and the natural and social sciences share a common logical and methodological foundation (Hughes;1987:20). The positivists believe that research in the social world can be carried out in a value-free, objective way through experiment and observation and interpreted on the basis of rational deduction (Ryan, 2006). In this regard, it is worthy of note that the position of the positivists relates back to an ontological position that argues that there is an objective reality or a single objective truth. Following this, it is apt to conclude that the basic philosophy behind positivism is that, all factual knowledge is based on the positive information gathered from observable experience, and that only analytic statements are allowed to be regarded as true (Davies, 2007)

In contrast, interpretivism tends to view the world in quite a different way as it postulates that the world and reality are not objective and external, but are socially constructed and given

meaning by people (Rea and Parker, 2006). According to Bryman and Bell (2007), the subject matter of the social sciences (people and their institutions) is fundamentally different from that of the natural sciences. Therefore, the study of the social world requires a different research procedure. To Walsham (1993), interpretivism is a doctrine which emphasizes that knowledge of reality is a social construction by researchers. Therefore, there is no objective reality which can be discovered by research. In a similar way, Orlikowski & Baroudi (1991) stressed that interpretive studies assume that people create and associate their own subjective and intersubjective meanings as they interact with the world around them. On this basis, interpretivism seeks to understand phenomena through accessing the meanings participants assign to them.

The interpretivists focus on positivism's inadequate view of the nature of social reality. They contend that there is no one reality, rather reality is based on an individual's perception and experience (Robson, 2002). As a result, the role of the researcher should be to analyse the various interpretations that actors relate to a particular phenomenon (Easterby-Smith et al. 2002).

Realism, on the other hand, postulates that entities exist independently of being perceived, or independently of theories about them (Phillips, 1987 cited in Maxwell & Mittapalli 2010). According to Saunders et al (2003), realism is based on the belief that a reality exists that is independent of human thoughts and beliefs, and that can influence their perceptions either consciously or unconsciously. Lakoff (1987) lists four characteristics of what he terms "experiential realism." These, according to Maxwell & Mittapalli (2010) include:

- i. A commitment to the existence of a real world,
- ii. A recognition that reality places constraints on concepts,
- iii. A conception of truth that goes beyond mere internal coherence, and

- iv. A commitment to the existence of stable knowledge of the world.

In essence, realism emphasises that what the senses show us as reality is the truth, that is, objects exist independent of the human mind. On this basis, realism is opposed to idealism but similar to positivism in that it assumes a scientific approach to the development of knowledge. However, realism disagrees with positivism in its understanding of causality.

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5.3.4 Pragmatism

The term “pragmatism” was first used in philosophy by Charles Peirce in 1878 (Carlsen, 2007). Ormerod (2006), noted that the concept is based on experience and that there is “no way

of testing the effects of words (and ideas), no way of verifying their public consequences” since meaningful ideas make a practical difference.

Stumpf & Abel (2002) and Carlsen (2007) categorized pragmatism into a method of inquiry and a theory of truth. As a method, it holds that every difference should make a practical difference. As a theory of truth, pragmatism states that to say an idea is true implies that it creates some impact on our lives. This suggests that an idea has no inherent quality of truth but is made true by events.

In general, pragmatists believe that no “fixed” world to be revealed by experience; there is only a continuous pursuit to find practical solutions to problems.

5.3.5 Radical Humanist and Radical Structuralism

In a study titled “Basic principles of Radical Democracy”, Roy M.N introduced the concept of radical humanism. The Author observed that party-politics was inconsistent with his ideal of organized democracy implying that it was 'radical' since it rejected many of the traditional political and philosophical. In general, radical humanists seek to overthrow the existing social arrangements by urging people to reconstruct their view of reality and take appropriate action.

Radical structuralism, on the other hand, advocates for the society of radical change from an objectivist standpoint. This is in contrast with the Functionalist is based on the assumptions of objective and regulation. The functionalist does not challenge the status quo.

In this study, the researcher aligns with the positivism assumption since the broad goal of this present study is to investigate the nexus between demographic variables, job satisfaction, and commitment in Nigerian universities. The findings of the study will form the basis for generalization, rather than trying to giving meaning to the phenomenon. The choice of positivism is necessitated by the fact it helps to produce general laws for behaviour prediction (Fisher, 2010). This is in tandem with the objective of understanding the influences

of demographic variables on employee job satisfaction and organizational commitment for generalization and prediction.

As argued by ontological assumptions, investigators are expected to be neutral in the process of investigation. This will promote a value-free manner in data collection and analysis. This again underscores the choice of positivism. Implicit in this assumption is that the study respondents are not influenced. The study hypotheses, the questions, and the instruments of data collection are designed in accordance with the existing theories and researches. The study hypotheses were tested in line with the recommendations of positivism. Although, some interviews were carried out with some key personnel in the study areas to have some insights into employee job satisfaction and organizational commitment, which to some extent relates to interpretivism as it involves understanding the phenomenon (the relationship between demographic variables and employee job satisfaction and organizational commitment) from the viewpoint of respondents (social actors).

5.3.5 The Chosen Methodology/Philosophy

Saunders, Lewis & Thornhill (2003) have argued that in choosing an appropriate research methodology, the researcher should be guided by the questions/objectives of the study. Against this backdrop, some points which would help the researcher in making an informed choice of the methodology should be noted. They are noted below:

1. The current thesis is based on empirical analysis since it seeks to provide good understanding on the relationship between demographic variables, organizational commitment, and job satisfaction in Nigerian public universities. Thus, in answering the research questions for this study, the researcher would solely rely on empirical evidence.

2. As a corollary to the above, this thesis aligns with the Positivism assumption since it is based on empirical evidence to provide an explanation on how demographic variables, organizational commitment, and job satisfaction in Nigerian public universities are related. What this means is that, rather than giving meanings to the relationship among the study constructs, the empirical findings would form the bases for generalization and prediction
3. Both qualitative and quantitative methods are considered as the appropriate paradigm for the study since they study would collect and analyze but qualitative gathered through KIS and numerical data with a view to testing the nexus between the dependent and independent variables.
4. the study also adopts deductive approach, which involves going from the general (the theory) to the specific (the observations). As shown in the preceding chapter, the research hypotheses on the relationship between demographic variables, organizational commitment, and job satisfaction in Nigerian public universities were developed based on existing theories. Subsequently, the thesis utilizes appropriate statistical techniques to verify the study hypotheses with a view to either rejecting or accepting these relationships are in line with the chosen theories.

5.4 Research approach

Saunders et al. (2003) see the research approach as an ‘onion’ with many layers is grouped into two broad categories namely deductive and inductive approaches. The use of the deductive approach requires the investigator to begin with the existing theory(ies) supporting the phenomenon under investigation and then continue to find empirical evidence. According to Marshall (1997:17), the deductive approach is the technique that follows a sort of logical leap

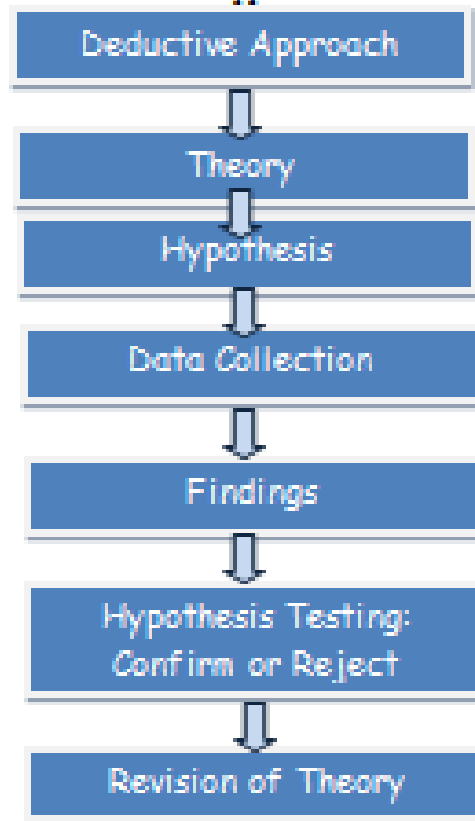
using existing theory as the basis but going a stage further than the theory. In sum deductive approach involves going from the general (the theory) to the specific (the observations).

In contrast, the inductive approach according to Lucaites and Gilbert (2011) involves extrapolating from experience to support conclusions reached. The approach assumes that known facts can provide information about unknown facts. In this regard, researchers are expected to collect data and analyse them to see if there are patterns that suggest relationships between phenomena under study. The results of the analysis could be used to construct generalizations and even theories about the unknown cases (Gray, 2014). Saunders et al (2003) echoed this when they argue that the inductive approach begins with collecting data and ends with drawing conclusions based on the behavior of the data collected. It means reasoning from specific cases to more general, but uncertain conclusions.

In this study, investigating the impact of demographic variables on employee job satisfaction and organizational commitment in Nigerian universities, the deduction approach seems to be the most appropriate choice. Thus, instead of deducing and building theory (as suggested by the inductive approach), the study seeks to assess the link between the variables of demography, job satisfaction, and organizational commitment, which are already “out there”. Consequently, the approach begins with a review of theories relating to demography, job satisfaction, and organizational commitment with a view to getting the theoretical, conceptual context and findings of previous empirical studies, from which the hypotheses are formulated. This guides us in the designing of questions used in gathering the required data. The data collected were used to test the hypotheses. Finally, the findings from the data analysis were compared with the existing theories to ascertain if there are differences. Indeed, the process is in line with the deductive technique. It is common knowledge that the deductive technique is

usually employed in quantitative research. The adopted research approach for this study is illustrated in Figure 5.2

Figure 4.4.1: Flowchart of Research Approach chosen for this Study



Source: Author's Conceptualization

5.4.2 The type of research

Basically, research is classified into three namely descriptive, explanatory, and exploratory (Saunders et al., 2009). A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). Sometimes these are referred to as “correlational” or “observational” studies. Descriptive studies can involve a one-time interaction with groups of people (cross-sectional study) or a study might follow individuals over time (longitudinal study). Descriptive studies, in which the researcher interacts with the participant, may involve surveys or interviews to collect the necessary information. Descriptive studies in which the researcher does not interact with the participant include observational studies of people in an environment and studies involving data collection using existing records (e.g., medical record review). Araoye (2004), noted that “a descriptive study is an observational

study which studies the amount (frequency) and distribution (by person, place and time) of disease or events within a population”. A cross-sectional descriptive study sets out to describe such events or situations in relation to age, sex, marital status, education level etc (Araoye, 2004; p58). The descriptive research method basically ascertains issues that bother on key questions of “what is” and “why is”. Thus, the study employs descriptive analysis since its aim is to assess the impact of motivation on job satisfaction and organizational commitment in Nigerian hospitality industry.

Apart from descriptive study, there are other types of study namely exploratory and explanatory. Exploratory study as noted by Robson (2002) involves finding out what is happening in order to seek new insights. It is appropriate in investigating an uncertain problem (Blumberg et al., 2005; Saunders et al, 2009, Ghauri & Gronhaug, 2010). The explanatory study also known as a causal study on the other hand focuses on finding the cause-effects relationship among variables (Blumberg et al, 2005).

Given the objectives of the study, both explanatory and descriptive we be combined.

5.5 Research strategy

Research strategies also known as research methods are the various procedures for carrying out research practically. They are usually grouped into two main types, quantitative and qualitative. The quantitative research method according to Aliaga and Gunderson (2000) involves explaining social phenomenon by collecting numerical data which are analyzed using mathematically-based methods in an objective manner. It involves using measurable data to reveal patterns in research. The qualitative method on the other hand addresses qualitative phenomena and it is primarily based on exploratory study (Rajasekar et al 2013). Denzin &

Lincoln (1998) see the qualitative method as a method used in discovering how social meaning is constructed. In this method, the findings are external to the investigator.

Quantitative data can be transferred into numbers, but in a formal, objective, systematic process to obtain information and describe variables and their relationships thus, the relationship between the demographic variables, organizational commitment, and job satisfaction with the employees' behaviors can be examined, Blnk and Wood (1998)

According to Zikmund, Babin, Carr and Griffin (2010) these numbers are then quantified and used for statistical computation as well as hypothesis testing. Further, through hypothesis testing, quantitative research approaches determine the generalizability of the data from the sample to the population. For this reason, a very large amount of data is required. In order to obtain such large-scale data for statistical calculations, massive data needs to be collected through the use of questionnaires or semi-structured interviews. Thus questionnaires will be administered to 370 respondents which will be sampled and interviews will be conducted with 20 investors in the industry. The data will be obtained and analyzed using descriptive statistics (frequency table, charts, and percentage), inferential statistics (t-test), Factor Analysis, Correlation, and thematic analysis (for the open-ended questions). Computer-aided software like MS Excel and Statistical Programme for Social Sciences (SPSS) will be used for data presentation and estimation.

The present study employs mixed methods with more focus on the quantitative method. The mixed-method according to Kroll and Neri (2009) is an approach that integrates some of the features of qualitative and quantitative methods at some stage of the research process. This could be done during the data collection, analysis, or interpretation stage of the research. Thus, given that the analysis of this study was drawn from responses obtained from structured

questionnaires and interviews, it is said to employ mixed methods. Thus 297 questionnaires were administered to the 297 respondents sampled while the interview was conducted with 20 staff members. The data obtained were analyzed using descriptive statistics (frequency table, charts, and percentage), inferential statistics (t-test), and thematic analysis (for the open-ended questions). Computer-aided software like MS Excel and Statistical Programme for Social Sciences (SPSS) were used for data presentation and estimation.

5.6 Method of Data Collection

As noted earlier, the data for this study involves qualitative and quantitative data collected using a mixed method involving structured questionnaires and Key Information Set (KIS).

5.6.1 Qualitative Data

The study utilizes KIS (key informant interview) for the qualitative data collection. Interview, according to Spradley (1979) is a conversation where answers are provided to questions. It is the most widely used method of data collection in a qualitative study (Englander, 2012). It seeks a description as possible of the experience that a participant has lived through (Giorgi, 2009). Researchers use interviews to gain background information or to tap into the views, experiences, and beliefs of an individual on specific matters.

Research interviews are broadly grouped into three namely structured, semi-structured and unstructured. Embedded in this variety is the extent of control the researcher will have over the conversation (Englander, 2012). Structured interviews are also known as the standardized interview is fixed format interviews in which a list of predetermined questions is put to the interviewee (Giorgi, 2009). It is often referred to as verbally administered questionnaires. This type of interview unlike the unstructured type lacks the free flow of a friendly conversation. Notwithstanding, this study adopted the structured interview due to the fact it provides precision and reliability clarification of certain questions.

In contrast, unstructured interviews according to Krueger and Casey (2000) allow questions based on the interviewee's responses and proceeds like a friendly conversation. Consequently, it lacks precision and reliability. Finally, semi-structured interviews according to Bernard (1988) follow a flexible approach and allow questions to arise in response to what the interviewee says.

In sum, the use of interviews (structured interviews) is predicated on the fact that they helped to create confidence of confidentiality to the respondents because with face to face interaction, the researcher, was able to answer their questions, motivated them and assured them of keeping their answers secret. With this method, the respondents have freedom of expression of their opinion and the researcher experienced less difficulty in the collection of the data.

Relying on ontological interpretivism that reality is created, multiple, and mind-dependent, and epistemological constructionism which states that knowledge is constructed/subjective, (Creswell, 2009), this thesis, in addition to the quantitative method, also adopts qualitative design. After gaining authorization for the heads of the universities and departments from the Offices of the Dean, University of Nigeria Nsukka, University of Lagos, and Ahmadu Bello University all in Nigeria where the data were to be collected, the fieldwork began in March 2015 to September 2015, to gain first-hand and primary data from both academic and non-academic the staff of the three sampled universities. The KIS was conducted with the study participants one by one at their respective departments. The interview guide was constructed in this way: (a). What is the perception of the staff about their organizational commitment and job satisfaction? (b). What is the level of staff job satisfaction and organizational commitment? (c). What role(s) do demographic variables such as marital status, tribal origin, age, education, and gender play in organizational commitment and job satisfaction of staff? The study participants for the KIS were recruited using snowballing sampling technique so as to assess multiple perspectives via friends of the friends to collect in-depth, true, and real data.

For this purpose, the first participants were scheduled for the KIS and after the interview, they were asked to suggest their friends from any other department and to call those friends to arrange a time for their interview. In this way, the study was able to obtain enough participants across departments of different universities to participate in the interview session, which lasted for 30 minutes per participant, on average. The study, thus, documented the opinions of the participants on the above-mentioned questions and these opinions were then analyzed and categorized by content analysis, using qualitative techniques. The data obtained via the interviews were anonymized, so that participants cannot be traced, thus protecting the identity of the participants. The nature of content studies is connected with both epistemological and methodological alignment (Shaw & Gould, 2001). The philosophy of content research is based upon the notion that it is not only a conveyance of individuals' subjective experiences but also a procedure of reintegration for those who had lived through difficult situations and traumatic events (Riessman, 1993). Qualitative research is better suited to delineate the personal meanings of the narrated experiences of the participants without losing the richness and genuineness of the responses (Flick, 1998; Strauss & Corbin, 1998). For this study, qualitative data and snowball sampling techniques were used to select the sample totaled 15 participants (5 from each university). Among these participants, 9 were teaching staff, out of which 5 were Professors and Ph.D. holders; 6 were non-teaching staff drawn from six different departments. The age of the study participants ranges from 32 to 65 years with a mean average of 47.65. The majority (79%) of the participants were married.

An interactive process between the interviewees and interviewer was intended with a view to eliciting and interpreting expressions and behaviours. To this end, the perceptions of the study participants were investigated deeply. As noted earlier, the study focuses on public universities in Nigeria. There are over 58 public universities, but the study sampled the three premier universities located in the three regions of the country (University of Nigeria, Nsukka

in Eastern Nigeria, the University of Lagos in Western Nigeria, and Ahmadu Bello University in the Northern part of Nigeria). The data collection process started at the University of Nigeria, Nsukka, and ended at the University of Lagos. The study participants were reluctant for audio recording in their interviews, so their said themes and important sentences were recorded during their interview and written in interview protocol proforma. After each interview, the important observations were recorded in detail on the last pages given in the same proforma and the transcription was made after the completion of every interview. The transcription of most interviews was up to three typed pages in Microsoft Word using 12 Times New Roman, 12-point font size with 1.5 line spacing. The interviews were conducted in English, Igbo, Hausa, and Yoruba as per the wishes, expertise, and needs of the participants. The main aim of conducting the KIS was to explore the perception, experience level, and drivers of organizational commitment and job satisfaction of the study respondents.

The items of the interview were formulated from an in-depth literature review, experiences, and observations of the researcher. The consent form, content, questions, and interview guide were developed and reviewed by the thesis supervisor. The first three KIS were conducted as a pilot for testing the tools in order to understand the language, responses, and reactions of the participants regarding the questions and sub-questions. The interview style was finalized for further fieldwork.

5.6.2 Quantitative Data

The quantitative data for this study was obtained largely through a field survey. The questionnaires were administered to the sampled respondents via mail while the structured interview was carried out as a follow up to support the data from the questionnaires. The copies of the questionnaires were administered to the study participants through the help of the Human Resources manager. The researcher has already spoken to the manager who has

mapped out a designated place for the distribution and collection and of the copies of the questionnaires through pick and drop.

The main benefit of using questionnaires was that the researcher utilizes the same structured question to all the staff of the three selected public universities in Nigeria, to this, uniformity in response is assured, the respondents were able to choose their answers from the optional set answer. This ensured a high response and high return rate which is the intensification of this research work. The result gathered, was relevant enough to answer the research questions and also used to test the hypothesis.

The questionnaires were structured in a bid to establish the relationship between demographic variables, organizational commitment and job satisfaction to know if with the addition of tribal origin and marital status to other demographic variables will increase employees' commitment and satisfaction in their job which will enhance organizational goals and objectives in public universities of Nigeria.

The questionnaires were constructed using scale questions, the five-point Likert scale was used Because it is quite suitable for these study in that it measures the intensity or the degree and agreement by the respondent to the questions asked and vividly describing the situation.

As a way of administering the study questionnaire, the researcher attached a cover letter which explained in detail the purpose of the study as well as assurance to the respondents that confidentiality will be maintained. By attaching to questionnaires self-addressed envelopes, with these, the respondents will put in the completed answers and drop at the designated place. With this plan, ethical issues are maintained and respected. The researcher arranged for the distribution and collection of the questionnaires with the help of H/R Managers of the three selected universities.

It is pertinent to state that both the questionnaire and the structured interview are made up of five sections. These include:

SECTION ONE: Question one is made up of the personal information of the respondents

SECTION TWO: Question two comprised demographic variable's information

SECTION THREE: Question three relates to job satisfaction/overall employees' satisfaction

SECTION FOUR: Question four relates to organizational commitment which investigates the extent to which the employees of the three selected universities are committed to their respective universities.

SECTION FIVE: Question five comprised the structured interview.

5.7 Population of the Study

Conceptually, the study population refers to the people of interest to the researcher of whom the research result can be generalized. In this study, the population is made up of an academic and administrative staff of the three selected public universities in Nigeria. A pre-survey carried out revealed that they are over 1152 academic staff in the study areas (that is, Unilag = 387, ABU = 401, and UNN = 364).

5.7.1 Sample frame

The target population of this study comprises all academic and administrative staff of all the universities in Nigeria. The time and financial resources available to the researcher do not permit an exhaustive analysis of all the universities. Consequently, purpose sampling was employed to select three universities. The choice of these universities is predicated on factors such as geographical location, age, and size. Nigeria is made up of three regions – the Northern, Southern and Eastern regions. While the northern region represents the Hausas with the same ethnic groups who share this same culture, the Southern region represents the Yoruba tribes

and the Eastern represents the Igbo tribes with some minority ethnic groups with the same culture.

The three chosen universities apart from the fact that they are located within these regions (The federal university of Lagos, (Unilag), Lagos state Nigeria (Southern region), Almadu Bellow university (ABU) Zaria Kaduna state of Nigeria (Northern region) and the University of Nigeria (UNN) Nsukka, Enugu of Nigeria (Eastern region)), they are the pioneer universities in Nigeria with employees drawn from different tribes in Nigeria.

5.7.2 Sampling Procedure and Sample Size Determination

The study employs a multi-stage sampling procedure. In the first stage, Nigeria is divided into clusters made up of three regions – the Northern, Southern and Eastern regions. While the northern region represents the Hausas with the same ethnic groups who share this same culture, the southern region represents the Yoruba tribes and the Eastern represents the Igbo tribes with some minority ethnic groups with the same culture. At the second stage, purposive sampling was used to select three universities from each of the regions. The selected universities are the federal university of Lagos, (Unilag), Lagos state Nigeria (Southern region), Almadu Bellow University (ABU) Zaria Kaduna state of Nigeria (Northern region) and the University of Nigeria (UNN) Nsukka, Enugu of Nigeria (Eastern region). These universities are chosen because they are the pioneer universities in Nigeria with employees drawn from different tribes in Nigeria.

Finally, the number of academic and administrative staff for each of the three universities was selected through a simple random sampling. The sample size was determined using Yamane formula stated as:

$$n = \frac{N}{(1+Ne^2)}$$

Where

N = Population size

n = Sample size

e = Level of error = 0.05

I = a theoretical constant

Therefore,

$$n = \frac{1152}{(1+1152(0.05)^2)}$$

$$= \frac{1152}{(3.88)} = 297 \text{ approximately.}$$

This sample size (297) is considered large enough for the study. It is important for a sample to be large enough (representative), so that the whole population's views are counted with a view to mitigating biases by one particular group within the population.

Table 4.7.3: Calculation of Proportionate Sampling of the various Universities

University	Number of Respondents	Stratum Allocation	Sample size per university
ABU	401	$297 \times 401 / 1152$	103
Unilag	387	$297 \times 387 / 1152$	100
UNN	364	$297 \times 364 / 1152$	94
Total	1152		297

5.8 Method of Data Analysis

As noted earlier, the study adopts mixed methods. Thus, qualitative and quantitative data were compiled from the administered questionnaires. Data generated from the KIS were analyzed qualitatively using content and thematic analysis. While, data obtained through the structured questionnaire were prepared and treated before being analysed quantitatively using descriptive statistics, parametric, and non-parametric tools with the aid of statistical software (SPSS 23). The study also utilized Factor Analysis for the quantitative data gathered. As a multivariable model for analyzing complex socioeconomic relationships, factor analysis helps to identify similar patterns/components, called factors (Ghauri & Gronhaug, 2010). These factors also known as components are always arranged in order of how much variation they explain. In general, the study is based on both quantitative and qualitative techniques. The quantitative data were obtained from 297 respondents via questionnaires while the qualitative data were obtained from 15 key informants.

5.9 Ethical considerations

First and foremost, the researcher intends to comply with all aspects of the ethical requirements or guidelines. Accordingly, the researcher expresses the interest to seek the consent of the Cardiff Metropolitan University's ethical committee. To that end, an application has already been lodged. All data collected is used only for academic purposes, all kinds of bias were avoided during the course of the research, informed consent (voluntary participation) was obtained, confidentiality, privacy, and anonymity of participants will be secured and there will be no harm to participants. Further, the researcher will ensure that no participants, including the researcher made personal gains other than the general benefit to the society, in compliance with the provision of the British Sociological Association ethical guidelines (March 204).

Accordingly, before engaging in data collection, the researcher informed all participants about the research and potential risk and benefits associated with the research. Also participants were told that they had the right to withdraw from the investigation at any time of the interview without explanation or penalty. Participants were briefed and informed of the research topic, purpose and the usage of the data before engaging them. Finally, the data collected have been securely stored by the researcher.

5.10 Summary and Conclusion

This chapter has presented the research methods of this study. The study employs a cross-sectional survey as its research design as this enabled the researcher to collect data at a single point in time. This is opposed to longitudinal research design which takes a longer period of time. Questionnaire and Key Informant Interview (KII) methods were used to collect the research data. The questionnaire was employed because it offers more convenience due to the geographically scattered respondents. In addition, the KII was carried out to obtain the opinion/perceptions of key informants on the phenomenon under investigation.

Also discussed were the population, sampling procedures, questionnaire development, reliability and validity, methods of statistical analysis, and issues related to ethical considerations. The next chapter presents the data analysis.

CHAPTER SIX

DATA PRESENTATION AND ANALYSIS OF RESULTS

6.1 Introduction

The specific questions of this thesis have been presented in the introductory chapter. The present chapter seeks to provide answers to the research questions related to the link between the three constructs (demographic variables, organizational commitment, and job satisfaction). The analysis of the results is carried out twofold. First, the study presents the findings of the KIS sessions carried out with 15 participants (5 from each university). The second analysis details the results from the quantitative data collected through a questionnaire from a survey of 297 academic and administrative staff of three universities selected from each of the region in Nigeria. The selected universities are: Federal University of Lagos Nigeria (Southern region), Almadu Bellow University (ABU) Zaria Kaduna State (Northern region) and the University of Nigeria (UNEC) Enugu Campus (Eastern region). As mentioned earlier, these universities are selected because they are the pioneer universities in Nigeria with employees drawn from different tribes in the country.

The quantitative data analysis for the study was carried out using different statistical techniques and presented in four subsections (6.3.1, 6.3.2, 6.3.3, and 6.3.4). In subsections 6.3.1, data background was discussed so as to have an insight into the sampled respondents. The data background considered were the name of institution, gender, job category, age, marital status, job level, tribe, religion, length of service highest educational status, income level among others. These were presented using descriptive statistics (frequency tables, percentages, and charts).

Subsection 6.3.2 presents the results of factor analysis. To carry out the analysis, the study used three questionnaires: one relating to general attitudes towards tribalism and marriages consisting of 14 items; one for the job satisfaction - 18 questions; and one for organizational commitment attitudes - 16 questions. In this regard, exploratory factor analysis using principal components (PCA) was performed on each questionnaire in order to reduce the number of variables for further

analysis and to determine the number of psychological constructs (research factors). The third subsection (6.3.3) presents results of bivariate analysis, including correlation analysis. Here, the study performed nonparametric Spearman's rho. This aims at verifying the relationship between dimensions such as nepotism conviction, tribalism as a source of conflict, impact of tribalism on the labor market, university commitment, work compulsion, general satisfaction, and career satisfaction. On the impact assessment, the study assesses how demographic variables on job satisfaction and organizational commitment. Here, demographic variables such as age, academic rank, and years of experience, highest educational qualification, and income level were correlated with research variables as nepotism conviction, tribalism as a source of conflict, the impact of tribalism on the labor market, university commitment, work compulsion, general satisfaction, and career satisfaction.

It is believed that opinions differ across sub-groups due to the fact that people (in this case, employees of the selected universities) are not demographically homogeneous. Consequently, the study compared the responses between groups using Mann-Whitney's U rank test, this is presented in the fourth subsection (6.3.4). The final section (6.4) presents a chapter summary.

6.2 Qualitative Data Analysis and Validity

As noted elsewhere, the study performed Key Information Interview (KII). The interview guide constructed includes the following questions: (a). What is the perception of the staff about their organizational commitment and job satisfaction? (b). What is the level of staff job satisfaction and organizational commitment? (c). What role(s) do demographic variables such as marital status, tribal origin, age, education, and gender play in organizational commitment and job satisfaction of staff? 5 study participants from each of the universities were recruited using a snowballing sampling technique. Among these participants, 9 were teaching staff, out of which 5 were Professors and Ph.D. holders, while 6 were non-teaching staff drawn from six different departments. The age of the study participants ranges from 32 to 65 years

with a mean average of 47.65. Majority (79%) of the participants were married. The data collection process started at the University of Nigeria, Nsukka, and ended at the University of Lagos. The study participants were reluctant for audio recording in their interviews, so their said themes and important sentences were written in interview protocol proforma. After each interview, the important observations were recorded in detail on the last pages given in the same proforma and the transcription was made after the completion of every interview. The transcription of the majority of interviews was up to three typed pages in Microsoft Word using 12 Times New Roman, 12-point font size with 1.5 line spacing.

After the data collection, a thematic analysis was carried out on transcripts based on the suggestions of Braun & Clarke (2006). The responses were fully transcribed after every interview. This is followed by coding of the transcribed responses, which were later converted into themes. Thereafter, the potential themes and other relevant information were merged and reviewed. Finally, the themes, transcripts, and other relevant information were refined/combined into larger themes. It is pertinent to note that the thesis was guided by a relativist approach for the validity and reliability of the study. According to Sparkes & Smith (2009, 2014), the relativist approach refers to the criteria for judging the quality of qualitative research should be based on an ongoing list of the characterizing traits such as the significant contribution of the study; the worthiness of the topic; rich rigor; a selection of samples for the appropriate purpose of the study; the generation of data, which could provide meaningful and significant claims; the coherence of research, which refers to how well the study hangs together in terms of the purpose; the methods; and the results (Tracy, 2010). The study also took the audit trail (independent scrutinized data collection and theoretical matters) and sought resonance (naturalistic generalizations) with a view to enhancing the quality of the research.

6.2.1 Study Findings

The majority (9 out of 15) of the respondents representing about 73.3% were clear about their organizational commitment and job satisfaction as well as how demography affects job satisfaction, hence the organizational commitment. Their responses indicated that being in public employment was a combination of rights, duties/responsibilities. The job satisfaction resulted from the feeling of peace and security that come after performing their duties/responsibilities to serve the nation in areas of developing human capital for socio-economic development. This finding is consistent with the observation of Ho & Au (2006) who argued that where teachers have a full job security with no fear of being dismissed, a flexible system of monitoring/evaluation, and a good reward system including a good pension and gratuity systems, their levels of job satisfaction tend to be high, which, in turn, correlate positively with meeting the educational objectives of the nation.

Based on the data gathered, the study divided the level of job satisfaction among the 15 participants into three (3) levels: the first level is characterized by a high level of job satisfaction, a situation where the respondents indicated satisfaction with most of the facets of job satisfaction proxies available in their university. This category of employees which constituted 47.5% of the total respondents were dominated by non-teaching staff. The second category involves those that were moderately satisfied with some of the facets of job satisfaction in their university (35%). The last group is those with a low levels of job satisfaction, and this includes those satisfied with few facets of job satisfaction in their school (17.5%).

In general, the study identified the following broad themes from the interviews with the study participants:

1. Assignment, Workload, and Ethnic affiliation:

Most (66.6%) of the participants were satisfied with their work and the struggle for quality student performance, normal/less workload, and co-curricular activities. These were indicated in the following information from the interviews.

Most of the assignments given are based on the experience, expertise of the staff, but sometimes a new assignment (s) is given to a few staff because there is no other staff available to handle such tasks. In our many years of service, we have observed that some staff, particularly some lecturers were given new courses to teach, even though they prefer to teach the same course for many years. Very few lecturers accepted administrative tasks other than teaching, but those staff are the most senior and highly qualified lecturers. Few of these senior lecturers that accept to do other tasks rather than just teaching often request for assistant to support them.

We have good work environments because we plan our works by ourselves and share with our superior or students as the case may be. We have health insurance plans that cater for the healthcare needs of ourselves and children. Staff welfare board supports most of the university staff in addressing their problems. Unlike other colleagues in the private universities, we have good job security because that is very important support for our life and mental satisfaction. Every staff comes and goes from his/her office at flexible times and in relaxed manners.

The responses further revealed that the participants' satisfaction is largely driven by their work assignment (which is relevant to their qualification, expertise as well as field of interest), their work environment/facilities which bring about the job and mental life satisfaction. Among those environments and facilities include the availability of resources; healthcare; tactful discipline; freedom to work; staff welfare support; workload, job security; relaxed timing; flexible among others. Non-teaching staff had the highest proportion of satisfied staff.

2. Demographic Variables, job satisfaction and organizational commitment

The majority of staff (86%) affirmed that one's demographic background has an enormous impact on the person's career advancement, job satisfaction, and organizational commitment as shown in the interviews.

Those staff who has a political godfather or who are friends to the university management get good opportunities for growth and advancement even they are not much more qualified than many others? They are favored by training, workshops, scholarships with full and stipends, among others. The staff who are in “good” books of their heads of department are also given different opportunities to earn additional pay or other benefits within and outside the universities. They are allowed to fix their classes at their convenient time, they attend their MPhil/Ph.D. classes outside their base, and they also do other paid duties. Because of their tribal or religious affiliation either to the heads, or other top-ranking officers, such categories of staff have no bondage nor bound to obey the university rules/regulations.

As a matter of fact, there is a big phobia of ethnicity and superiority among staff, which is why the staff of similar tribal origin and those of the same level like to sit and discuss matters together. Also, seniors and influential staff are given assignments based on their wishes and then others get the remaining assignments. Lecturers who have affiliation with the Heads of the Department and other influential top officers are given preference and even the timings of the duty are set down as per their wishes. Tribalism and nepotism have become too rampant in Nigeria that every region has a name for it, (the Hausas call it “namu namune”, the Yorubas call it “tiwan tiwa” while Igbos call it “madu nmadu”). Most times, recruitment processes are carried out in a manner that devoid of merit. The most unfortunate thing is that many Nigerians have been forced to accept it as the norm. Though tribalism and nepotism have been existing since the inception of Nigeria. however, they took broader dimensions following the Nigerian Civil War and the subsequent perceived ‘marginalization’ among certain tribes (Igbos).

Beyond the recruitment process, tribalism also threatens unity among workers even in the university communities, the highest citadel of learning. For instance, it is common knowledge that workers from Igbo extraction, for instance, see themselves as different from Hausa or a Yoruba colleague. The same applies to workers from the Yoruba and/or Hausa extraction. The consequences of these evils are already steering on our faces. They are evidenced in conflicts among colleagues, poor educational outcomes among others. Despite all these issues, we are still satisfied with our jobs because the salary we earn here is the only source of many workers.

In sum, the data revealed that drivers of job dissatisfaction in the public universities include tribalism and nepotism, leading to continued commitment among employees.

6.3 Quantitative Data Analysis

This section begins with the analysis of the demographic background of the study participants, factor analysis results of correlation analysis and contains results of impact assessment of demographic variables on job satisfaction and organizational commitment.

6.3.1 Demographic Background of Respondents

As clarified earlier, demographics are related to the analyses of the human population with respect to size, density, age, gender, location, and occupation among other statistics. It characterizes a particular population over a specific point in time. Extant literature has shown that demographic variables such as age, education, gender, tenure, and marital status played a significant role in enhancing employees' job satisfaction and organizational commitment. Against this backdrop, this study considered some demographic and socio-economic characteristics of respondents in the three selected universities in Nigeria. These include gender, job category, age, marital status, job level, tribe, religion, length of service highest educational status, name of institution, and income level among others. These variables are presented in Table 6.1

6.1 Demographic Characteristics

Demographics Variable	Frequency	%
AGE (Mean = 43.5; Std = 11.29; Min = 19; Max = 69)		
<20	5	2.40%
20-30	29	14.10%
31-40	77	37.60%
41-50	85	41.50%
51 and above	9	4.40%
GENDER		
Female	87	42.4
Male	118	57.6
Job Category		
Academic	143	30.5
Administrative	4	0.9
Marital Status		
Single	34	16.6
Married	144	70.2
Divorced	6	2.9
Civil Partner	3	1.5
Separated	8	3.9
Widowed	10	4.9
Job Position (Academic Rank)		
Senior Staff	94	45.9
Junior Staff	75	36.6

Others	36	17.6
Years in Service		
0 - 2 years	24	11.7
3 - 8 years	83	40.5
9 - 13 years	59	28.8
14 years and above	39	19
Level of Education		
School Certificate	5	2.4
Diploma or Equivalent	11	5.4
Bachelor's Degree or Equivalent	84	41
Masters	53	25.9
PhD	30	14.6
PhD Student	20	9.8
Others	2	1
Tribal Origin of Respondents		
Igbo	72	35.1
Hausa	26	12.7
Yoruba	77	37.6
Others	30	14.6
Religion		
Christianity	138	67.3
Muslims	51	24.9
traditional	3	1.5
others	13	6.3
Income Assessment		
Below N50,000	8	3.9
N50,001 – N100,000	22	10.7
N100,001 – N150,000	71	34.6
N150,001 – N200,000	51	24.9
N200,001 and Above	53	25.9

Survey Report, 2016

Table 6.1 contains descriptive statistics performed. As shown in the table, the average age of the study respondents was 43.5 with ± 11.29 standard deviation. The youngest among them was 19years while the oldest was 69years. The table also shows that 5 respondents representing 2.4% were between below 20 years old; 29 (14.1%), 77(37.6%), 85 (41.5 %) and 9 (4.4%) of the respondents were within the age brackets of 20-30years, 31– 40years, 41-50years and

51 years and above respectively. In sum, the table reveals that majority of the study participants (95.6%) were below 50 years, the most economically active population.

Another demographic variable considered is gender. This was considered investigated to establish if there was gender influence in recruitment into the three selected institutions. As shown in the table, out of 205 respondents, 118 were males which accounted for about 57.6% while 87 were female and this constituted 42.4% of the total sample. With respect to job category, the study found that 106 respondents representing 51.7% were academic staff while 99 or 48.3% were administrative staff. In terms of marital status, the study found that only 34 (or 16.6% of all respondents) were not married. Those who were still living with their partners were 147 or 73.1% (that married and civil partner) while 18 (8.8%) of the respondents were divorced and separated. On the whole, it can be seen that majority of the respondents were once married.

Furthermore, the study attempted to examine the position of respondents. As shown in Table 6.1, majority (94 respondents or 45.9%) were of junior rank. This is followed by those on junior cadre among others. Similarly, the table also shows that the majority (40.5%) of respondents have been in service for the period of 3- 8 years. The remaining categories of 24 respondents, 59 respondents and 39 respondents representing 11.7%, 28.8% and 19% respectively have been in service for between 0-2 years, 9-13 years, 14 years and above. On the level of educational attainment, the study found that 16 (7.8%) respondents had Diploma or its equivalent. The remaining categories of 84 (41.0%), 53 (25.9%), 30 (14.6%), 20 (9.8%) and 2 (1.0%) had HND/B.Sc, Master Degree, Ph.D. students among others respectively.

Furthermore, the study attempted to examine the tribal origin of the respondents so as to ascertain whether there is a covariance between tribal origin and employment in Nigerian universities. As shown in Table 6.1, 72 respondents representing 35.1% were from eastern part

of Nigeria (Igbo), the Hausas (northern Nigerians) were 26 or 12.7% of the sampled respondents while the Yoruba (western Nigerians) were 77 respondents or 37.6% of the total respondents. The other minor tribes in Nigeria constituted 30 respondents or 14.6%. Indeed, the result indicates that Northern Nigeria despite being the most populous region in Nigeria had least numbers of academia in Nigeria. More so, it underlines the wide-held notion that the northern region is least educated region in Nigeria. On religion, the study found that 138 (67.3%) of the respondents were Christians, 51 respondents or 25% were Muslims, 3 respondents or 1.5% were traditionalists and the remaining 13 respondents representing 6.3% worshiped other types of religion. Finally, the table shows that out of the 205 respondents, 8 (3.9%) earned less than N50,000 per month; 22 (10.7%), 71 (34.6%), 51 (24.9%) and 53 (25.9%) earned between N50,000-100,000, N100,000-N150,000, N150,000-N200,000 and N200,000 and above respectively.

6.3.2 Factor Analysis

In this research work, we employ the exploratory factor analysis (EFA) so as to explore the factors that demographic variables, job satisfaction and organizational commitment variables of the questionnaire belong. The factor analysis was also employed to reduce the number of questions in the questionnaire that fall short of the criteria for analysis. This is ascertained using Kaiser-Meyer Olkin (KMO). The KMO indicates the degree of suitability of data for Exploratory Factor Analysis. The decision rule is that the KMO should be between 0.5 and 1.0 (Ali, et al, 2006).

To carry out factor analysis, the study used three questionnaires: one relating to general attitudes towards tribalism and marriages consisting of 14 items; one for the job satisfaction - 18 questions; and one for organizational commitment attitudes - 16 question. To reduce number

of variables for further analysis and to determine amount of psychological constructs (research factors), the EFA using principal components (PCA) was performed on each questionnaire as shown below:

1. Attitudes towards Tribalism and Marriages

Given the criteria ($0.5 \leq KMO \leq 1.0$) for assessing suitability of data for factor analysis, the study excluded questions whose KMO were substantially lower than the cut-off value. These include: *With the tribal and ethnic mind-sets; Nigerian public universities has been relegated to the position of no growth and no development* ($KMO_I = .43$), *Married women participation in the competitive atmosphere is unequal with the fellow unmarried counterpart* (.46); *Commitments is usually stronger among long term stay employees (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties* (.48) (Field, 2009).

EFA using principal components (PCA) was performed on 10 items of the questionnaire. KMO measure of sampling adequacy was .72 which is a satisfactory result (Field, 2009). Bartlett's test of sphericity [$\chi^2 (45) = 370.62, p < .001$] pointed out that the correlation between the positions were high enough to analyze structure.

Kaiser criterion indicated that attitudes towards tribalism and marriages have three components (factors) with an eigenvalue more than 1, explaining (together) 55.62% of variance. Accordingly: first factor explains 28.94%, second 13.79%, and third 12.89%.

Considering the content of items forming factors in rotated component matrix with Varimax method, as we can see in Table 6.2, first factor refers to the intensity of tribalism as *Nepotism conviction* and beliefs (how much respondents believe that tribalism causes nepotism); second one indicates to what extent subjects treated *Tribalism as source of conflict* and last one will express to what degree subjects consider *Impact of tribalism on labor market*.

Table 6.2 PCA results for tribalism attitudes questionnaire

Factor	Scale and item	Loadings		
		1	2	3
Nepotism conviction	Marriage imposes increased responsibilities that make a steady job more valuable and important	.72	.05	.02
	Married employees are more committed to their universities' jobs than unmarried employees	.65	-.06	-.22
	Tribalism in Nigerian universities could lead to favoritism	.61	.23	.28
	Tribal connections has influences in the recruitment of staff in Nigerian public universities	.55	.35	.31
Tribalism as source of conflict	Tribal differences in Nigeria Universities contributes to conflict between employees	.27	.83	-.02
	Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	-.20	.73	.03
	Employees in the old age group possess more organizational commitment as compared to the younger ones	.24	.66	.11
Impact of tribalism on labor market	The tribal diversity has benefited the employees of public universities in Nigeria	.07	.16	.78
	Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	-.14	-.10	.67
	Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	.43	.13	.62
Eigenvalues		2.89	1.38	1.29
% of variance		28.94	13.79	12.89
A		.60	.64	.55

-Factor 1: This factor retains four items. They include (i) marriage imposes increased responsibilities that make a steady job more valuable and important (ii) married employees are more committed to their universities' jobs than unmarried employees (iii) tribalism in Nigerian universities could lead to favouritism and (iv) tribal connections has influences in the recruitment of staff in Nigerian public universities. The highest loadings on the factor are

marriage imposes increased responsibilities that make a steady job more valuable and important (.72). This suggests that married employees tend to have greater responsibilities and consequently would have higher levels of organizational commitment (affective and continuance commitment). This is expected given that the selected respondents are those in the public sector. This confirms the general belief that public sector employees show greater organization commitment than their private sector counterpart since they look toward retirement benefits among other benefits from government. In general, this finding contradicts that of Byron (2005). The author argued that employees with increased family responsibilities may decide to resolve those that relate to their family first before those of their organizational needs.

The second item married employees are more committed to their universities' jobs than unmarried employees has a factor loading of 0.65. This suggests that marital status has significant relationship with the research variables (job satisfaction and organizational commitment among others). In effect, the result implies that unmarried staff of the universities with average education are more likely to be committed to their jobs than their married counterparts with higher education. This could be attributed to the desire to improve upon their job skills in order to utilise job opportunities outside the educational sector. Price and Fang (2002); Williams & Owusu-Acheampong (2016) and Yon, et al (2016) in their separate studies found that young and unmarried employees with an average education level are more eager to improve upon their skills so as experience increased job mobility. With respect to poor remuneration, Ologunde, et al (2006) and Reukauf (2018) observe that turnover cycle (most especially among academic staff) exists in Nigerian universities. The authors argue that some academic staff are less committed to their jobs because of unfavourable working conditions. Thus the unmarried ones have continued to move between universities (Satope and Akintunde, 2013); hold posts in more than one institution (Ologunde, Akindele and Akande, 2013).

Another retained item under the nepotism conviction factor is tribalism. With a factor loading of 0.61, it suggests that nepotism in Nigerian universities could lead to favouritism. This is consistent with the fourth item which reveals how tribal connections affect recruitment of staff in Nigerian public universities. The factor loading stands at 0.55. Indeed, this finding is an indication of how nepotism and tribalism have threatened the development of the Nigerian educational sector. This was supported by an interviewee who said:

Tribalism and nepotism have become too rampant in Nigeria that every region has name for it, (the Hausas call it “namu namune”, the Yorubas call it “tiwan tiwa” while Igbos call it “madu nmadu”). Most times, recruitment processes are carried out in a manner that devoid of merit. The most unfortunate thing is that, many Nigerians have been forced to accept it as norm. Though tribalism and nepotism have been existing since the inception of Nigeria. however, they took broader dimensions following the Nigerian Civil War and the subsequent perceived ‘marginalization’ among certain tribes (Igbos).

Beyond recruitment process, tribalism also threatens unity among workers even in the university communities, the highest citadel of learning. For instance, it is common knowledge that workers from Igbo extraction for instance, sees himself/herself different from Hausa or a Yoruba colleague. The same applies to workers from the Yoruba and/or Hausa extraction. The consequences of these evils are already steering on our faces. They are evidenced in conflicts among colleagues, poor educational outcomes among others.

From the foregoing, it can be deduced that the immediate effect of tribalism and nepotism is severe degradation of the country’s educational system. Empirical studies such as Biles & Holmberg (1980) and Djabatey (2012) have argued that the success of any organization (whether public or private) depends on the quality and performance of those who work in that organization. On this basis, it can be derived that recruitments carried on the basis ethnic or tribal origin which is devoid of merit can have damaging effects far outside the institutions in which they are made since the effectiveness of workers (lecturers in this case) are believed to have direct link with those of their students.

Factor 2: Factor 2 which measures tribalism as a source of conflict comprises three items. These include (i) tribal differences in Nigeria Universities contributes to conflict between

employees (ii) tribalism contributes to social disintegration, and could cause conflict in the universities' workplace and (iii) employees in the old age group possess more organizational commitment as compared to the younger ones. Just as with those of Factor 1, these items (items in Factor 2) did not overlap with any of the other factors. The loadings on Factor 2 suggested that tribal differences in Nigeria Universities contribute to conflict between employees as it creates social disintegration.

The results likely reflect status differences among workers of different tribes in Nigerian universities. This was restated by an interviewee who noted:

Certain positions (heads of departments among others) are made for a particular ethnic group (only northerners could hold such positions in University located in the region. This same goes with those public institutions located in the Eastern and Western regions). Consequently, activities in the universities continued to remain polarized along tribal division. This, in turn, has raised suspicion, lack of trust and hatred among employees. Although, academic staff (in respective of their tribal origin) tend to show some level of tolerance and discipline. However, when it comes to issues of who gets what position in the school administration, they are not especially disciplined. This explains why strife among workers has continued to rise. Unless workers in respective of your ethnic are treated equally, Nigerian universities will continue to witness poor management and academic performance.

A handful of empirical studies have examined tribalism/ethnicity and work-related outcomes. The earliest one was carried out in 1958 by Katz et al. The authors investigated the interpersonal relations between whites and blacks. The study employed experimental research design using 18 four-person teams. Each team comprised two black and two white students. The study found that white students are more likely to communicate among themselves than to their black counterparts. More recent studies such as Richard (2000), Sacco and Schmitt (2005) and a few others have corroborated this fact. The results of these studies further suggest that the relationship between diversity and conflicts is positive implying that when employees are more diverse, communication as well as coordination breakdowns. Also, cohesion becomes harder for members.

Beyond empirical supports, the link between tribalism/ethnicity and conflicts has theoretical appeal. Social Identification Theory and Categorization theory are among the leading theories. These theories share similar assumption as they postulate that ethnic difference will have negative implications on organizational performance.

Factor 3: The third factor deals with how tribalism affects labor market in Nigeria. This factor retains three items. They include (i) tribal diversity has benefited the employees of public universities in Nigeria (ii) connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities (iii) employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university. As shown in the table, the factor loadings confirm that tribal diversity has benefited the employees of public universities in Nigeria as connections to ethnic/tribal group have enhanced the chance of getting job in Nigerian public universities. Indeed, this finding further corroborate is in tandem with those of factor 1 and factor 2.

2. Job Satisfaction Factor Analysis

The second questionnaire relates to job satisfaction. As defined earlier, the concept explains the positive feelings about one's job or job experiences and it comprises three dimensions (emotional, cognitive, and behavioral components) (Bernstein & Nash, 2008). Emotional component deals with job-related feelings such as tedium, anxiety and/or excitement. The second component, cognitive dimension, relates to one's perception about one's job (whether it is dignifying, challenging and/or rewarding). The last dimension, behavioural focuses on people's behaviours with respect to their work. These behaviours may include lateness to work, absenteeism among others (Bernstein & Nash, 2008). It is a common knowledge that every organization requires competent, motivated and satisfied employees to be successful. This is because a satisfied employees are more likely to be committed to their job (Weiss, 2002). This, in turn, increases organizational commitment (Caligiuri, Lepak, & Bonache, 2010).

It is against this backdrop that information relating to employee job satisfaction was sought. In this light, the study employed factor analysis so as to identify the factors that job satisfaction questionnaire belong to. No items were excluded because of low score of individual KMO. Kaiser criterion indicated six factors with Eigen value larger than 1, explaining together 55.83% of the variance. Nevertheless, screen graph below shows clearly that there are only two factors that questionnaire can be divided, since steepness of graph ends at second construct. Thus, the first factor which relates to how financial rewards (remuneration) impacts on job satisfaction explains 19.76% of the total variation in job satisfaction. The second factor which focuses on work condition measures (promotion, flexibility in scheduling your work, job security among others) predicts 12.12% of job satisfaction in the study area. This is presented as follows.

Table 6.3: PCA results for job satisfaction questionnaire

Factor	Scale and item	Loading	
		1	2
Financial Rewards	I am satisfied with the salary packages of this university	.68	.17
	As it is now, I cannot leave my university because of the benefits I get from there	.63	.20
	In general, employees are all satisfied working for this university	.61	-.19
	The benefits am receiving are enough to fulfill my basic needs	.57	.05
	I am satisfied with the hours of work for each week	.48	.19
	You are satisfied with the process involved in raising your annual salary	.47	.02
	I feel am part of this university	.47	.32
	I am happy with the recognition for work accomplished	.46	.02
Work Conditions	You are satisfied with your base pay, total salary and bonus	.09	-.70
	Overall, you are satisfied with the process used to determine your promotion rate	-.06	-.63
	You satisfied with it the flexibility in scheduling your work	.22	.55
	Am highly educated that as such am not satisfied with the pay and benefits, I receive from the university	.30	-.45
	I am satisfied with the security of my job in this university	.07	.43
	Promotion is not available in this university	.11	.43
	This job provides you with opportunity for social interaction	.20	.38
Eigenvalues		2.96	1.82
% Of variance		19.76	12.12
A		.84	.65

Factor 1: The first factor relates to how pay (financial benefits) influences job satisfaction in Nigeria. This factor retains eight items. They include (i) I am satisfied with the salary packages of this university (ii) As it is now, I cannot leave my university because of the benefits I get from there (iii) in general, employees are all satisfied working for this university (iv) the

benefits am receiving are enough to fulfil my basic needs (v) I am satisfied with the hours of work for each week (vi) you are satisfied with the process involved in raising your annual salary (vii) I feel am part of this university and (viii) I am happy with the recognition for work accomplished.

Indeed, given the content of items forming the first factor (financial reward) as shown in Table 6.3, we conclude that financial rewards is a strong predictor of job satisfaction in Nigeria as buttressed by the combined factor loading of 19.76%. This confirms the observation Riggio (2000) and Reukauf, (2018) who found that employees in a developing country are more motivated by financial rewards than non-financial rewards. This, according to the Riggio is due to fact that basic needs are lacking and that most employees in these countries are at low occupational level. This was corroborated by Agency Theory developed by Stephen Ross and Barry Mitnick in 1972. The theory postulates that introducing financial incentives as part of agent compensations increases their (agents) satisfaction which, in turn enhances their performance. According to McCausland, et al (2005), people are believed to derive satisfaction from income since it provides workers a corresponding level of purchasing power, security among others (Nelson & Spitzer (2000). This implies that dissatisfaction with financial rewards may reduce job satisfaction and commitment. Kaylar (2012) concluded that absenteeism and turnover are more pay-related grievances.

Factor 2: The second factor under job satisfaction questionnaire is centered on how work condition variables such as promotion, flexibility in scheduling work, job security among others) affect job satisfaction. This factor retains seven (7) items. They include: *You are satisfied with your base pay, total salary and bonus (0.70), Overall, you are satisfied with the process used to determine your promotion rate (0.63), You satisfied with it the flexibility in scheduling your work (0.55), Am highly educated that as such am not satisfied with the pay*

and benefits I receive from the university (0.45), I am satisfied with my the security of my job in this university (0.43), Promotion is not available in this university (0.43), This job provide you with opportunity for social interaction (0.38).

In general, considering the values of factor loading associated with the items as shown in the table, it is apt to conclude that work condition is another significant predictor of job satisfaction in Nigeria. This is evidenced by KMO of 12.12. This indicates that work condition explains 12.12% of total variations in job satisfaction in Nigeria since most of the sampled respondents were satisfied with the process used in determining their promotion rate, flexibility in scheduling their task, job security among others.

Bavendum (2000) has observed that work environment is one of the most factors influencing employee's job satisfaction. Theories such Maslow's Hierarchy of Needs, Adam's Equity Theory, Porter and Lawler's modified version of Vroom's VIE Model, Herzberg's Two-Factor (Motivator-Hygiene) have laid credence to this fact. The theories assume that emotional state of employee is influenced by interactions with their work conditions. These conditions could be physical, psychological and social aspects. In corroborating this view, Ruchi and Surinder (2014) found that organizational performance depends on level of employee's job satisfaction and work condition is one of the most important factors that determine the satisfaction & motivation level of employees.

On this basis, we expect that a conducive work condition would enhances employees' happiness which, in turn raises their performances.

3. Organizational Commitment Factor Analysis

The third analysis is centered on organizational commitment. The concept is usually seen as the bond between employee and his/her organization has also been matter of concern to business managers, scholars, analysts among others. This is because committed employees are beleived to be the greatest assets in every organisatuion. According to Kreisman (2002), a committed employee always strive to achieve organizational goals.

In Nigeria, educational institutions play key roles in economic growth (UNICEF, 2013). The main actors in the educational institutions just as with other institutions are the employees (academicians). They are responsible to produce the required human resources necessary for economic growth. Atan (2007) opines that academic staffs that aimed at improving teaching and learning methods as well as strengthening research are the key determinants of growth, turnover, job satisfaction among others.

In it is in view of this that information relating to organizational committment were sought. It is pertinent to state that organizational commitment can take three different components. These, according to Meyer & Allen (1990) and OECD (2018) include:

- i. **Affective Component:** This deals with staff emotional commitment/attachment to his/her organization
- ii. **Continuance Component:** This type of commitment is determined by cost implications of leaving an organization
- iii. **Normative component:** This focuses on staff sense/feeling of obligation to remain with his/her organization.

On this basis, 16 items were included in the organizational committment questionnaire. The PCA was performed on all 16 items of the questionnaire with satisfying KMO measure (.80)

and Barlett test results [χ^2 (120) = 939.35, $p < .001$]. The KMO for all items were within the acceptable threshold. Thus, the 16 items were retained.

Two factors with eigenvalue larger than 1 were indicated by Kaiser Criterion. These factors explained a total of 56.06% variations. The first factor (Affective Factor) expresses *University commitment* among the people surveyed and second one (continuance factor) expresses general feeling about *Work compulsion* in university structures. These two categories of results could also be confirmed by cursory view of the scree plot which showed a clear break after the second component. The break in the graph implies that there are only two factors to consider.

Table 6.4: PCA results for organizational commitment questionnaire

Factor	Scale and item	Loading	
		1	2
Affective (University commitment) Factor	I have a strong sense of belonging to this university	.76	-.07
	The university deserves my loyalty	.76	.01
	I am very proud to tell my friends and relatives that am working for this university.	.72	-.19
	I am really concerned about the fate of this institution	.68	.01
	I feel sense of obligation to stay and work in my university after considering all it has done for me	.64	.00
	This best organization I have ever worked and I will remain there.	.63	.22
	This university goals' and object matters a lot to me	.59	.05
	I have lots of emotional attachments to my university	.58	.05
	I feel good staying in my university because the work place is a safe environments	.57	-.25
	Even if I get job in another organization, am not willing to leave my university.	.52	.20
	I have got a lot of training, workshop and seminars in this university.	.42	.33
Continuance (Job Compulsion) Factor	I am staying in my university because I have to	.20	.71
	I do not know if I will have alternative available job if I leave my university	.01	.70
	I do not have any single feelings towards this university	-.01	.62
	I made a mistake for deciding to work for this university	-.08	.56
	I will change to some other universities only if I have chance to do that	-.02	.55
Eigenvalues		4.46	2.28
% of variance		27.89	14.25
A		.69	.56

Figure 6.1. Scree plot for PCA results of organizational commitment questionnaire

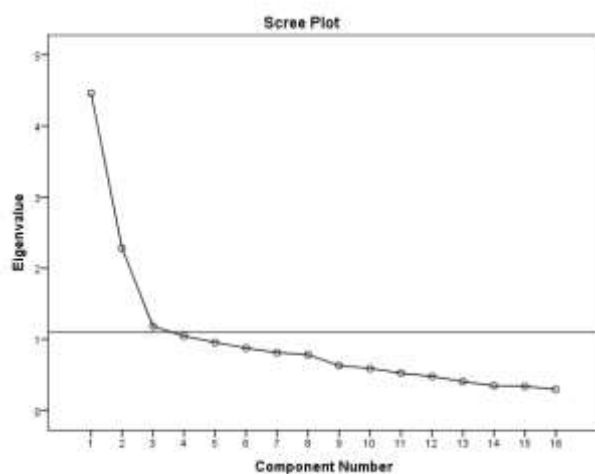


Figure 6.1 shows PCA results of organizational commitment questionnaire. The plot reveals, in descending order of magnitude, the eigenvalues of presented in Table 6.4. It helps us to present graphically the relative importance of the factors associated with organizational commitment. The break in the graph confirms the results presented in Table 5.3.3 that there are only two factors to consider under organizational commitment questionnaire. They are explained as follow:

Factor 1: The first factor under organizational commitment indicates the extent to which employees are emotionally attached to their workplace. This factor retains 11 items. They include; I have a strong sense of belonging to this university, the university deserves my loyalty, I am very proud to tell my friends and relatives that am working for this university, I am really concerned about the fate of this institution, I feel sense of obligation to stay and work in my university after considering all it has done for me, this best organization I have ever worked and I will remain there, this university goals' and object matters a lot to me, I have lots of emotional attachments to my university, I feel good staying in my university because the

work place is a safe environments, even if I get job in another organization, am not willing to leave my university, I have got a lot of training and workshop and seminars in this university.

In general, given the content of items forming the first factor as shown in Table 6.4, it can be deduced that most of the employees are affectively committed to their universities. The combined factor loading of 69% evidently corroborated this fact. The result implies that the respondents want to stay at their universities because they identified with their goals, they fit into their universities and are satisfied with their work. This finding is consistent with those of job satisfaction (see Table 6.3). It is an indication that when employees are satisfied with the financial benefits and non-financial rewards such as promotion, work environment, job security associated with their jobs, they tend to be affectively committed to their organizations. This view is in tandem with those of Wasti & Can (2008) and Kumari & Afroz (2013). The authors in the separate studies observed that affective commitment is typically an outcome of a supportive work environment. This is because perceived fair treatment and recognition boost employees' contributions and satisfaction. This, in turn, enhances affective commitment among them (Kumari & Afroz, 2013).

Factor 2: The second factor under organizational commitment questionnaire is centered on job compulsion. This factor retains five (5) items. They include: I am staying in my university because I have to, I do not know if I will have alternative available job if I leave my university, I do not have any single feelings towards this university, I made a mistake for deciding to work for this university, I will change to some other universities only if I have chance to do that. Such form of binding indicates Continuance Commitment. The commitment here is informed by the perceived cost of leaving. It has been established employees with such mind-set stay with the organization because they need to.

Possible reasons for employee needing to stay with organizations are complex, but not be unconnected to lack of work alternatives and a better remuneration elsewhere. This was succinctly put by interviewee when he said:

I feel the need to remain with my current university since my salary and other work conditions won't change if I move to another university or industry.

This should be a matter of concern to management of organization since employees whose underlying reason for their commitment lies not in their affective factors but rather on their need to stay may become dissatisfied with their job but yet, will be unwilling to leave.

4 Factor Analysis of Diversity and Equality Questionnaire (FADEQ)

The last analysis is concerned on diversity and equality. The workforce in the Nigerian public universities is increasingly diverse in terms of marital status, tribal origin, education, tenure, age. As a result, management of these universities need to understand the consequences of this diversity. Thus, the question of whether demographic variables such as the marital status, tribalism, education, tenure, age has any influence on organizational commitment and job satisfaction deserves inquiry. On this basis, 4 items were included in the diversity and equality questionnaire. PCA was carried out on all 4 items of the questionnaire with satisfying KMO measure (.75) and Barlett test results [$\chi^2 (120) = 911.21, p < .001$]. The KMO values are within the acceptable region. Hence, all questions were retained. Kaiser criterion indicated one factor with eigenvalue larger than 1, explaining 51.02%.

Table 6.5: PCA results for Diversity and Equality questionnaire

		Loading
Factor	Scale and item	
Diversity Factor	Demographic variables such as the marital status, tribalism, education, tenure, age has significant influence on commitment/job satisfaction	.803
	Diversity and equality in the Nigerian public universities are recommended	.732
	Diversity and equality brought about improvement on organizational commitment and job satisfaction	.653
	Diversity and equality wiped away discrimination among the staff of public universities in Nigeria	.722
	Eigenvalues	1.819
	% of variance	51.02

The only factor under diversity and equality indicates the extent to which diversity and equality predict job satisfaction and organizational commitment. This factor retains 4 items. They include; demographic variables such as the marital status, tribalism, education, tenure, age has significant influence on job satisfaction/ organizational commitment; Diversity and equality in the Nigerian public universities are recommended; Diversity and equality brought about improvement on organizational commitment and job satisfaction and Diversity and equality wiped away discrimination among the staff of public universities in Nigeria. In general, given the content of items forming this factor as shown in Table 6.5, it can be deduced that most of the respondents favoured diversity in workplace. The factor loading of 51% evidently corroborated this fact. The result implies that the respondents' degree of overall job satisfaction and organizational commitment are affected by on-the-job events that they experience as a

result of their gender, tribe, and age among others. Thus, increasing diversity in their workplace could reduce domineering effect of group on the other.

6.3.3 Bivariate Analysis

Before performing some bivariate and multivariate analysis, it has become a usual practice to firstly establish the input (probability) distribution (whether normally distributed or not) among them. This helps us in choosing an appropriate statistical technique for a study since normality of data is a prerequisite for employing parametric technique. As result, we computed descriptive statistics so as to ascertain the probability distribution of research variables identified in this study. The Kolmogorov-Smirnov test was employed to confirm whether the distributions of results are different from the form of the normal distribution. It is based on the empirical distribution function (ECDF). The results are presented in Table 6.6.

Table 6.6: Descriptive statistics for research factors obtained in PCA - summary (N = 205)

		R	M	SD	Sk	Curt	D
I	Nepotism conviction	5-20	14.30	3.26	-1.04	.88	.17**
II	Tribalism as source of conflict	4-15	10.89	2.57	-.68	-.23	.16**
III	Impact of tribalism on labor market	3-15	10.20	2.63	-.54	-.29	.13**
IV	University commitment	12-55	39.77	7.07	-.63	1.24	.08**
V	Work compulsion	5-25	13.70	3.92	.16	-.07	.07*
VI	General satisfaction	10-38	26.57	5.23	-.36	.11	.07*
VII	Career satisfaction	11-30	21.41	4.54	-.14	-.66	.08**

* $p < .05$, ** $p < .01$

The above table presents the results from test of normality using Kolmogorov-Smirnov Test. As shown in the table, R represents range of data, M stands for mean value, SD for standard deviation, Sk for skewness of a distribution, Curt for kurtosis of distribution and D for Kolmogorov-Smirnov test statistic.

To test the hypothesis regarding the probability of distribution, the decision rule is to reject the null hypothesis if the test statistic, D , is greater than the critical value (D_n) obtained from a table. From Kolmogorov-Smirnov Test Table, $D_n = D_{205, 0.05} = 1.36$. Since all the values of D are less than their critical value of 1.36, we conclude that the distributions of the research variables in the study show significant differences from normal distribution. This is considered natural because of author's type of research tool. Therefore, to verify hypotheses that operate on continuous variables we used non-parametric tests. They are analyzed in the following subsections.

6.3.3.1 Relationship among Dimensions using Spearman's rho correlation coefficients

In order to verify the dependences among research variables, correlation analysis was performed using Spearman's rho correlation. The test is a nonparametric tool which is based on ranks. Its choice is predicated on the violation of normality assumption since it allows for a good estimation when a distribution is not normal (Field, 2009). The results are presented in Table 6.7

Table 6.7: Dependencies within research indicators obtained (N = 205); Spearman's rho correlation coefficients

	1	2	3	4	5	6	7
1 Nepotism conviction	---						
2 Tribalism as source of conflict	.32**	---					
3 Impact of tribalism on labor market	.27**	.23**	---				
4 University commitment	.18*	.20**	.13	---			
5 Work compulsion	.06	.01	.14	.07	---		
6 General satisfaction	.07	-.13	.01	-.05	-.10	---	
7 Career satisfaction	-.01	-.06	-.08	-.41**	-.02	.23**	---

* $p < .05$, ** $p < .01$

Results in Table 6.7 show a few dependencies among variables. The higher Tribalism as source of conflict, the higher the Nepotism conviction ($rs = .32, p < .001$). The implications of tribalism on labor market have foster higher nepotism conviction ($rs = .27, p < .001$). More essentially, career satisfaction of university staff was positively associated with General satisfaction of staff ($rs = .23, p = .001$). However, higher career satisfaction reduces the level of University commitment results ($rs = -.41, p < .001$). This suggests that most of employees in Nigerian universities had high degree of career satisfaction but were not committed to their universities probably due to problems of tribalism and nepotism. As noted by Meyer et al. (2002) and OECD (2018), organizational commitment comprises three categories namely Affective, Continuance and Normative. Affective commitment describes emotional attachment of an employee to his/her organization and its goals. Continuance commitment on the other hand relates to cognitive attachment between employees and their organization. This attachment results from the costs associated with finding other jobs. Finally, normative commitment refers to employee's typical feelings of obligation to stay with an organization. Hence, it can be derived that employees who are satisfied with their job due to personal characteristics (career satisfaction) and not job characteristics may become less involved in the work due to lack feelings of obligation to stay with that organization. Past research (Gunlu, et al 2010) has provided reasons why a satisfied employee may not committed to an organization. According to Gunlu et al (2010), overall job satisfaction has a negative and insignificant link with continuance commitment in the service sector of Turkey. This according to the author is due to the mobility characteristics common in the service sector (hospitality industry) as employees in this sector find it much easier to work in many different places. As observed by early work of Mowday et al. (1979) and confirmed by Kumari & Afroz (2013), employees commitment to organizations are less affected by daily job related events than job satisfaction.

That explains why organizational commitment develops more slowly but consistently over time (Kumari & Afroz, 2013).

6.3.3.2: Impact of demographic variables on job satisfaction and organizational commitment

In line with the research objective, demographic variables such as age, academic rank, years of experience, highest educational qualification and income level were included in the data analysis. The impacts of these variables were established. The ordinal scale types analysis of correlation was performed with nonparametric correlation Kendall's Tau-b test, whose properties work well for ordinal data and scales with small ranges (Field, 2009). The results are presented in Table 6.8

Table 6.8: Age, Academic Rank, Years of Experience, Highest Educational Qualification and Income Level as correlates of research variables; Kendall's tau-b correlation coefficients (N = 205);

	Age	Academic Rank	Years of Experience	Highest Educational Qualification	Income Level
Nepotism conviction	-.02	.00	-.10	-.00	-.02
Tribalism as source of conflict	-.10	-.02	-.08	-.06	-.05
Impact of tribalism on labor market	-.02	-.02	.01	.01	-.07
University commitment	.05	-.09	-.01	.02	-.05
Work compulsion	.08	.07	.03	-.10	-.08
General satisfaction	.13*	.08	.08	-.02	.08
Career satisfaction	-.01	.06	-.02	-.15**	-.02

* $p < .05$, ** $p < .01$

The results in Table 6.8, indicate that the coefficient of Age has a positive ($b = .13$) and significant ($p = .017$) impact on general satisfaction of employees in the selected universities. However, its impact on university commitment even though positive ($b = .05$), is statistically insignificant. In sum, the finding implies that respondents who are older are likely to be

generally satisfied with work. This finding is in tandem with those of Salami (2008) and Nifadkar and Dongre (2014). who in thier separate studies found a significant positive and significant relationship between age and job satisfaction. The table also shows that while academic rank has positive and insignificant relationship with factors such as career satisfaction and general satisfication in the study areas, its impact is negative and insignificant on organizational (university) commitment. Years of experience, another important demographic variable considered has insignificant impact on career satisfaction, general satisfaction and organizational commitment.

Further probing on the impact of highest level of education on job satisfaction and organizational commitment reveals that increase in Highest Educational Qualification decreases Career satisfaction of respondents ($b = -.15, p = .006$). This implies that employees who are highly educated are less likely to be satisfied. This is probably due to increased job stress among others. The implication of this finding is that highly educated and disatisfied employees may not find it difficult in getting new job in other insstitutions. This explains the insignificant relationship between education and commitment as shown in the table. This finding consistent with those of Kristensen & Westlund (2004); Fako (2018) and Bashir & Gani (2020) who concluded that higher educational attainment is associated with lower organizational commitment.

No link was found between income level, job satisfaction/organizational commitment. The study further probed the particular demographic variable(s) that have the greatest influence on organizational commitment and job satisfaction. The results of the Kruskall-Wallis H rank test are presented below.

Table 6.9: Diversity and Job Satisfaction/Organization Commitment

	I: Marital Status (N = 25)		II: Tribal Origin (N = 66)		III: Education (N = 53)		IV: Tenure (N = 27)		V: Age (N = 35)			
	Mdn	Mrang	Mdn	Mrang	Mdn	Mrang	Mdn	Mrang	Mdn	Mrang	H(2)	P
Job Satisfaction and Organization Commitment	6	51.43	12	122.52	10	99.53	6	59.56	9	73.21	13.35	.001**

Post-hoc: II > III; III>V, V>IV, IV > I

The results in the table show a sub-significant (trend) difference among groups on demographic variables. It reveals that tribal origin has the greatest influence on organizational commitment and job satisfaction. This is followed by education, age, tenure and marital status.

6.3.4 Differences in research dimensions according to Demographic Characteristics

Demographic characteristics refer to factors that define individual respondents. They include gender, age, education level, income, length of time in service among others. A number of studies (Cooke, 2005; Warner, 2004 and Wall Street Journal, 2006) have argued that a person's background can influence how he/she approaches his work, view issues among others. Perception differ between sub-groups. Gender, race and status and cognitive intelligence separate co-workers (Cooke, 2005). Educational and occupational backgrounds differ among employees of organization and this further influences their perception.

Thus, given that workers in the selected universities are quite diverse in terms of demographic composition; we expect to find variations in their experiences of how demographic variables have affected job satisfaction and organizational commitment. Therefore, to verify hypotheses that demographic variables differentiate results of research dimensions, we employed non-

parametric tests of Mann-Whitney's U rank test. The choice is necessitated by the fact that the distributions of the research variables are different from the form of normal distribution. This is presented as follows:

1. Gender and research variables

To answer the question if gender differentiates the results of research dimensions, a number of comparisons was carried out using Mann-Whitney's U rank test. Thus, we test the null hypothesis that there is no difference between the ranks of the two groups (male and female). The decision rule is to reject the null or research hypothesis if its probability value is greater than the critical value of 0.05

Table 6.10: Gender and research variables

	Male (N = 87)		Female (N = 118)		U	P
	Mdn	Mrang	Mdn	Mrang		
Nepotism conviction	15	107.26	15	99.86	4762.50	.374
Tribalism as source of conflict	12	107.67	11	99.56	4726.50	.328
Impact of tribalism on labor market	11	118.48	10	91.59	3786.50	.001**
University commitment	40	103.78	41	102.43	5065.50	.872
Work compulsion	14	108.23	13	99.14	4678.00	.277
General satisfaction	27	101.40	27	104.18	4994.00	.740
Career satisfaction	21	103.91	21	102.33	5053.50	.849

* $p < .05$, ** $p < .01$

Table 5.4.7 contains result of Mann Whitney Rank test. as shown in the table, male and female respondents mean scores did not differ in the areas of nepotism conviction, tribalism as source of conflict, university commitment, work compulsion, general satisfaction and career satisfaction since their probability values exceed the cut-off point of 0.05. The study however, found only one significant difference between group results. That is, females significantly were less convinced about impact of tribalism on labor market than Males. This is implied by the mean rank of 91.59 for females as against that of males which stood at 118.48.

One possible reason why female employees are less convinced about impact of tribalism on labor market than their male counterpart is that women have always lagged behind in formal employment particularly in academic jobs. According to Gaze (2003), men constitute larger number of workforce in the UK. This underscores the recent emphasis on the need to increase women's labour force participation so as to narrow gender gaps in formal employment. This has opened more employment opportunities for educated female.

2. Profession and research variables

To answer the question whether the Profession (independent variable grouping) differentiate the results of research dimensions (dependent variables), another series of comparisons between groups using Mann-Whitney's U test was performed. This is presented in Table 6.11

Table 6.11: Profession and research variables

	Academic		Administrative		U	P
	(N = 106)		Staff			
			(N = 97)			
	Mdn	Mrang	Mdn	Mrang		
Nepotism conviction	15.00	100.03	15.00	104.15	4932.00	.615
Tribalism as source of conflict	11.50	102.41	11.00	101.55	5097.50	.916
Impact of tribalism on labor market	10.50	102.61	11.00	101.33	5076.00	.876
University commitment	40.50	104.83	40.00	98.91	4841.00	.472
Work compulsion	13.00	92.65	15.00	112.22	4150.00	.017*
General satisfaction	26.00	94.56	28.00	110.13	4352.00	.059
Career satisfaction	21.00	96.96	21.00	107.51	4607.00	.200

* $p < .05$

The results presented in Table 5.4.9 show only one difference in research variables on the basis of profession as indicated by the probability value of 0.017 which is substantially lower than the critical value of 0.05. On the average, the result indicate that administrative staff group felt more work compulsion than academic staff. This is implied by the mean score of 15 recorded

by administrative group as against mean score of 13 recorded by academic group. This is consistent with result of the factor analysis under organizational commitment questionnaire.

One probable reason for the difference in the level of job compulsion (continuance commitment) between administrative and academic staff as found in this study could be due to the differences in level educational attainment. According to Akpotu & Nwadiani (2003), academic staff are specialists in their disciplines, they have attained high academic achievement and are difficult to come by. This means that they are more mobile. Consequently, they tend to develop lesser sense of continuance

Commitment than their administrative counterparts.

3. 5.5: University and research variables

The establishment of universities in Nigeria can be traced to the 1925 Memorandum on Education Policy in British Tropical Africa. The memorandum set the stage for British government's involvement in the setting up of higher institutions in her colony (Fapohunda, 2012). Consequently, the then political leaders moved for the establishment of universities in their regions (Okoli, 2003; Fapohunda, 2012). This led to the establishment of three regional (first generation) universities (Okoli, 2003; Fapohunda, 2012). The establishment of University of Nigeria, Nsukka (UNN), Ahmadu Bello University, Zaria (ABU) and University of Lagos among others were anchored on the religio-political traditions of Eastern, Northern and Western Nigeria respectively.

Since then, regional influences in the recruitment, promotion and development of these aforementioned universities have not waned (Nwideduh, 2003). It is in light of the above that this present study further probe if universities differentiate the results of research dimensions. The result is presented in Table 6.12.

Table 6.12: University and research variables

		I: UoLN (N = 61)		II: UNEC (N = 69)		III: ABUK (N = 75)		H(2)	p	Post-hoc
		Mdn	Mrang	Mdn	Mrang	Mdn	Mrang			
A	Nepotism conviction	15	108.62	15	103.16	15	98.28	1.04	.595	ns
B	Tribalism as source of conflict	12	118.13	10	82.52	12	109.53	13.35	.001**	B.II < B.I, B.III > B.II,
C	Impact of tribalism on labor market	11	115.86	11	104.33	10	91.31	5.90	.052	C.III < C.I,
D	University commitment	43	119.35	38	88.43	39	103.10	8.82	.012*	D.II < D.I,
E	Work compulsion	14	101.08	14	111.08	13	97.13	2.09	.351	ns
F	General satisfaction	26	90.87	30	134.70	25	83.70	30.32	.000**	F.II > F.I, F.III < F.II,
G	Career satisfaction	19	71.64	23	121.00	23	111.95	25.24	.000**	G.II > G.I, G.III > G.I

* $p < .05$, ** $p < .01$

To answer the question whether University (independent variable grouping) differentiated dimensions results (dependent variables), a series of comparisons between groups with Kruskal-Wallis H rank test was performed. According to Corder and Foreman (2009), Kruskal-Wallis H rank compares two or more independent samples. It is extension of the Mann–Whitney U test. Unlike Mann–Whitney U, Kruskal-Wallis H rank is employed when there are more than two independent samples (in this case, three universities). The choice of the test again resulted from not-normal distribution and unequal group sizes (Field, 2009).

As shown in the table, there has been a significant difference between the groups in the results of Tribalism as source of conflict. This is expected given the background of the establishment of these Universities. The finding is consistent with the observations of Nwideeduh (2003). The author argued that regions were determined not to be outdone by the others and this dictates the mode of operation for most public universities in Nigeria. Consequently, recruitment, promotion and key positions in the universities are allocated along tribal line.

A detailed comparism on how tribalism has influenced conflicts among the universities reveals that staff from UNN felt less tribalism as source of conflict than University of Lagos Nigeria;

in turn Almadu Bellow University, Zaria staff had a significantly higher result of Tribalism as source of conflict than UNN staff. Interview conducted with a respondents to gain more insight why staff from ABU had a significantly higher result of tribalism as source of conflict reveals that:

It is well-known fact that education increases tolerance among diverse groups. However, employees' of northern origin in Almadu Bello University are not highly educated. Despite this, they are placed at the helms of affairs. This has largely caused conflicts in our university.

The results in the table further show a sub-significant (trend) difference between groups on the variable, Impact of tribalism on labor market. It reveals that staff of Almadu Bellow University, Zaria obtained significantly lower results in Impact of tribalism on labor market beliefs than University of Lagos Nigeria staff. This confirms the earlier results on how tribalism has caused conflicts.

Other specific findings from the study reveal that the UNN staff had significantly lower result of University commitment belief than University of Lagos Nigeria, UNN staff had significantly higher General satisfaction than University of Lagos Nigeria, while Almadu Bellow University Zaria had significantly lower general satisfaction than UNN staff, UNN had higher Career satisfaction than University of Lagos Nigeria; also Almadu Bellow University, Zaria had higher career satisfaction than University of Lagos Nigeria.

Differences in personality, work environment and labour relation appear to have accounted for the differences in university commitment, job satisfaction and general satisfaction.

Nepotism conviction and Work compulsion, were not differentiated by University type.

4. Marital status and research variables

Furthermore, research groups were compared in terms of status of their relationship. Due to the small number of people like widowers investigated, subjects were simply divided into married

and unmarried; then U rank test was performed. The results of Mann Whitney U rank test is presented as follows.

Table 6.13: Marital status and research variables

	unmarried (N = 61)		married (N = 144)		U	P
	Mdn	Mrang	Mdn	Mrang		
Nepotism conviction	13	78.77	15	113.26	2914.00	.000**
Tribalism as source of conflict	11	91.57	12	107.84	3694.50	.070
Impact of tribalism on labor market	10	95.75	11	106.07	3949.50	.251
University commitment	40	96.83	41	105.61	4015.50	.331
Work compulsion	13	95.34	14	106.25	3924.50	.227
General satisfaction	25	92.92	27	107.27	3777.00	.112
Career satisfaction	21	100.11	21	104.22	4216.00	.650

* $p < .05$, ** $p < .01$

As shown in the table only one research variable, nepotism conviction significantly differs between research groups. This is indicated by the probability value of 0.000 which is substantially lower than the cutoff of 0.05. The result implies that married subjects considered greater Nepotism conviction than not married. This may be due to the fact that married employees have more responsibilities and require more security and stability in their jobs (Ishfaq et al, 2010). Therefore, they are expected to be more committed to their universities than their unmarried counterparts. Other variables were not differentiated by marriage status.

5. Tribe and research variables

With Kruskal-Wallis H test (non-normal distributions, unequal subgroups) differences in research variables were tested among tribal groups. The results is presented in Table: 6.14

Table 6.14: Tribe and research variables

I: Igbo (N = 72)		II: Hausa (N = 26)		III: Yoruba (N = 77)		IV: others (N = 30)		H(3)	p	Post-hoc
Mdn	Mrang	Mdn	Mrang	Mdn	Mrang	Mdn	Mrang			

A	Nepotism conviction	15.00	106.59	13.50	79.67	15.00	105.81	15.00	107.40	4.69	.196	ns
B	Tribalism as source of conflict	11.00	97.40	12.00	97.77	12.00	106.63	11.00	111.65	1.80	.614	ns
C	Impact of tribalism on labor market	10.50	101.37	9.00	73.27	11.00	111.96	11.00	109.68	8.85	.031*	C.III > C.II,
D	University commitment	39.00	98.56	39.00	107.79	41.00	105.47	41.00	103.17	.71	.871	ns
E	Work compulsion	14.00	104.13	13.50	110.02	13.00	99.12	14.00	104.17	.73	.865	ns
F	General satisfaction	28.00	117.94	25.50	84.29	27.00	96.66	26.00	99.62	8.17	.043*	F.II < F.I,
G	Career satisfaction	23.00	114.40	22.50	115.77	21.00	94.52	20.00	86.35	7.84	.049*	G.III < G.I, G.IV < G.I, G.IV < G.II,

* $p < .05$, ** $p < .01$

Table 4.20 contains result of Kruskal-Wallis H test which aimed at ascertaining in research variables among tribal groups. As shown in the table Yoruba group considered impact of tribalism on labor as higher than Hausa. The difference noted between Yorubas and the Hausas in terms of the impact of tribalism on labor can be explained in part by the general perceptions in Nigeria that leaders in the country see their offices as an opportunity to feather their tribal nest. Thus, given that the Hausas have continued to dominate Nigeria's political landscape, it is expected that employees of Hausa origin would have lesser conviction on the impact of impact of tribalism on labor.

Other findings from the study suggest that Hausa had also lower General satisfaction than Igbo tribes, Yoruba tribe had higher Career satisfaction than Igbo, when Igbo tribe got higher Career satisfaction than other tribes. Other tribes had also lower Career satisfaction than Hausa. Nepotism conviction, Tribalism as source of conflict, University commitment and Work compulsion, were not under the influence of Tribe.

6. Religion and research variables

The last variable considered in this section is religion. Religion has been widely believed to influence people's perception and responses to issues. Consequently, the study further differentiates research variables along religion affiliations. Kruskal-Wallis H test (non-normal distributions, unequal subgroups) was employed to answer the question, whether Religion

(independent grouping variable) differentiated results of research dimensions. This is presented as follows.

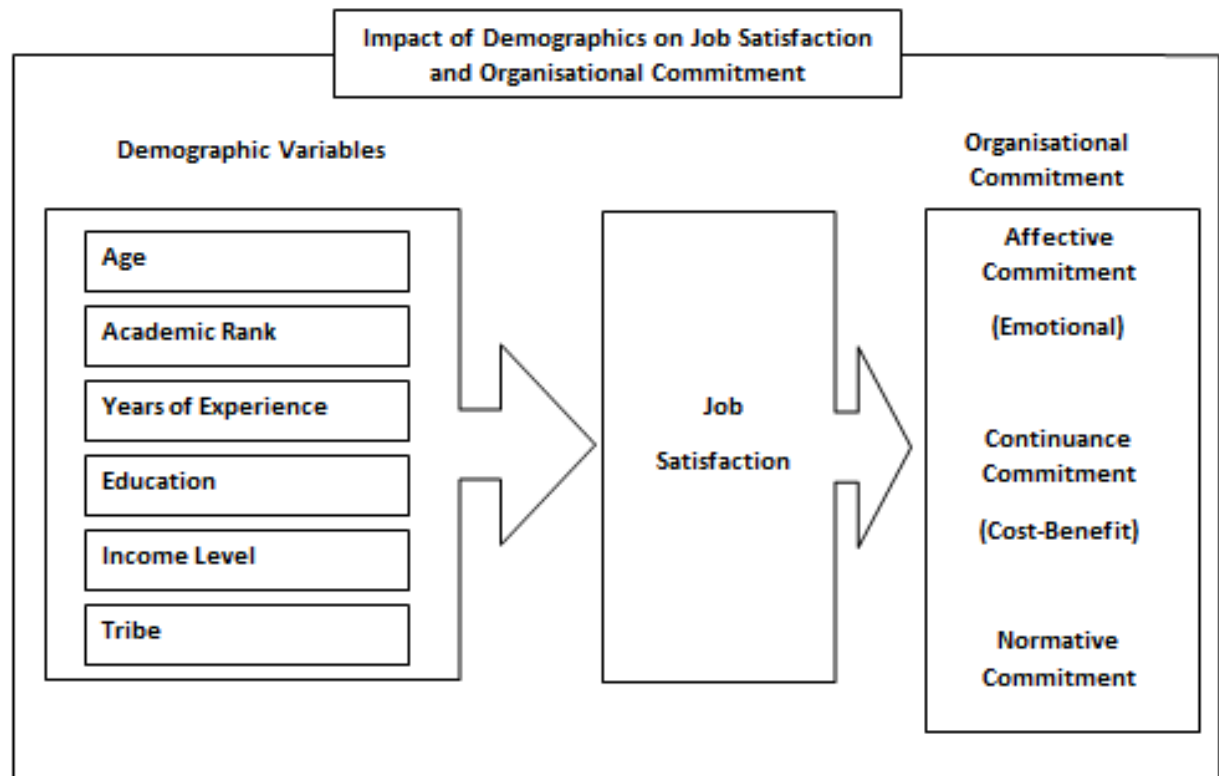
Table 6.15: Religion and Research Variables

		I: Christianity (N = 138)		II: Muslims (N = 51)		III: traditional (N = 3)		IV: others (N = 13)		H(3)	p	Post-hoc
		Mdn	Mrang	Mdn	Mrang	Mdn	Mrang	Mdn	Mrang			
A	Nepotism conviction	15.00	107.54	15.00	95.33	14.00	83.83	15.00	89.31	2.70	.440	ns
B	Tribalism as source of conflict	11.50	103.87	12.00	101.32	12.00	97.50	11.00	101.62	.11	.991	ns
C	Impact of tribalism on labor market	11.00	109.12	9.00	84.05	11.00	126.00	11.00	107.12	7.29	.063	C.II < C.I,
D	University commitment	41.00	106.53	39.00	92.94	42.00	137.67	41.00	96.96	3.13	.373	ns
E	Work compulsion	14.00	100.65	13.00	106.06	12.00	87.67	15.00	119.46	1.56	.668	ns
F	General satisfaction	27.00	107.75	26.00	95.16	27.00	104.17	25.00	83.04	3.27	.353	ns
G	Career satisfaction	21.00	100.15	22.00	113.77	20.00	107.83	21.00	89.88	2.67	.445	ns

* $p < .05$, ** $p < .01$

Table 6.16 reveals that all the research variables have their probability values higher than the critical value of 0.05. Thus, it is apt to conclude that no difference in research variables based on religion was found.

Figure 6.2: Research Model on how demographic variables impact on job satisfaction and organizational commitment



Source: Researcher's Conceptual Interpretation

6.4 Summary and Conclusion

This chapter has analysed the impact of demographic characteristics on job satisfaction and organizational commitment. The study employed mixed methods involving qualitative and quantitative data analysis. The study utilised thematic analysis to analyse responses to the interviews. Based on the qualitative data gathered, the study divided the level of job satisfaction among the study participants into three (3) levels: the first level is characterized by a high level of job satisfaction, a situation where the respondents indicated satisfaction with most of the facets of job satisfaction proxies available in their university. This category of employees which constituted 47.5% of the total respondents were dominated by non-teaching staff. The

second category involves those who were moderately satisfied with some of facets of job satisfaction in their university (35%). The last group are those with low level of job satisfaction, and this includes those satisfied with few facets of job satisfaction in their school (17.5%).

Under the quantitative analysis, the study performed a number of statistical analyses. These include descriptive, factor, bivariate and multivariate techniques to analyse the quantitative data. In order to assess the relationships between demographic characteristics, job satisfaction, and organizational commitment, the study utilised the bivariate tool such as correlation coefficients; parametric/non-parametric tools. Furthermore, Mann Whitney and Kruskal Wallis tests were used as non-parametric tests to compare results across different subgroups. The chapter concludes by developing the theoretical model on the link among the study variables.

CHAPTER SEVEN

TEST OF HYPOTHESES AND DISCUSSION OF FINDINGS

7.0: Test of Hypotheses

A hypothesis is generally understood as a verifiable statement about the link between two or more variables. In a research, hypotheses are brief statements highlighting the researcher's prediction of the study's outcomes (Ogundele, 2000). A hypothesis can also be considered as a tentative generalization whose tenability is to be tested on the basis of the compatibility of its implication with empirical evidence and with previous knowledge (Emaikwu, 2013). Hypothesis is very essential in this study in that, it is carried out to examine the relationship between the different factors used in the study, and to conduct tests of hypothesis among the factors (variables) the variables are referred to as dependent and independent variables: these includes:

- 1) Demographic variables (independent variables) such as age, education, marital status, tribal-origin, tenure and gender.
- 2) Dependent variables such as organizational commitment and job satisfaction variables.

The data analysis equally addresses the objectives of the study which are represented below

- i. evaluate the impact of demographics characteristics, job involvement on organizational commitment and job satisfaction among employees in public universities of Nigeria.
- ii. identify the influence of demographic factors on diversity management and their impact on organizational commitment and job satisfaction and how it can influence employee behavior in Nigerian

public universities

- iii. classify the prioritization of demographic factors namely age, education, gender, tribal origin, and marital status in organization commitment and job satisfaction
- iv. develop recommendation to improve organizational commitment and job satisfaction for public sector universities based on demography.

In this study, we have eight (8) hypotheses which are consistent with the research questions and research objectives. They are reformulated as follow:

- viii. Diversity in Nigerian public universities does not have any significant impact on job satisfaction and organizational commitment
- ix. Job satisfaction and organizational commitment among female employees does not differ significantly from their male counterpart (gender) in public universities in Nigeria.
- x. Job satisfaction and organizational commitment among younger employees does not differ significantly from their older counterpart (age) in public universities in Nigeria.
- xi. The level of job satisfaction and organizational commitment among married employees does not differ significantly from their unmarried counter (marital status) in public universities in Nigeria.
- xii. Tribal origin has no significant effect on job satisfaction and organizational commitment in Nigerian public universities

- xiii. Job satisfaction and organizational commitment among administrative staff do not differ from those of academic staff in public universities in Nigeria
- xiv. Educational background does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities
- xv. Tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities

To test the study's hypotheses, factor analysis (EFA) was first applied to the three components of the questionnaire so as to create the study research variables. The EFA was adopted so as to explore the factors that demographic variables, job satisfaction and organizational commitment of the questionnaire belong to. The study uses three questionnaires: one relating to general attitudes towards tribalism and marriages; one for the job satisfaction and one for organizational commitment attitudes. As shown in Table 6.2 (general attitudes towards tribalism and marriages), three factors were retained. The first factor refers to the intensity of tribalism as *Nepotism conviction* and beliefs (how much respondents believe that tribalism causes nepotism); second one indicates to what extent subjects treated *Tribalism as source of conflict* and last one will express to what degree subjects consider *Impact of tribalism on labor market*. On job satisfaction variable, the result from factor analysis as shown in Table 6.3 suggested that two factors are retained. The first factor relates to how pay (financial benefits) influences job satisfaction while the second factor is centered on how work condition variables such as promotion, flexibility in scheduling work, job security among others) affect job satisfaction. The last analysis concerned with organizational commitment questionnaire. The

factor analysis suggests that two factors are relevant to the analysis of this study. The first factor under organizational commitment indicates the extent to which employees are emotionally attached to their workplace (University commitment). The second factor on the other hand is centered on job compulsion. Thus, the study utilizes these five research variables for its analysis.

7.1 Test of Hypotheses

7.1.1 Test of Hypothesis One

Referring to the first hypothesis which states that diversity in Nigerian public universities does not have any significant impact on job satisfaction and organizational commitment, the study employs data on Table 6.5 in the preceding chapter. This is represented in Table 7.2

Table 7.2: impact of Diversity and Job Satisfaction/Organizational Commitment

	I: Marital Status (N = 25)		II: Tribal Origin (N = 66)		III: Education (N = 53)		IV: Tenure (N = 27)		V: Age (N = 35)			
	Mdn	Mrang	Mdn	Mrang	Mdn	Mrang	Mdn	Mrang	Mdn	Mrang	H(2)	P
Job Satisfaction and Organization Commitment	6	51.43	12	122.52	10	99.53	6	59.56	9	73.21	13.35	.001**

Post-hoc: II > III; III>V, V>IV, IV > I

To test this hypothesis, the study uses the Kruskal-Wallis H test (non-normal distributions, unequal subgroups). As shown in the table, tribal origin has the highest influence on organizational commitment and job satisfaction. This is not highly surprising given the tribal and ethnic mind-sets of most Nigerians. The reasons for high influence of tribal origin on organizational commitment and job satisfaction are complex, but may in part be connected to the effects of tribal connections in recruitment of staff, post and promotion.

The second demographic variable that has profoundly impacted on organizational commitment and job satisfaction of employees in Nigerian public universities is level of education. This finding is consistent with the results presented in Table 7.2 (Impact of Educational background on Research Variables). The finding suggests that employees who are highly educated are less likely to be satisfied. This is probably due to increased job stress among others. The implication of this finding is that respondents who are highly educated and dissatisfied with their jobs may not find it difficult in getting new job in other institutions.

Age is ranked third among the demographic variables that impact on organizational commitment and job satisfaction among employees in Nigerian public universities. This suggests that respondents who are older are likely to be generally satisfied with work. Tenure

and marital status are the fourth and fifth ranked demographic variables that influence organizational commitment and job satisfaction in Nigerian public universities.

7.1.2 Test of Hypothesis Two

To test the second hypothesis that the level of job satisfaction and organizational commitment among female employees does not differ significantly from their male counterpart in public universities in Nigeria we turn to the results in Table 6.6 which is represented in Table 7.3: below

Table 7.3: impact of gender research variables

	Male (N = 87)		Female (N = 118)		U	P
	Mdn	Mrang	Mdn	Mrang		
Nepotism conviction	15	107.26	15	99.86	4762.50	.374
Tribalism as source of conflict	12	107.67	11	99.56	4726.50	.328
Impact of tribalism on labor market	11	118.48	10	91.59	3786.50	.001**
University commitment	40	103.78	41	102.43	5065.50	.872
Work compulsion	14	108.23	13	99.14	4678.00	.277
General satisfaction	27	101.40	27	104.18	4994.00	.740
Career satisfaction	21	103.91	21	102.33	5053.50	.849

* $p < .05$, ** $p < .01$

Table 6.2 contains result of Mann Whitney Rank test. As shown in the table, male and female respondents were not differentiated in terms of university commitment, work compulsion, general satisfaction and career satisfaction since their probability values exceed the cut-off point of 0.05. Thus, we accept the null hypothesis that the level of job satisfaction and organizational commitment among female employees does not differ significantly from their male counterpart in Nigerian public universities.

7.1.3 Test of Hypothesis Three

The third hypothesis that age has no significant impact on job satisfaction/organizational commitment among employees in Nigerian public universities is tested using the Kendall's tau-b correlation coefficients as presented in Table 6.5 which is represented in Table 7.4 below

Table. 7.4: Impact of Age on Research Variables

Independent Variable	Nepotism conviction	Tribalism as source of conflict	Impact of tribalism on labor market	University commitment	Work compulsion	General satisfaction	Career satisfaction
Age	-.02	-.10	-.02	.05	.08	.13*	-.01

* $p < .05$, ** $p < .01$

The results in Table 7.4, indicate that the coefficient of Age only has a positive ($b = .13$) and significant ($p = .017$) impact on general satisfaction of employees in the selected universities. That age has no significant impact on university commitment even though positive ($b = .05$). In sum, the finding implies that respondents who are older are likely to be generally satisfied with work. That, thus we reject the null hypothesis. This implies that age is a significant determinant of employee general satisfaction and commitment.

7.1.4 Test of Hypothesis Four

Similarly, the hypothesis that the level of job satisfaction and organizational commitment among married employees does not differ significantly from their unmarried counterpart in Nigerian public universities is tested using Mann Whitney U rank test presented as follows.

Table 7.5: the impact of Marital status and research variables

	unmarried (N = 61)		Married (N = 144)		U	P
	Mdn	Mrang	Mdn	Mrang		
Nepotism conviction	13	78.77	15	113.26	2914.00	.000**
Tribalism as source of conflict	11	91.57	12	107.84	3694.50	.070

Impact of tribalism on labor market	10	95.75	11	106.07	3949.50	.251
University commitment	40	96.83	41	105.61	4015.50	.331
Work compulsion	13	95.34	14	106.25	3924.50	.227
General satisfaction	25	92.92	27	107.27	3777.00	.112
Career satisfaction	21	100.11	21	104.22	4216.00	.650

* $p < .05$, ** $p < .01$

As shown in the table only one research variable, nepotism conviction significantly differ between research groups. This is indicated by the probability value of 0.000 which is substantially lower than the cutoff of 0.05. Other variables were not differentiated by marriage status. This means that the level of job satisfaction and organizational commitment among married employees does not differ significantly from their unmarried counterpart in Nigerian public universities is tested. Therefore, we accept the null hypothesis that the level of job satisfaction and organizational commitment among married employees does not differ significantly from their unmarried counterpart in Nigerian public universities.

7.1.5 Test of Hypothesis Five

Furthermore, to test the hypothesis that tribal origin has no significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities, the study uses the Kruskal-Wallis H test (non-normal distributions, unequal subgroups). This is presented in Table 7.6.

Table 7.6 Tribal origin its impact on research variables

	I: Igbo (N = 72)		II: Hausa (N = 26)		III: Yoruba (N = 77)		IV: others (N = 30)		H(3)	p	Post-hoc
	Mdn	Mrang	Mdn	Mrang	Mdn	Mrang	Mdn	Mrang			
A Nepotism conviction	15.00	106.59	13.50	79.67	15.00	105.81	15.00	107.40	4.69	.196	ns
B Tribalism as source of conflict	11.00	97.40	12.00	97.77	12.00	106.63	11.00	111.65	1.80	.614	ns
C Impact of tribalism on labor market	10.50	101.37	9.00	73.27	11.00	111.96	11.00	109.68	8.85	.031*	C.III > C.II,
D University commitment	39.00	98.56	39.00	107.79	41.00	105.47	41.00	103.17	.71	.871	ns
E Work compulsion	14.00	104.13	13.50	110.02	13.00	99.12	14.00	104.17	.73	.865	ns

F	General satisfaction	28.00	117.94	25.50	84.29	27.00	96.66	26.00	99.62	8.17	.043*	F.II < F.I,
G	Career satisfaction	23.00	114.40	22.50	115.77	21.00	94.52	20.00	86.35	7.84	.049*	G.III < G.I, G.IV < G.I, G.IV < G.II,

* $p < .05$, ** $p < .01$

As shown in the table Yoruba group considered impact of tribalism on labor market as higher than Hausa. Other findings from the study suggest that Hausa had also lower General satisfaction than Igbo tribes, Yoruba tribe had higher Career satisfaction than Igbo while Igbo tribe got higher Career satisfaction than other tribes. Other tribes had also lower Career satisfaction than Hausa. Nepotism conviction, Tribalism as source of conflict, University commitment and Work compulsion, were not under the influence of Tribe. Consequently, we reject the null hypothesis of that diversity in Nigerian public universities does not have any significant impact on job satisfaction and organizational commitment. This implies that diversity in terms of tribe has significant impact on job satisfaction and organizational commitment in Nigerian public universities.

7.1.6 Test of Hypothesis Six

The null hypothesis that job satisfaction and organizational commitment among administrative staff do not differ from those of academic staff in public universities in Nigeria is tested using Mann-Whitney's U test.

This is presented in Table 7.7

Table 7.7: Profession and Job satisfaction/Organizational Commitment

	Academic (N = 106)		Administrative Staff (N = 97)		U	P
	Mdn	Mrang	Mdn	Mrang		
Nepotism conviction	15.00	100.03	15.00	104.15	4932.00	.615
Tribalism as source of conflict	11.50	102.41	11.00	101.55	5097.50	.916
Impact of tribalism on labor market	10.50	102.61	11.00	101.33	5076.00	.876

University commitment	40.50	104.83	40.00	98.91	4841.00	.472
Work compulsion	13.00	92.65	15.00	112.22	4150.00	.017*
General satisfaction	26.00	94.56	28.00	110.13	4352.00	.059
Career satisfaction	21.00	96.96	21.00	107.51	4607.00	.200

* $p < .05$

The results in the table do not provide any statistical evidence to suggest that commitment/ job satisfaction among administrative staff differ from those of academic staff in public universities in Nigeria. Thus, the null hypothesis is accepted. This implies that job satisfaction/organizational commitment among administrative staff do not differ from those of academic staff in public universities in Nigeria

7.1.7 Test of Hypothesis Seven

Also, the null hypothesis that educational background does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities is tested using the Kendall's tau-b correlation coefficients as presented in Table 6.6 which is represented in Table 7.8 below

Table. 7.8: Impact of Educational background on Research Variables

Indepedent Variable	Nepotism conviction	Tribalism as source of conflict	Impact of tribalism on labor market	University commitment	Work compulsion	General satisfaction	Career satisfaction
Educational Background	-.00	-.06	.01	.02	-.10	-.02	-.15**

* $p < .05$,**

The results in Table 7.8 indicate that the coefficient of Educational Background has a negative ($b = -.15$) and significant ($p < .05$) impact on career/job satisfaction of employees in the selected universities. This implies that highly educated employees are less satisfied with thier jobs. This is probably due to increased job stress among others. The implication of this finding is that respondents who are highly educated and disatisified with their jobs may not find it difficult in

getting new job in other insstitutions. This explains the insignificant relationship between highest education level and univerity commitment as shown in the table. In sum, we reject the null hypothesis. This suggests that educational background is a significant determinant of employee job satisfiaction and commitment.

7.1.8 Test of Hypothesis Eight

Finally, the null hypothesis that tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities is tested using the Kendall's tau-b correlation coefficients in Table 6.6 which is represented in Table 7.9 below

Table. 7.9: Impact of Tenue on Research Variables

Independent Variable	Nepotism convictionn	Tribalism as source of conflict	Impact of tribalism on labor market	University commitment	Work compulsion	General satisfaction	Career satisfaction
Tenure	-0.1	-0.08	0.01	-0.01	0.03	0.08	-0.02

* $p < .05$, **

As shown in the table, Years of experience, another important demographic variable considered has insignificant impact on career satisfaction, general satisfaction and organizational commitment. Thus we accept the null hypothesis. Accepting the null hypothesis implies that tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities.

The summary of the tested hypotheses on the relationship between demographic variables, job satisfaction and organizational commitment is presented in Table 7.10

Table 7.10: Summary of Statistical Tests of Hypotheses

S/No	Null Hypothesis	Decision	Specific Finding
H₀₁	<i>Diversity in Nigerian public universities do not have any significant impact on job satisfaction and organizational commitment</i>	<i>Rejected</i>	<i>Diversity in terms of tribal origin, level education, and age has significant impacts on job satisfaction and organization commitment in Nigerian public universities</i>
H₀₂	<i>Job satisfaction and organizational commitment among female employees does not differ significantly from their male counterpart (gender) in public universities in Nigeria</i>	<i>Accepted</i>	<i>male and female respondents were not differentiated in terms of university commitment, work compulsion, general satisfaction and career satisfaction</i>
H₀₃	<i>Job satisfaction and organizational commitment among younger employees does not differ significantly from their older counterpart (age) in public universities in Nigeria</i>	<i>Rejected</i>	<i>Age is a significant determinant of employee general satisfaction and commitment. Older employees are more likely to committed to thier jobs than their younger counterpart</i>
H₀₄	<i>The level of job satisfaction and organizational commitment among married employees does not differ significantly from their unmarried counter (marital status) in public universities in Nigeria</i>	<i>Accepted</i>	<i>the level of job satisfaction and organizational commitment among married employees does not differ significantly from their unmarried counterpart in Nigerian public universities.</i>
H₀₅	<i>Tribal origin has no significant effect on job satisfaction and organizational commitment in Nigerian public universities</i>	<i>Rejected</i>	<i>Staff of Hausa tribe had lower general satisfaction than Igbo tribes, Yoruba tribe had higher career satisfaction than Igbo while Igbo tribe got higher career satisfaction than other tribes. Other tribes had also lower career satisfaction than Hausa.</i>
H₀₆	<i>Job satisfaction and organizational commitment among administrative staff do not differ from those of academic staff in public universities in Nigeria</i>	<i>Accepted</i>	<i>Job satisfaction/organizational commitment among administrative staff do not differ from those of academic staff in public universities in Nigeria</i>
H₀₇	<i>Educational background does not have any significant effect on the level of job satisfaction</i>	<i>Accepted</i>	<i>educational background is a significant determinant of employee job satisfaction and commitment; highly educated fellow</i>

	<i>and organizational commitment in Nigerian public universities</i>		<i>are less likely to satisfied/committed to their current organizations</i>
H₀₈	<i>Tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities</i>	<i>Accepted</i>	<i>Tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities</i>

From the above tests of hypotheses, it can be inferred that there are many agreements and disagreements with previous empirical findings on the link among the study variables. This is discussed in the next section.

7.2 Discussion of Findings

The study has investigated the impact of demographic variables on job satisfaction and organizational commitment in Nigerian public universities. The analysis has shown that demographic variables played a crucial role in the Nigerian public sector. The results of the descriptive statistics showed that the average age of the study respondents was 43.5 with ± 11.29 standard deviation. The youngest among them was 19years while the oldest was 69years. The study also found that out of 205 respondents, 118 were males which accounted for about 57.6% while 87 were female and this constituted 42.4% of the total sample. The reasons for low female employees when compared with their male counterparts in Nigeria are complex, but may in part be connected to the social attitudes towards women. In African society, it has been observed that women suffer legal, economic, and social constraints. In Nigeria just as with most African countries, women have been confined to guardians of their children's welfare and general household management. This has led to nonchalant attitudes among most parents towards ensuring that girls are given equal access to education. Consequently, dropout rates are higher for girls than for boys in many African countries (UNESCO, 2001; OECD, 2018). The finding is in tandem with the findings of Lawless & Pearson (2008) and UN Women (2020). These studies aimed at finding reasons for women's

under-representation worldwide. Some of the factors which they identified included prejudices about women's abilities and attitudes; culture, beliefs, lack of education, their roles among others.

Furthermore, the descriptive statistics showed that Northern Nigeria despite being the most populous region Nigeria had the least number of academia in Nigeria. More so, it underlines the wide-held notion that the northern region is the least educated region in Nigeria. On religion, the study found that 138 (67.3%) of the respondents were Christians, 51 respondents or 25% were Muslims, 3 respondents or 1.5% were traditionalists and the remaining 13 respondents representing 6.3% worshiped other types of religion. Finally, the table shows that out of the 205 respondents, 8 (3.9%) earned less than N50,000 per month; 22 (10.7%), 71 (34.6%), 51 (24.9%) and 53 (25.9%) earned between N50,000-100,000, N100,000-N150,000, N150,000-N200,000 and N200,000 and above respectively.

Studies (Cooke, 2005; Warner, 2004 and Wall Street Journal, 2006) have argued that a person's background can influence how he/she approaches his work, view issues among others. Perception differs between sub-groups. Gender, race and status, and cognitive intelligence separate co-workers (Cooke, 2005). Against this backdrop, the study tested the impact of the various demographics on job satisfaction and organizational commitment within the study areas. Following the test of hypotheses, the study found that diversity in terms of tribal origin, level of education, and age has significant impacts on job satisfaction and organizational commitment in Nigerian public universities. This was supported by both qualitative and quantitative as many of the respondents aver that:

Those staff who have a political godfather or who are friends to the university management get good opportunities for growth and advancement even they are not much more qualified than many others. They are favored by training, workshops, scholarship with full and stipends, among others. The staff who are in “good” books of their heads of department are also given different opportunities to earn additional pay or other benefits within and outside the universities. They are allowed to fix their classes at their convenient time, they attend their MPhil/Ph.D. classes outside their base, and they also do other paid duties. Because of their tribal or religious affiliation either to the heads, or other top-ranking officers, such categories of staff have no bondage nor bound to obey the university rules/regulations.

As a matter of fact, there is a big phobia of ethnicity and superiority among staff, which is why the staff of similar tribal origin and those of the same level like to sit and discuss matters together. Also, seniors and influential staff are given assignments based on their wishes and then others get the remaining assignments. Lecturers who have affiliation with the Heads of Department and other influential top officers are given preference and even the timings of the duty are set down as per their wishes. Tribalism and nepotism have become too rampant in Nigeria that every region has a name for it, (the Hausas call it “namu namune”, the Yorubas call it “tiwan tiwa” while Igbos call it “madu nmadu”). Most times, recruitment processes are carried out in a manner that devoid of merit. The most unfortunate thing is that many Nigerians have been forced to accept it as the norm. Though tribalism and nepotism have been existing since the inception of Nigeria. however, they took broader dimensions following the Nigerian Civil War and the subsequent perceived ‘marginalization’ among certain tribes (Igbos).

Beyond the recruitment process, tribalism also threatens unity among workers even in the university communities, the highest citadel of learning. For instance, it is common knowledge that workers from Igbo extraction, for instance, sees himself/herself different from Hausa or a Yoruba colleague. The same applies to workers from the Yoruba and/or Hausa extraction. The consequences of these evils are already steering on our faces. They are evidenced in conflicts among colleagues, poor educational outcomes among others. Despite all these issues, we are still satisfied with our jobs because the salary we earn here is the only source of many workers.

This finding is consistent with the theoretical postulation of the Similarity-Attraction theory and empirical findings of Obiezu (2008), Vaaseh (2013), Folarin, et al (2014), Aziken, et al (2015), and Oyedeji & Babatunde. (2017) observed that workplace diversity fuels disunity among employees. Scholars such as Choi (2009), Pitts (2009), and Choi & Rainey (2010) have shown that people from different tribal backgrounds may have different attitudes towards their work. This, according to DiTomaso, & Parks (2007) is due to ranking among them as this leads

to inequality across group members (DiTomaso, et al, 2007). Studies by Ely (2004) and Choi (2009) also argue that differences in employees' background may disrupt interactions and provoke hostility among them and these may create a negative work environment (feeling of isolation and stereotyping). Consequently, minority individuals may be dissatisfied with their jobs (Folarin et al, 2014).

Also, this thesis also validated the work of Farivar & Richardson (2019) who investigated the impact of demographic variables such as age, parenthood, gender, age of children, marital status, and employment status on work and non-work satisfactions. The study sampled 821 white-collar workers in Australia after reviewing 3,627 profiles of Facebook, LinkedIn, and Google+ users. The data collection instrument (questionnaire) comprised two parts. The first part contained 7 questions regarding demographic data while the part details questions about work/nonwork satisfaction. Brayfield & Rothe's (1951) overall work satisfaction measure was used to measured work satisfaction. Data obtained were analyzed using a multivariate regression model. the study found that the age of children and employment status were the most significant demographic variables influencing employees' work and non-work satisfaction in Australia.

It should be noted that the regional influences in the recruitment, promotion, and development of these afore-mentioned universities have not waned (Nwideeduh, 2003). Thus, the significant impact of tribal origin on proxies of organization behavior is expected. The finding is also consistent with the observations of Nwideeduh (2003). The author argued that regions were determined not to be outdone by the others and this dictates the mode of operation for most public universities in Nigeria. Consequently, recruitment, promotion, and key positions in the universities are allocated along the tribal lines. A detailed comparison on how tribalism has influenced conflicts among the universities reveals that staff from UNN felt less tribalism as a source of conflict than the University of Lagos Nigeria; in turn, Almadu Bellow University,

Zaria staff had a significantly higher result of Tribalism as a source of conflict than UNN staff.

Interview conducted with respondents to gain more insight why staff from ABU had a significantly higher result of tribalism as a source of conflict reveals that:

It is well-known fact that education increases tolerance among diverse groups. However, employees of northern origin in Ahmadu Bello University are not highly educated. Despite this, they are placed at the helms of affairs. This has largely caused conflicts in our university.

Another important finding of the current thesis is that male and female respondents were not differentiated in terms of university commitment, work compulsion, general satisfaction, and career satisfaction. This finding contradicted those of Konrad & Hartmann (2002), Edgar & Geare (2004), and Steers (2010). These authors argued found differences in behavior, attitudes among males and females people. For instance, Edgar & Geare (2004) that women are found to suffer more discriminatory experiences and are less satisfied than men do at workplaces. The conflicting result suggests that the impact of gender on JS and OC is dependent on the context, whether public or private sector, and whether developed and developing countries. This requires further investigation.

Just as with the works of Akintayo et al (2010), Nawaz & Kundi (2010), this study also found that age is a significant determinant of employee general satisfaction and commitment and that older employees are more likely to be committed to their jobs than their younger counterparts. as employees grow older in age, their sense of obligations also gain maturity, and the likelihood that they will switchover also dwindle. This implies that employees in the high age group tend to have more organizational commitment as compared to younger ones. As noted by Karsh et al., (2005) and Nawaz & Kundi (2010), older employees, unlike younger employees tend to be continually committed to their organizations due to their financial obligations to families, monetary benefits such as a pension, allowances among others (Nawaz & Kundi, 2010). Another empirical study by Price & Mueller (2008) has further established that younger

employees are more likely to quit or leave their work than their older counterparts. This according to them is due to their flexibility occasioned by youthfulness. A reason for that is said to be their lack of responsibility. Another factor is that younger employees are also more likely to be given routine jobs at workplaces: that is less technical jobs. To Dominic & Salim (2018), younger workers are less likely to have serious responsibilities to cope with. This level of freedom makes them a lot flexible and free or independent-minded (Sager and Johnson, 2009). Other studies with similar results include Kirton & Greene (2000), Brown & Sargeant (2007), and Sager & Johnson (2009).

This study also found that the level of job satisfaction and organizational commitment among married employees does not differ significantly from their the unmarried counterpart in Nigerian public universities. This finding is not in tandem with the empirical findings of some studies (Lincoln & Kalleberg, 1990; Cetin, 2006; Hrebiniak and Alutto, 2007; Azeez & Priyadarshini, 2018). For instance, Cetin, (2006); Hrebiniak & Alutto, 2007) have investigated the marital status- organizational commitment nexus and concluded that married employees are more committed to their organization. This according to Hrebiniak and Alutto (2007) is due to the fact that married employees have more obligations and this made to seek stability and security regarding their works. In corroborating this view, Camilleri (2002), John, and Zafar (2006), Affum-Osei et al., (2015) noted that married employees tend to be continually committed to their organizations as they appear to have more financial obligations and needs (Balasubramanian and Lathabhavan, 2017). Probable reasons for similar job satisfaction and organizational commitment among married and unmarried employees include job flexibility, availability, and utilization of childcare arrangements for married female employees (Jappens & Bavel, 2012) among others.

On the impact of culture, the study found that job satisfaction and organizational commitment are differentiated on the basis of culture as staff of Hausa tribe had lower general satisfaction

than Igbo tribes, Yoruba tribe had higher career satisfaction than Igbo while Igbo tribe got higher career satisfaction than other tribes. This finding is consistent with the work of Geovanny, Constanza & Fabián (2020) ascertain whether ethnic self-recognition drives employee job satisfaction in the city of Santiago de Cali. The study obtained primary data relating to demographic variables (including ethnicity, age, gender, marital status, etc) as well as employment characteristics. Ordered probit and logit regression models were employed. The study found that afro-descendent people had lesser job satisfaction when in diverse workplaces comprising other ethnic groups. The study further found that age, marital status, stratum, mode of transportation to the workplace as well as quality of job drive the level of job satisfaction among Caleños.

In another related study, Pepra-Mensah & Kyeremeh (2018) assessed whether culture affects three dimensions (Cognitive, affective, and physical) of employee engagement in the public sector in Ghana. The study adopted a descriptive approach. Questionnaires were used to gather data from 192 respondents who were selected based on convenience. Using a linear regression model, the study found a statistically positive effect of organizational culture on all three dimensions of engagement: cognitive engagement ($\beta=.489$, F statistic= 59.746, sig. value=.000); affective engagement ($\beta=.397$, F statistic= 35.474, sig. value =.000); behavioural engagement ($\beta=.512$, F statistic=67.418, sig. value =.000). It was therefore recommended that management must make employee engagement strategic; instill a sense of belongingness and ownership in public sector employees, by clearly defining and ensuring a favourable corporate culture and emphasizing assumptions and beliefs that are shared by members to assist in improving their collaboration with the mission, values, and goals of the organization.

Furthermore, the study found that job satisfaction/organizational commitment among administrative staff do not differ from those of academic staff in public universities in Nigeria. This validated the work of Safura, Azumah & Tetteh (2017) who evaluated the impact of

demographic variables on job satisfaction of employees in Sunyani Technical University, Ghana. The study sampled 100 academic and non-academic staff of the university and obtained their perceptions on the link between the two variables. The Ordinary Least Square (OLS) regression model was employed. The study found that demographic variables have no statistically significant impact on job satisfaction overall among the sampled respondents. This conclusion is, however, in contrast with the finding of Akpotu & Nwadiani (2003) who argued that academic staff is specialists in their disciplines, they have attained high academic achievement, and are difficult to come by. This means that they are more mobile. Consequently, they tend to develop a lesser sense of continuance.

Just like age, the study also found that educational background is a significant determinant of employee job satisfaction and commitment. Put differently, the study found that highly educated fellows are less likely to be satisfied/committed to their current organizations. This is probably due to increased job stress among others. The implication of this finding is that highly educated and dissatisfied employees may not find it difficult in getting a new job in other institutions. This explains the insignificant relationship between education and commitment as found by this study. This finding is consistent with those of Kristensen & Westlund (2004); Fako (2018) and Bashir & Gani (2020) who concluded that higher educational attainment is associated with lower organizational commitment. No link was found between income level, job satisfaction/organizational commitment.

The study also found that tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities. Other specific findings from the study reveal that the UNN staff had significantly lower result of University commitment belief than University of Lagos Nigeria, UNN staff had significantly higher General satisfaction than the University of Lagos Nigeria, while Almadu Bellow University Zaria had significantly lower general satisfaction than UNN staff, UNN had higher Career satisfaction than University of Lagos Nigeria; also Almadu Bellow University,

Zaria had higher career satisfaction than the University of Lagos Nigeria. Differences in personality, work environment, and labor relation appear to have accounted for the differences in university commitment, job satisfaction, and general satisfaction. Nepotism conviction and Work compulsion were not differentiated by university type.

The impact of demographic variables on job satisfaction and organization commitment as found by the study is summarised in Figure 7.1

Figure 7.1: Author's conceptualization of interpretation.

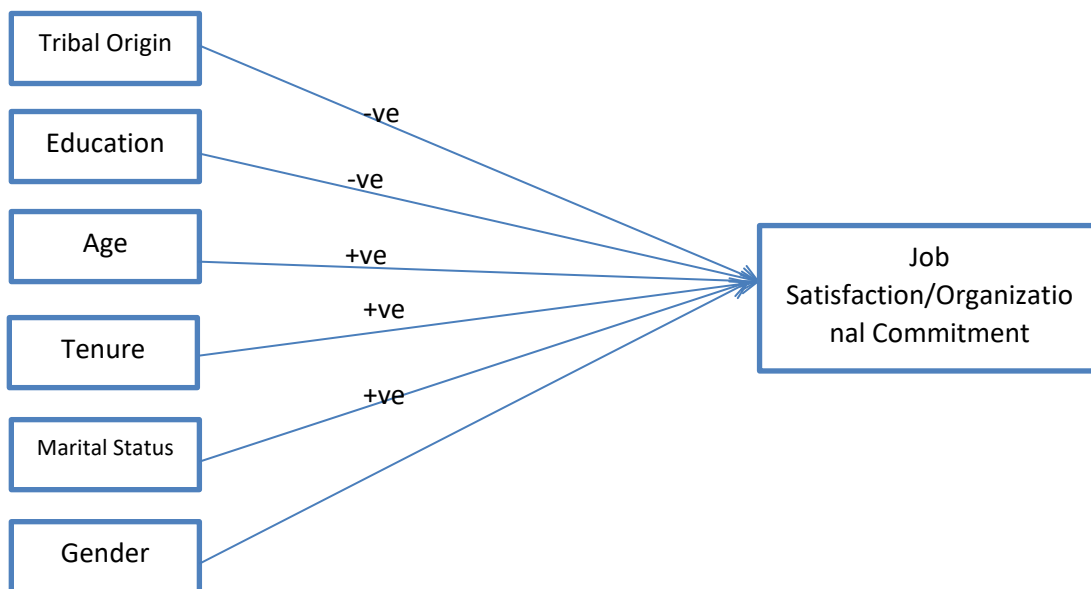


Figure 7.1 diagrammatically shows the impact of demographic variables on job satisfaction and organization commitment. As discussed above, tribal origin was found to be a source of conflict in Nigerian public universities as recruitment, promotion and key positions in the universities are allocated along tribal line. This has reduced job satisfaction and organizational commitment as indicated by the negative sign in the diagram.

Just as with tribal origin, education has negative impact on job satisfaction and organizational commitment. This suggests that employees who are highly educated are less likely to be

satisfied as a result of increased job stress among others. The implication of this finding is that respondents who are highly educated and dissatisfied with their jobs may not find it difficult in getting new job in other institutions.

Age impacts positively on organizational commitment and job satisfaction. The positive relationship suggests that respondents who are older are likely to be generally satisfied with work.

Tenure and marital status positively impact on organizational commitment and job satisfaction in Nigerian public universities. The positive impact of marital status on job satisfaction and organizational commitment may be due to the fact that married employees have more responsibilities and require more security and stability in their jobs (Ishfaq et al, 2010). Therefore, they are expected to be more committed to their universities than their unmarried counterparts. Lastly, gender has no impact on job satisfaction and organizational commitment.

7.3 Summary and Conclusion

This chapter is subdivided into three sections, the first section presents the tests of the eight (8) research hypotheses formulated in the study. The second section discusses the study findings in the light of previous studies while the final section summarizes the chapter. Following the tests of hypotheses, the following conclusions were drawn:

- i. Diversity in terms of tribal origin, level education, and age has significant impacts on job satisfaction and organization commitment in Nigerian public universities
- ii. male and female respondents were not differentiated in terms of university commitment, work compulsion,

general satisfaction, and career satisfaction

- iii. Age is a significant determinant of employee general satisfaction and commitment.
- iv. Older employees are more likely to committed to their jobs than their younger counterpart
- v. the level of job satisfaction and organizational commitment among married employees does not differ significantly from their unmarried counterpart in Nigerian public universities.
- vi. Staff of Hausa tribe had lower general satisfaction than Igbo tribes, Yoruba tribe had higher career satisfaction than Igbo while Igbo tribe got higher career satisfaction than other tribes. Other tribes had also lower career satisfaction than Hausa.
- vii. Job satisfaction/organizational commitment among administrative staff do not differ from those of academic staff in public universities in Nigeria
- viii. educational background is a significant determinant of employee job satisfaction and commitment; highly educated fellows are less likely to satisfied/committed to their current organizations

- ix. Tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities

The next chapter summaries the study findings and provide some policy recommendations.

CHAPTER EIGHT

SUMMARY, CONCLUSION AND RECOMMENDATIONS

8.1 Summary of the study

This chapter summarizes findings on how demographics variables affect organizational commitment and job satisfaction among employees in Nigerian public universities. Just as with most organizations in developing countries, one major issue facing the management of Nigerian public universities are to how to satisfy their employees with a view to retaining retain them as well as to make them committed. As noted in the introductory chapter, a number of factors has continued to militate against the development of the Nigerian educational sector. These factors according to Ekong (2006), range from inadequate motivation, diversity, tribalism, and nepotism in appointments among others. This has led to a high rate of turnover, lack of commitment, and satisfaction on the job among employees. it is against this backdrop and in recognition of the importance of committed and satisfied employees in every organization that this the study examined the drivers of job satisfaction and organizational commitment (focusing on demographic variables).

In a bid to achieve the above-stated objectives, the study reviewed a number of theoretical perspective namely, similarity-attraction and adaptive self-regulation theories. While the similarity-attraction perspective concludes that there is high cohesion among people with common characteristics, leading to favoritism in the sharing of organizational resources, and consequently job dissatisfaction among the isolated groups, the adaptive self-regulation theory postulates that diversity in workplace increase voluntary communication and cohesion among employees. Using the theoretical underpinning of the similarity-attraction mode, the study employed both qualitative and quantitative data generated through field survey with a

structured questionnaire and KII as the main instruments of data collection. The qualitative data were analyzed thematically while the quantitative data were analyzed with descriptive statistics (frequency tables, percentages, charts and ratios), Factor analysis, Spearman's rho correlation test, Mann-Whitney's U rank test, Kendall's Tau-b test, and the Kruskal-Wallis H rank test.

The results of the descriptive statistics reveal that the average age of the study respondents was 43.5 with ± 11.29 standard deviation. The youngest among them was 19 years while the oldest was 69 years. The study also found that out of 205 respondents, 118 were males which accounted for about 57.6% while 87 were female and this constituted 42.4% of the total sample. With respect to job category, the study found that 106 respondents representing 51.7% were academic staff while 99 or 48.3% were the administrative staff. In terms of marital status, the study found that only 34 (or 16.6% of all respondents) were not married. Those who were still living with their partners were 147 or 73.1% (that married and civil partner) while 18 (8.8%) of the respondents were divorced and separated. On the whole, it can be seen that the majority of the respondents were once married.

Furthermore, the study attempted to examine the position of respondents. As shown in Table 6.1, the majority (94 respondents or 45.9%) were of junior rank. This is followed by those on junior cadre among others. Similarly, the table also shows that the majority (40.5%) of respondents have been in service for the period of 3- 8 years. The remaining categories of 24 respondents, 59 respondents and 39 respondents representing 11.7%, 28.8%, and 19% respectively have been in service for between 0-2 years, 9-13 years, 14 years, and above. On the level of educational attainment, the study found that 16 (7.8%) respondents had a Diploma or its equivalent. The remaining categories of 84 (41.0%), 53 (25.9%), 30 (14.6%), 20 (9.8%) and 2 (1.0%) had HND/B.Sc, Master Degree, Ph.D. students among others respectively.

With respect to the study's specific objectives, the study found that diversity in terms of tribal origin, level education, and age has significant impacts on job satisfaction and organizational commitment in Nigerian public universities. This finding is consistent with the theoretical postulation of the Similarity-Attraction theory and supported by a number of empirical studies. Another important finding of the current thesis is that male and female respondents were not differentiated in terms of university commitment, work compulsion, general satisfaction, and career satisfaction. In line with extant literature, the study also found that age is a significant determinant of employee general satisfaction and commitment and that older employees are more likely to be committed to their jobs than their younger counterparts.

Other specific findings from the study include:

- i. The level of job satisfaction and organizational commitment among married employees do not differ significantly from their unmarried counterparts in Nigerian public universities. Probable reasons for similar job satisfaction and organizational commitment among married and unmarried employees include job flexibility, availability, and utilization of childcare arrangements for married female employees among others;
- ii. job satisfaction and organizational commitment are differentiated on the basis of culture as staff of Hausa tribe had lower general satisfaction than Igbo tribes, Yoruba tribe had higher career satisfaction than Igbo while Igbo tribe got higher career satisfaction than other tribes;
- iii. job satisfaction/organizational commitment among administrative staff do not differ from those of academic staff in public universities in Nigeria.
- iv. educational background is also a significant determinant of employee job satisfaction and commitment. Put differently, the study found that highly educated fellows are less likely to be satisfied/committed to their current organizations.

- v. tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities.
- vi. UNN staff had the significantly lower results of University commitment than University of Lagos Nigeria, UNN staff had significantly higher General satisfaction than University of Lagos Nigeria, while Almadu Bellow University Zaria had significantly lower general satisfaction than UNN staff, UNN had higher Career satisfaction than the University of Lagos Nigeria;
- vii. Almadu Bellow University, Zaria had a higher career satisfaction than University of Lagos Nigeria
- viii. Differences in personality, work environment, and labor relation appear to have accounted for the differences in university commitment, job satisfaction, and general satisfaction. Nepotism conviction and Work compulsion were not differentiated by University type.

8.2 Contribution to Knowledge

Internationally, there is substantial empirical literature that analyses various determinants of employee job satisfaction and organizational commitment. Many of these studies focus on analyzing the impact of motivation (Hancer, 2003), job stress (Chena, et al, 2012; Rehman & Mubashar, 2017) among others on job satisfaction and organizational commitment. Studies devoted to identifying the impact of demographic variables on job satisfaction and organizational commitment in developing countries are, by contrast, relatively few. In Nigeria, however, there is surprisingly a dearth of empirical work detailing the impact of demographic variables on job satisfaction and organizational commitment. This is in spite of the increasing diversity in workplaces. To our knowledge, only a few studies (Ogbonnikan, 2012; Oyibo, 2013) attempted to empirically evaluate job satisfaction in the public sector. The studies, however, ignore the role played by demographic variables in employee's job satisfaction and

commitment. Theories (Similarity-Attraction Paradigm) and recent research efforts (Mathieu & Zajac, 1990; Kotler & Armstrong, 2001; Amangala 2013) have argued that demographic variables (age, gender, ethnicity, education, marital status among other diversity variables) play a significant role in job satisfaction and organizational commitment. This study, therefore, adds to the theoretical literature, as it went a step further by establishing those demographic variables, are important drivers of job satisfaction and organizational commitment in Nigerian public sector.

Again, an organizational commitment which represents the bond between employee and his/her organization in most empirical researches (Abreu & Mendes, 2002; Goddard, Molyneux & Wilson, 2004; Athanasoglou, Delis, & Staikouras, 2006; DeNisi & Griffin 2008; DeCenzo & Robbins 2010; Caligiuri, Lepak & Bonache, 2010; Ogbonnikan, 2012; Oyibo, 2013) is measured in an aggregate form (as a single endogenous variable). Thus, these studies apply techniques that did not take into account the various components of the organization as suggested Meyer & Allen (1990) and OECD (2018). These components include (i) Affective Component, which deals with staff emotional commitment/attachment to his/her organization, (ii) Continuance Component, which relates to the type of commitment is determined by cost implications of leaving an organization, and (iii) the Normative component which focuses on staff sense/feeling of obligation to remain with his/her organization. Against this backdrop, this study adopts disaggregated approach by analyzing how the study variables affect these components of organization using Component Analysis (Factor Analysis). The research study further adds to existing literature as it found that employees' organizational commitment in the Nigerian public university lies not in the affective factors but driven by the perceived cost of leaving their current organizations (continuance Commitment).

Also, it is a well-known fact that the Nigerian workforce is highly diverse with respect to the tribal origin, gender, age, marital status among others following the implementation of the

Federal Character Act. In this type of environment, the importance of having engaged employees who are motivated and satisfied needs not to be overemphasized. In spite of this need, researchers have not given attention to issues of diversity management by assessing diversity affect employees' job satisfaction and organizational commitment. This study fills this lacuna as it examined the impact of diversity, equality, workplace among other demographic variables on employee job satisfaction and organizational commitment using Nigerian public universities.

Empirical evidence has further shown that having different groups in a workforce could bring asymmetrical effects on a minority group, which will adversely affect the degree of job satisfaction and organizational commitment (Lawler, 1994). Ely (2004) and Choi (2009) note that differences in employees' backgrounds may disrupt interactions and provoke hostility among them and these may create negative work environment (feeling of isolation and stereotyping). Consequently, the minority individuals may be dissatisfied with their jobs (Pelled, 1996). In a similar manner, Similarity-Attraction Paradigm by Byrne (1971; Asaju, & Egberi, 2015) postulates that there is high cohesion among people with common characteristics (Ely, 2004), and this leads to bias and favouritism in the sharing of organizational resources. The bias and favouritism in allocating organizational resources will result in job dissatisfaction among the isolated groups (Andersen, 2001), suggesting a link between demographic variables and job satisfaction/organizational commitment. While a number of empirical studies (Pelled, 1996; Kusluvan, 2003, Ely, 2004 and Choi 2009) in other countries have established the conclusion of Similarity-Attraction Paradigm, little is known on whether the theory might also account for the rising job dissatisfaction and voluntary resignation among employees in Nigerian public universities. This study added to the theoretical literature as it validated the theoretical postulation of the Similarity-Attraction Paradigm.

Lastly, while comparative management research works (Haire, Ghiselli & Porter, 1965; Zijada & Admir, 2016; Nguyen, Thi, Thi & Thi, 2019) have established that cultural differences have an impact on employee job satisfactions, studies on employee job satisfaction in developing countries such as Nigeria continue to employ western models without recourse the findings of these studies. This study also bridged this gap.

8.3 Conclusion

The Nigerian workforce is becoming more diverse with respect to the tribal origin, gender, age, marital status among others following the implementation of the Federal Character Act. The act ensures recruitments into public institutions fairly reflect the tribal, religion among other diversity in the country. Thus, as public institutions become more ethnically diverse, it makes sense to pay more attention to how different groups interact with one another and how their interactions affect their job satisfaction and organizational commitment. It is on this basis that this study investigated the link between diversity in terms of demographic variables and job satisfaction/organizational commitment in Nigerian public universities. The analysis has demonstrated that the relationship is in general ambiguous. More essentially, the impact of diversity on organizational commitment and job satisfaction in Nigerian public universities depends on the type of profession (whether academic or non-academic staff), tribal origin, their years of experience, educational qualification among others.

Following the tests of hypotheses, the study concludes that:

- i. diversity in terms of tribal origin, level education, and age has significant impacts on job satisfaction and organizational commitment in Nigerian public universities.

- ii. male and female respondents were not differentiated in terms of university commitment, work compulsion, general satisfaction, and career satisfaction.
- iii. age is a significant determinant of employee general satisfaction and commitment and that older employees are more likely to be committed to their jobs than their younger counterpart.
- iv. the level of job satisfaction and organizational commitment among married employees do not differ significantly from their unmarried counterpart in Nigerian public universities. Probable reasons for similar job satisfaction and organisational commitment among married and unmarried employees include job flexibility, availability, and utilization of childcare arrangements for married female employees among others;
- v. job satisfaction and organizational commitment are differentiated on the basis of culture as staff of Hausa tribe had lower general satisfaction than Igbo tribes, Yoruba tribe had higher career satisfaction than Igbo while Igbo tribe got higher career satisfaction than other tribes;
- vi. job satisfaction/organizational commitment among administrative staff do not differ from those of academic staff in public universities in Nigeria.
- vii. educational background is also a significant determinant of employee job satisfaction and commitment. Put differently, the study found that highly educated fellows are less likely to be satisfied/committed to their current organizations.
- viii. tenure (number of years in service) does not have any significant effect on the level of job satisfaction and organizational commitment in Nigerian public universities.

- ix. UNN staff had significantly lower results of University commitment than University of Lagos Nigeria, UNN staff had significantly higher General satisfaction than University of Lagos Nigeria, while Almadu Bellow University Zaria had significantly lower general satisfaction than UNN staff, UNN had higher Career satisfaction than the University of Lagos Nigeria;
- x. Almadu Bellow University, Zaria had a higher career satisfaction than University of Lagos Nigeria
- xi. Differences in personality, work environment, and labor relation appear to have accounted for the differences in university commitment, job satisfaction, and general satisfaction. Nepotism conviction and Work compulsion were not differentiated by University type.

8.4 Recommendations

In view of the study findings, the following are recommended:

i. Encouraging Diverse Workplace:

Though, the study found that diversity among employees negatively affects job satisfaction and organizational commitment, however, encouraging a diverse workplace is the way forward for both public and private organizations in Nigeria. This is because Nigeria is a multi-ethnic and culturally diverse society that has witnessed conflicts arising from this ethnic and cultural diversity. Thus, this shift towards a more diverse workplace will have a major impact on the nation's unity. Also, observations have shown that organizations that are able to manage diversity in their workplaces have a competitive advantage over others in terms of creativity, new ideas, skills and perspectives informed by diverse cultural experiences. Thus, encouraging

diversity will not only encourage innovative and creative approaches but will also help align cultures of organizations with the demographic make-up of Nigeria.

ii. Encourage Open Communication:

As stated by Social Identification and Categorization Theory and Similarity/Attraction theory and supported by the findings of this study, diversity in the organization has a number of challenges ranging from nepotism, stereotyping, tribalism, conflict, job dissatisfaction, and high turnover intention. These challenges, however, can be mitigated if the management of institutions in Nigeria makes a concerted effort to encourage open communication, promoting a culture of tolerance, open communication, and creating conflict management strategies to address issues that may arise.

Studies such Vijai and Pavan (2009); Carrier and Bourque (2009); Metani et al (2015) have laid credence to the importance of communication in organizations. They argue that no organization can exist without communication. This is because members in all organizations communicate to create and develop the organization's products and services. They also communicate to motivate and influence employee's commitment to organizational objectives. Indeed, communication serves as the pivot for the execution of the management process of planning, organizing, leading, and controlling (Stoner et al, 2000). Thus, organizations are created and re-created in the acts of communication between members (Iedema & Wodak, 1999) since communication measures the degree to which information about the job and workplace is transmitted (Price, 1997). The main aim of communication (irrespective of the type) as noted by Farzin and Saeid (2013) is to enable everyone to be on the same page; moving in the same direction toward the same goal which, in turn, determines to an extent the effectiveness of employees. This, in turn, enables them to have a more positive attitude towards their work and as a result, they tend to provide a valuable, productive, and cost-effective service

(Weal, 2013). This suggests that the management of organizations in Nigeria needs to ensure that they effectively communicate with employees in order to manage a diverse workplace. That is, policies, procedures, and other important information should be designed to overcome language and cultural barriers.

iii. Zero-Tolerance Policy

Having diversity in the workplace suggests that jokes about the tribe, sexual orientation, age, or religion need to be met with zero-tolerance enforcement. Name-calling, slurs, and bullying staff from a minority group (for instance employee(s) of Hausa origin in an Igbo-dominated environment or female staff in a male-dominated environment) for any reason either by fellow employees or students should have no place in today's organization. Laws/policies should be put in place to frown at such misconduct in order to communicate to employees and/or students that such an attitude will not be tolerated.

Management of organizations in Nigeria most especially, public universities will also need to make sure staff and students feel safe in reporting any instances of inappropriate misconduct by either colleagues or students. This can be done by establishing a formal complaint policy for employees on the procedure for reporting misconduct to the proper authority.

iv. Increase Job Satisfaction

It is no exaggeration that Nigerian workers particularly those in the citadel of learning are not satisfied with their jobs. This is due to the deteriorating conditions with respect to the work environment, other infrastructural facilities, and the general welfare (Olugbenga and Oweye, 2007). The continuous student unrest and industrial actions by lecturers and teachers through their respective umbrella associations such as the Academic Staff Union of Universities (ASUU) among others are pointers to this fact.

As noted by Herzberg et al (1959) and Bavendum (2000), employee job satisfaction is usually the result of the interplay of many factors. These, according to the authors include working standards (environment), fair reward, good leadership, and adequate authority. Also, theories like Maslow's (1943) Hierarchy of Needs, Adam's (1965) Equity Theory, Porter and Lawler's (1968) modified version of Vroom's (1964) VIE Model, Hertzberg's (1968) Two-Factor (Motivator-Hygiene) Theory among others have attempted to explain job satisfaction and its influence. The central thesis of these theories has been that the emotional state of the worker is affected by interactions with their working environment which represents the physical, psychological, and social aspects that mark up the working condition in an organization. This was also corroborated by empirical work of Ruchi and Surinder (2014) when they argued that productivity for any organization is depended on the level of satisfaction of employees and work environment is one of the most important factors that determine the satisfaction & motivation level of employees. Thus, in order to increase the level of job satisfaction among employees in Nigerian public universities, governments and management of those institutions must focus on the following:

v. Increase Pay:

Pay is a money-based reward. It is essential in creating job satisfaction because it offers employees a corresponding level of purchasing power, provides sustenance, security, and privilege. Thus, dissatisfaction with pay and salary can reduce job satisfaction, motivation, and performance which, in turn, increases absenteeism and turnover, and more pay-related grievances (Kaylar, 2012). Therefore, it is recommended that the management of Nigerian public universities should design a pay package that is not only competitive but also motivates. Though, with the country's current economic challenges with respect to declining oil revenue and increasing recurrent expenditure, the management of the universities are faced with financial constraints. This implies that offering a competitive reward package will be a

challenge. As a way forward, the management could design and adopt a performance-based reward system. This would reward employees according to how they apply themselves. This could also help in reducing the impact of the tribe on promotion, job satisfaction, and commitment.

vi. Enhance Teaching Environment:

It is common knowledge that the teaching environment is a major factor that determines not only the learning process, job satisfaction, and organizational commitment but also the performance of the students. The teaching environment incorporates the physical setting (teaching facilities, office equipment, other facilities), the nitty-gritty of the job itself (like workload, the complexity of the task) and even extra business background (like labor relation climate). And all these elements are indeed appropriate when considering job satisfaction (Ruchi and Surinder, 2014).

The effectiveness of schools in producing quality graduates, therefore, lies in a good teaching environment. Hence, governments at all levels must provide a conducive teaching and learning environment. This is a missing gap that must fill to enable schools in the country to face the challenges of this present ICT era. More essentially and given that the study found less job satisfaction among academic staff of Nigerian public universities, it is recommended that the academics should be compensated adequately. Also, their workload should be rationalized.

As a corollary to the improved teaching environment, efforts should be made to grant employees access to the universities resources such as photocopying, printing and other stationery as this could subtly communicate to them their value to the organization.

Finally, the study found a lower organizational commitment among younger employees when compared with their older counterparts. This finding is consistent with those of Akintayo et al (2010) and Nawaz & Kundi, 2010). The authors, in their separate studies, argue that as

employees grow older in age, their sense of obligations also gain maturity, and the likelihood that they will switchover also dwindle. This implies that employees in the high age group tend to have more organizational commitment as compared to younger ones. Thus, as a way of increasing organizational commitment among younger employees, the university management should encourage them to undertake post-graduate study within the institution. Studying and working within the same university will create multiple commitments. Observations have shown that employees of academic institutions who are studying at their workplace have both affective and continuance commitment with their organizations. A clear policy implication from this finding is the preferential hiring of the universities' post-graduate students to assist in academic work.

8.5 Limitations of the Study/Suggestions for Further Study

Although this study sheds light on the impact of demographic variables on job satisfaction and organizational commitment, it should be interpreted in light of the following limitations. First, even though private and public universities have much in common, each has its own unique characteristics in terms of demography among others. Thus, drawing only from three public universities alone limit the generalizability of findings. Secondly, the study was restricted to academic institutions only. It is possible that the unique qualities of academic institutions may impact the results observed. Thus, future should consider other industries to ascertain if these relationships generalize to a broader sample of workers.

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APPENDIX I

Questionnaires development for Organizational commitment, job satisfaction and demographic variable:

These questionnaires will tell us about the duties of the employees of the selected three universities and their commitments towards their work. The information gathered from these employees will be kept secret, no names will be mentioned. The questionnaires is made up SECTION A – E.

Section A

Personal information

Circle the right answer and write where required

Please complete the following section which is all about you and your work at the university

- (1) What is the name of your university _____**

- (2) Gender:**
 - a. Male**
 - b. Female**

- (3) What is your Profession:**
 - a. Academic**
 - b. Non administrative staff**

- (4) Age:**

- a. 18 years and above**
- b. 20- 30**
- c. 31- 40**
- d. 41-50**
- e. 51 and above**

(5) Marital status:

- a. Single parents
- b. Married
- c. Divorced
- d. Civil partner
- e. Separated
- f. Widowed

(6) What academic rank do you hold at this university?

- a. Professor
- b. Associate professor
- c. senior lecturer
- d. assistant lecturer
- e. Others (specify): -----

(7) What is your tribe?

- a. Igbo**
- b. Yoruba**
- c. Hausa**

(8) What religion do you belong to?

- a. Christianity
- b. Moslem
- c.
- d. Tradition

(Please tick in the boxes below)

(9) How many years of work experience do you have? 0 -2 ☐ 3 -4 ☐ 5 -9 ☐ 10 and above ☐

(10) highest educational qualification:

- ☐ Senior six
- ☐ Diploma or equivalent
- ☐ Bachelor's degree or equivalent
- ☐ Masters
- ☐ PhD
- ☐ PhD (still studding)

g. Others (Please state): _____

(11) What is your yearly income level:

0-15000 ☐ 15001-25000 ☐ 25001- 35000 ☐ 35001- 45000 ☐ 45001- and above ☐

(12) Briefly describe your duties: _____

Section B

Demographic Characteristics (variable) questionnaires

Please circle the write answer with either: (SD) (D) (NA/D) (A) (SA)

Use the scales as below:

Strongly Disagree (SD)

Disagree (D)

Neither agrees nor disagree (NA/D)

Agree (A)

Strongly agree (SA)

The demographic variables in these questionnaires are: tribal origin, marital statues, tenure, age, education.

A. With the tribal and ethnic mind-sets; Nigerian public universities has been relegated to the position of no growth and no development.

- **Strongly Disagree**
- **Disagree**
- **Neither agrees nor disagree**
- **Agree**
- **Strongly agree**

B. The tribal diversity has benefited the employees of public universities in Nigeria

- **Strongly Disagree**
- **Disagree**
- **Neither agrees nor disagree**
- **Agree**
- **Strongly agree**

C. Tribal connections has influences in the recruitment of staff in Nigerian public universities

- **Strongly Disagree**
- **Disagree**
- **Neither agrees nor disagree**
- **Agree**
- **Strongly agree**

D. Tribal differences in Nigeria Universities contributes to conflict between employees

- **Strongly Disagree**
- **Disagree**
- **Neither agrees nor disagree**
- **Agree**
- **Strongly agree**

E. Tribalism in Nigerian universities could lead to favoritism

- **Strongly Disagree**
- **Disagree**
- **Neither agrees nor disagree**
- **Agree**
- **Strongly agree**

F. Employees in the old age group posses more organizational commitment as compared to the younger ones

- **Strongly Disagree**
- **Disagree**
- **Neither agrees nor disagree**
- **Agree**
- **Strongly agree**

G. As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced.

- **Strongly Disagree**
- **Disagree**
- **Neither agrees nor disagree**
- **Agree**
- **Strongly agree**

H. Married employees are more committed to their universities' jobs than unmarried employees.

- Strongly Disagree
- Disagree
- Neither agrees nor disagree
- Agree
- Strongly agree

H. Marriage imposes increased responsibilities that make a steady job more valuable and important

- Strongly Disagree
- Disagree
- Neither agrees nor disagree
- Agree
- Strongly agree

I. Commitments is usually stronger among long term stay employees, (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties.

- Strongly Disagree
- Disagree
- Neither agrees nor disagree
- Agree
- Strongly agree

J. Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university

- Strongly Disagree
- Disagree
- Neither agrees nor disagree
- Agree
- Strongly agree

SECTION C

Job satisfaction questionnaires :

This survey asks questions about overall employees' satisfaction:

Just circle the answer that suits you

1. Overall, you are satisfied with the process used to determine your promotion rate
 - a. Not satisfied at all
 - b. Somewhat satisfied
 - c. Extremely satisfied
 - d. Neutral
2. You are satisfied with your base pay, total salary and bonus
 - a. Not satisfied at all
 - b. dissatisfied
 - c. Extremely satisfied
 - d. neutral
3. you are satisfied with the process involved in raising your annual salary
 - a. I strongly disagree
 - b. I strongly agree
 - c. I agree
 - d. I am not sure
 - e. I disagree
4. I am satisfied with my the security of my job in this university
 - a. strongly disagree
 - b. I strongly agree
 - c. I agree
 - d. I am not sure
 - e. I disagree
6. I feel satisfied with the leisure time this job allows me to have
 - a. Not satisfied at all
 - b. Somewhat satisfied
 - c. Extremely satisfied
 - d. Neutral
7. This job provide you with opportunity for social interaction
 - f. I strongly disagree
 - g. I strongly agree
 - h. I agree
 - i. I am not sure
 - j. I disagree

- 8. You enjoy variety in your job responsibilities**
- a. I strongly disagree**
 - b. I strongly agree**
 - c. I agree**
 - d. I am not sure**
 - e. I disagree**
- 9. I am happy with the recognition for work accomplished**
- a. I strongly disagree**
 - b. I strongly agree**
 - c. I agree**
 - d. I am not sure**
 - e. I disagree**
- 10. you satisfied with it the flexibility in scheduling your work**
- k. I strongly disagree**
 - l. I strongly agree**
 - m. I agree**
 - n. I am not sure**
 - o. I disagree**
- 11. I am satisfied with my relationship with my co-workers and supervisors**
- p. I strongly disagree**
 - q. I strongly agree**
 - r. I agree**
 - s. I am not sure**
 - t. I disagree**
- 12. I am satisfied with the hours of work for each week**
- a. I strongly disagree**
 - b. I strongly agree**
 - c. I agree**
 - d. I am not sure**
 - e. I disagree**

13. As it is now, I can not leave my university because of the benefits I get from there.

- a. I strongly disagree**
- b. I strongly agree**
- c. I agree**
- d. I am not sure**
- e. I disagree**

14. The benefits am receiving are enough to fulfill my basic needs

- a. I strongly disagree**
- b. I strongly agree**
- c. I agree**
- d. I am not sure**
- e. I disagree**

I feel am part of this university

- a. I strongly disagree**
- b. I strongly agree**
- c. I agree**
- d. I am not sure**
- e. I disagree**

15. I am satisfied with the salary packages of this university

- a. I strongly disagree**
- b. I strongly agree**
- c. I agree**
- d. I am not sure**
- e. I disagree**

f. Promotion is not available in this university

- a. I strongly disagree**
- b. I strongly agree**
- c. I agree**
- d. I am not sure**
- e. I disagree**

g. Am highly educated that as such am not satisfied with the pay and benefits I receive from the university

- a. I strongly disagree**
- b. I strongly agree**
- c. I agree**

- d. I am not sure
- e. I disagree

SECTION D

Organizational commitment questionnaire

These organizational commitment questionnaires investigate the extent to which the employees of the three selected universities are committed to their respective universities.

Please indicate on a scale 1 to 5 the extent to which you agree or disagree in respect of the following statements (please Tick the appropriate answer) by marking the appropriate boxes. Use the scales as follows:

Strongly Disagree (SD)	Disagree (D)	Neither agree nor disagree (NA/D)	Agree (A)	Strongly agree (SA)
1	2	3	4	5

SN	STATEMENTS	PLEASE TICK <input checked="" type="checkbox"/>				
		1	2	3	4	5
1	I have lots of emotional attachments to my university					
2	I am staying in my university because I have to					
3	I do not know if I will have alternative available job if I leave my university					
4	I do not have any single feelings towards this university					
5	I feel sense of obligation to stay and work in my university after considering all it has done for me					
6	I will change to some other universities only if I have chance to do that					
7	I feel good staying in my university because the work place is a safe environments					
8	I am really concerned about the fate of this institution					
9	This best organization I have ever worked and I will remain there.					
10	Even if I get job in another organization, am not willing to leave my university.					
11	I have got a lot of training, workshop and seminars in this university.					
12	I made a mistake for deciding to work for this university					
13	This university goals' and object matters a lot to me					
14	The university deserves my loyalty					
15	I have a strong sense of belonging to this university					

16	I am very proud to tell my friends and relatives that am working for this university.					
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SECTION E

Diversity and Equality questionnaire

1. In your opinion, do you think that the demographic variables such as the marital status, tribal origin, education, tenure, age has any influence on organizational commitment and job satisfaction (a) Strongly Disagree (b) Disagree (c) Neither agree nor disagree (d) Agree (e) Strongly Agree
2. Which of the demographic variables mentioned has the greatest influence on organizational commitment and job satisfaction?
3. Do you recommend diversity and equality in the Nigerian public universities? (a) Strongly Disagree (b) Disagree (c) Neither agree nor disagree (d) Agree (e) Strongly Agree
4. Do you think diversity and equality brought about improvement on organizational commitment and job satisfaction among the employees of the Federal universities of Nigeria? (a) Strongly Disagree (b) Disagree (c) Neither agree nor disagree (d) Agree (e) Strongly Agree
5. Do you agree that diversity and equality wiped away discrimination among the staff of public universities in Nigeria? (a) Strongly Disagree (b) Disagree (c) Neither agree nor disagree (d) Agree (e) Strongly Agree

APPENDIX II: RELIABILITY TEST

Reliability

		Notes
Output Created		28-FEB-2017 20:56:14
Comments		
Input	Data	E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out update28.02.2017.sav
	Active Dataset	ZbiórDanych1
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	205
	Matrix Input	E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out update28.02.2017.sav
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=BA BB BC BD BE BF BG BH BI BJ BH1 BK BL BM /SCALE('General tribalism attitudes') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[ZbiórDanych1] E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out
update28.02.2017.sav

Scale: General tribalism attitudes

Case Processing Summary

		N	%
Cases	Valid	205	100,0
	Excluded ^a	0	,0
	Total	205	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,634	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
With the tribal and ethnic mind-sets; Nigerian public universities has been relegated to the position of no growth and no development	46,00	47,221	-,024	,669
The tribal diversity has benefited the employees of public universities in Nigeria	45,50	41,947	,279	,614
Tribal connections has influences in the recruitment of staff in Nigerian public universities	44,84	40,750	,425	,589
Tribal differences in Nigeria Universities contributes to conflict between employees	45,05	41,880	,365	,600
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	44,62	44,432	,251	,619
Tribalism in Nigerian universities could lead to favoritism	44,79	40,137	,472	,581
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	44,76	45,232	,177	,629
Employees in the old age group posses more organizational commitment as compared to the younger ones	45,38	42,090	,334	,605

As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	45,00	44,446	,197	,627
Married employees are more committed to their universities' jobs than unmarried employees	45,71	43,961	,191	,629
Marriage imposes increased responsibilities that make a steady job more valuable and important	44,95	42,345	,334	,605
Married women participation in the competitive atmosphere is unequal with the fellow unmarried counter part	45,32	45,129	,128	,638
Commitments is usually stronger among long term stay employees, (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties	45,01	45,446	,133	,636
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	45,48	39,888	,486	,579

APPENDIX III: FACTOR ANALYSIS I

Factor Analysis

		Notes
Output Created		28-FEB-2017 20:56:14
Comments		
Input	Data	E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out update28.02.2017.sav
	Active Dataset	ZbiórDanych1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	205
Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.
Syntax		FACTOR
		/VARIABLES BA BB BC BD BE BF BG BH BI BJ BH1 BK BL BM
		/MISSING LISTWISE
		/ANALYSIS BA BB BC BD BE BF BG BH BI BJ BH1 BK BL BM
		/PRINT UNIVARIATE INITIAL CORRELATION SIG DET KMO INV REPR AIC EXTRACTION ROTATION
		/PLOT EIGEN
Resources	Processor Time	00:00:01.36
	Elapsed Time	00:00:00.83
	Maximum Memory	
	Required	24872 (24.289K) bytes

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
With the tribal and ethnic mind-sets; Nigerian public universities has been relegated to the position of no growth and no development	2,64	1,409	205
The tribal diversity has benefited the employees of public universities in Nigeria	3,15	1,364	205
Tribal connections has influences in the recruitment of staff in Nigerian public universities	3,80	1,205	205
Tribal differences in Nigeria Universities contributes to conflict between employees	3,60	1,166	205
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	4,02	,992	205
Tribalism in Nigerian universities could lead to favoritism	3,86	1,198	205
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	3,89	1,030	205
Employees in the old age group posses more organizational commitment as compared to the younger ones	3,27	1,201	205
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	3,64	1,140	205
Married employees are more committed to their universities' jobs than unmarried employees	2,94	1,261	205
Marriage imposes increased responsibilities that make a steady job more valuable and important	3,70	1,161	205
Married women participation in the competitive atmosphere is unequal with the fellow unmarried counter part	3,33	1,224	205
Commitments is usually stronger among long term stay employees, (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties	3,63	1,128	205
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	3,17	1,205	205

Rotated Component Matrix^a

	Component				
	1	2	3	4	5

With the tribal and ethnic mind-sets; Nigerian public universities has been relegated to the position of no growth and no development	,057	-	-	-	,864
The tribal diversity has benefited the employees of public universities in Nigeria	-	,101	,066	,074	-
Tribal connections has influences in the recruitment of staff in Nigerian public universities	,001	,094	,869	,039	,015
Tribal differences in Nigeria Universities contributes to conflict between employees	,574	,326	,280	-	,169
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	,319	,782	,038	-	-
Tribalism in Nigerian universities could lead to favoritism	-	,736	,012	,270	,087
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	,131	,648	,194	,247	,015
Employees in the old age group posses more organizational commitment as compared to the younger ones	-	-	,405	,168	,584
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	,098	,003	-	-	-
Married employees are more committed to their universities' jobs than unmarried employees	,211	,616	,258	,075	,253
Marriage imposes increased responsibilities that make a steady job more valuable and important	-	,377	-	,650	,002
Married women participation in the competitive atmosphere is unequal with the fellow unmarried counter part	,034	,632	,038	,269	-
Commitments is usually stronger among long term stay employees, (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties	,701	-	,173	,160	-
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	,056	,025	,005	,717	,149
	,184	-	,092	,630	-
	,386	,104	,651	,076	,115

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

Component Transformation Matrix

Component	1	2	3	4	5
1	,658	,568	,492	,048	-,001
2	,093	-,002	-,216	,964	-,125
3	-,039	-,416	,514	,211	,719
4	-,674	,678	,107	,122	,245
5	,321	,209	-,661	-,096	,639

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

APPENDIX III: FACTOR ANALYSIS II

Factor Analysis

Notes		
Output Created		28-FEB-2017 20:56:15
Comments		
Input	Data	E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out update28.02.2017.sav
	Active Dataset	ZbiórDanych1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	205
Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.
Syntax		FACTOR
		/VARIABLES BB BC BD BE BF BG BH BI BJ BH1 BK BL BM
		/MISSING LISTWISE
		/ANALYSIS BB BC BD BE BF BG BH BI BJ BH1 BK BL BM
		/PRINT UNIVARIATE INITIAL CORRELATION SIG DET KMO INV
		REPR AIC EXTRACTION ROTATION
		/PLOT EIGEN
		/CRITERIA MINEIGEN(1) ITERATE(250)
		/EXTRACTION PC
		/CRITERIA ITERATE(25)
Resources		/ROTATION VARIMAX
		/METHOD=CORRELATION.
	Processor Time	00:00:00.47
	Elapsed Time	00:00:00.25
	Maximum Memory Required	21700 (21.191K) bytes

[ZbiórDanych1] E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out
update28.02.2017.sav

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
The tribal diversity has benefited the employees of public universities in Nigeria	3,15	1,364	205
Tribal connections has influences in the recruitment of staff in Nigerian public universities	3,80	1,205	205
Tribal differences in Nigeria Universities contributes to conflict between employees	3,60	1,166	205
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	4,02	,992	205
Tribalism in Nigerian universities could lead to favoritism	3,86	1,198	205
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	3,89	1,030	205
Employees in the old age group posses more organizational commitment as compared to the younger ones	3,27	1,201	205
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	3,64	1,140	205
Married employees are more committed to their universities' jobs than unmarried employees	2,94	1,261	205
Marriage imposes increased responsibilities that make a steady job more valuable and important	3,70	1,161	205
Married women participation in the competitive atmosphere is unequal with the fellow unmarried counter part	3,33	1,224	205
Commitments is usually stronger among long term stay employees, (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties	3,63	1,128	205
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	3,17	1,205	205

Rotated Component Matrix^a

	Component			
	1	2	3	4
The tribal diversity has benefited the employees of public universities in Nigeria	,136	,070	,777	- ,093
Tribal connections has influences in the recruitment of staff in Nigerian public universities	,381	,506	,313	- ,315
Tribal differences in Nigeria Universities contributes to conflict between employees	,824	,250	- ,013	- ,148
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	,699	- ,192	,049	,333
Tribalism in Nigerian universities could lead to favoritism	,231	,605	,293	,007
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	- ,081	- ,175	,666	,177
Employees in the old age group posses more organizational commitment as compared to the younger ones	,665	,216	,128	- ,066
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	,319	- ,045	- ,012	,679
Married employees are more committed to their universities' jobs than unmarried employees	,043	,590	- ,212	,187
Marriage imposes increased responsibilities that make a steady job more valuable and important	,024	,762	,039	,110
Married women participation in the competitive atmosphere is unequal with the fellow unmarried counter part	- ,083	,063	,087	,718
Commitments is usually stronger among long term stay employees, (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties	- ,156	,275	,000	,593
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	,147	,408	,633	,036

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

Component Transformation Matrix

component	1	2	3	4
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1	,624	,633	,456	,040
2	-,127	,124	-,085	,980
3	-,669	,137	,730	-,041
4	,383	-,752	,503	,188

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

APPENDIX II: FACTOR ANALYSIS III

[ZbiórDanych1] E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out
update28.02.2017.sav

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
The tribal diversity has benefited the employees of public universities in Nigeria	3,15	1,364	205
Tribal connections has influences in the recruitment of staff in Nigerian public universities	3,80	1,205	205
Tribal differences in Nigeria Universities contributes to conflict between employees	3,60	1,166	205
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	4,02	,992	205
Tribalism in Nigerian universities could lead to favoritism	3,86	1,198	205
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	3,89	1,030	205
Employees in the old age group posses more organizational commitment as compared to the younger ones	3,27	1,201	205
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	3,64	1,140	205
Married employees are more committed to their universities' jobs than unmarried employees	2,94	1,261	205
Marriage imposes increased responsibilities that make a steady job more valuable and important	3,70	1,161	205
Commitments is usually stronger among long term stay employees, (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties	3,63	1,128	205

Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	3,17	1,205	205
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KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,692
Approx. Chi-Square		423,918
Bartlett's Test of Sphericity	df	66
	Sig.	,000

Communalities

	Initial	Extraction
The tribal diversity has benefited the employees of public universities in Nigeria	1,000	,640
Tribal connections has influences in the recruitment of staff in Nigerian public universities	1,000	,601
Tribal differences in Nigeria Universities contributes to conflict between employees	1,000	,739
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	1,000	,630
Tribalism in Nigerian universities could lead to favoritism	1,000	,505
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	1,000	,531
Employees in the old age group posses more organizational commitment as compared to the younger ones	1,000	,526
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	1,000	,631

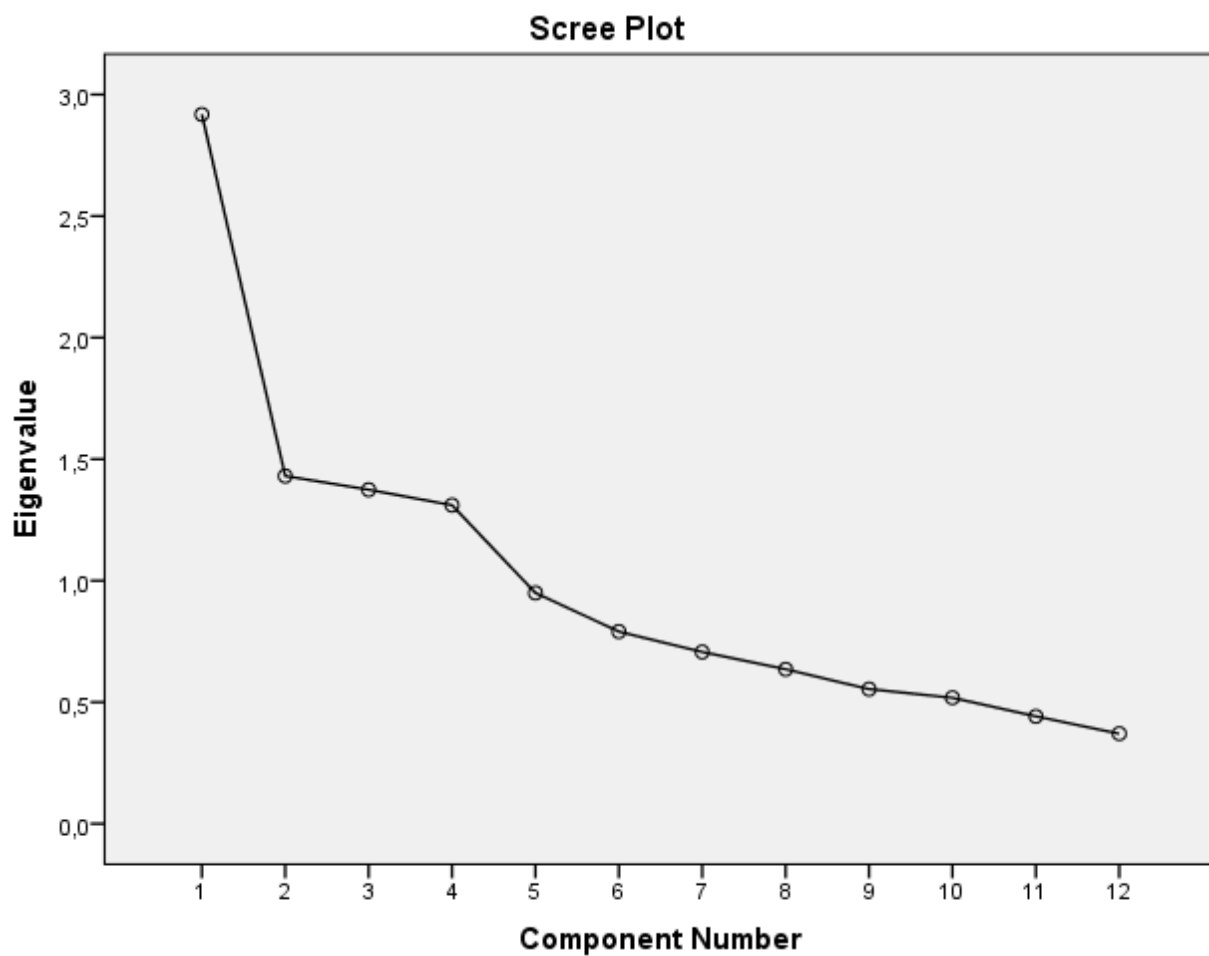
Married employees are more committed to their universities' jobs than unmarried employees	1,000	,446
Marriage imposes increased responsibilities that make a steady job more valuable and important	1,000	,590
Commitments is usually stronger among long term stay employees, (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties	1,000	,613
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	1,000	,583

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,918	24,319	24,319	2,918	24,319	24,319	2,043	17,021	17,021
2	1,430	11,920	36,240	1,430	11,920	36,240	1,918	15,982	33,003
3	1,374	11,452	47,691	1,374	11,452	47,691	1,701	14,179	47,182
4	1,311	10,921	58,612	1,311	10,921	58,612	1,372	11,430	58,612
5	,950	7,913	66,525						
6	,791	6,589	73,114						
7	,707	5,889	79,003						
8	,636	5,297	84,299						
9	,554	4,616	88,915						
10	,518	4,317	93,232						
11	,442	3,681	96,913						
12	,370	3,087	100,000						

Extraction Method: Principal Component Analysis.



Component Matrix^a

	Component			
	1	2	3	4
The tribal diversity has benefited the employees of public universities in Nigeria	,482	-,520	,019	,369
Tribal connections has influences in the recruitment of staff in Nigerian public universities	,693	-,213	-,048	-,269
Tribal differences in Nigeria Universities contributes to conflict between employees	,667	,261	-,453	-,143
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	,346	,374	-,483	,370
Tribalism in Nigerian universities could lead to favoritism	,660	-,047	,225	-,124

Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	,147	-,395	,104	,585
Employees in the old age group posses more organizational commitment as compared to the younger ones	,609	,106	-,371	-,080
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	,183	,551	,029	,542
Married employees are more committed to their universities' jobs than unmarried employees	,309	,379	,394	-,227
Marriage imposes increased responsibilities that make a steady job more valuable and important	,517	,143	,475	-,276
Commitments is usually stronger among long term stay employees, (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties	,092	,402	,556	,366
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	,638	-,328	,206	,159

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Rotated Component Matrix^a

	Component			
	1	2	3	4
The tribal diversity has benefited the employees of public universities in Nigeria	,147	,052	,782	-,066
Tribal connections has influences in the recruitment of staff in Nigerian public universities	,446	,463	,300	-,312
Tribal differences in Nigeria Universities contributes to conflict between employees	,833	,211	-,012	-,005
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	,648	-,202	,053	,408
Tribalism in Nigerian universities could lead to favoritism	,268	,588	,293	-,035
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	-,110	-,166	,679	,175
Employees in the old age group posses more organizational commitment as compared to the younger ones	,693	,176	,112	-,048
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	,217	-,010	,027	,763
Married employees are more committed to their universities' jobs than unmarried employees	,036	,606	-,189	,206
Marriage imposes increased responsibilities that make a steady job more valuable and important	,055	,764	,047	,042
Commitments is usually stronger among long term stay employees, (tenure) the longer an employee works in this university, the stronger they become in their feelings of responsibility towards their duties	-,244	,330	,056	,665
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	,179	,391	,630	-,032

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 12 iterations.

Component Transformation Matrix

Component	1	2	3	4
1	,656	,599	,457	,044
2	,263	,173	-,670	,672
3	-,706	,652	,135	,243
4	-,050	-,431	,569	,698

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

APPENDIX III: FACTOR ANALYSIS IV

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
The tribal diversity has benefited the employees of public universities in Nigeria	3,15	1,364	205
Tribal connections has influences in the recruitment of staff in Nigerian public universities	3,80	1,205	205
Tribal differences in Nigeria Universities contributes to conflict between employees	3,60	1,166	205
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	4,02	,992	205
Tribalism in Nigerian universities could lead to favoritism	3,86	1,198	205
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	3,89	1,030	205
Employees in the old age group posses more organizational commitment as compared to the younger ones	3,27	1,201	205
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	3,64	1,140	205
Married employees are more committed to their universities' jobs than unmarried employees	2,94	1,261	205
Marriage imposes increased responsibilities that make a steady job more valuable and important	3,70	1,161	205
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they mighty not feel themselves committed to a single university	3,17	1,205	205

Correlation Matrix^a

	The tribal diversity has benefited the employees of public universities in Nigeria	Tribal connections has influenced the recruitment of staff in Nigerian public universities	Tribal differences in Nigerian Universities contribute to conflict between employees	Tribalism contributes to social disintegration, and could cause conflict in the universities' workplace	Tribalism in Nigerian universities could lead to favoritism	Connections to ethnic/tribal group enhance the chance of getting a job in Nigeria and public universities	Employees in the old age group possess more organizational commitment as compared to the younger ones	As employees grow older while in active service their sense of obligations also gains maturity and their chances for switch over to another universities are reduced	Married employees are more committed to their universities' jobs than unmarried employees	Marriage imposes increased responsibilities that make a steady job more valuable and important	Employees who are well educated are satisfied with their more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university
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Correlation	The tribal diversity has benefited the employees of public universities in Nigeria	1,000	,283	,117	,110	,226	,249	,197	-,001	-,097	,124	,423
	Tribal connections has influences in the recruitment of staff in Nigerian public universities	,283	1,000	,408	,057	,419	,073	,345	-,022	,169	,288	,340
	Tribal differences in Nigeria Universities contributes to conflict between employees	,117	,408	1,000	,403	,345	-,062	,501	,106	,119	,191	,197

Tribalism contributes to social disintegration, and could cause conflict in the universities' workplace	,110	,057	,403	1,000	,110	,055	,208	,246	-,030	,053	,046
Tribalism in Nigerian universities could lead to favoritism	,226	,419	,345	,110	1,000	,059	,166	,049	,176	,357	,366
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	,249	,073	-,062	,055	,059	1,000	-,003	,058	,010	-,073	,185

Employees in the old age group possess more organizational commitment as compared to the younger ones	,197	,345	,501	,208	,166	-,003	1,000	,102	,141	,149	,287
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	-,001	-,022	,106	,246	,049	,058	,102	1,000	,158	-,021	,075

Married employees are more committed to their universities' jobs than unmarried employees	- ,097	,169	,119	-,030	,176	,010	,141	,158	1,000	,265	,117
Marriage imposes increased responsibilities that make a steady job more valuable and important	,124	,288	,191	,053	,357	-,073	,149	-,021	,265	1,000	,270

Sig. (1- tailed)	Employ ees who are well educate d are satisfied more difficulty and since they have more job alternati ves, they might not feel themsel ves committ ed to a single universi ty The tribal diversity has benefite d the employ ees of public universi ties in Nigeria	,423	,340	,197	,046	,366	,185	,287	,075	,117	,270	1,000
		,000	,047	,059	,001	,000	,002	,494	,083	,039	,000	

Tribal connect ions has influenc es in the recruitm ent of staff in Nigeria n public universi ties	,000		,000	,207	,000	,149	,000	,376	,008	,000	,000
Tribal differen ces in Nigeria Universi ties contribu tes to conflict betwee n employ ees	,047	,000		,000	,000	,188	,000	,065	,044	,003	,002
Tribalis m contribu tes to social disinteg ration, and could cause conflict in the universi ties' work place	,059	,207	,000		,058	,215	,001	,000	,334	,225	,257

Tribalism in Nigerian universities could lead to favoritism	,001	,000	,000	,058	,202	,009	,242	,006	,000	,000
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	,000	,149	,188	,215	,202	,481	,206	,446	,149	,004
Employees in the old age group possess more organizational commitment as compared to the younger ones	,002	,000	,000	,001	,009	,481	,072	,022	,017	,000

As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced												
Married employees are more committed to their universities' jobs than unmarried employees	,494	,376	,065	,000	,242	,206	,072		,012	,381	,142	
	,083	,008	,044	,334	,006	,446	,022	,012		,000	,048	

Marriage imposes increased responsibilities that make a steady job more valuable and important	,039	,000	,003	,225	,000	,149	,017	,381	,000		,000
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Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	,000	,000	,002	,257	,000	,004	,000	,142	,048	,000
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a. Determinant = .140

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,708
Approx. Chi-Square		392,670
Bartlett's Test of Sphericity	df	55
	Sig.	,000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,913	26,481	26,481	2,913	26,481	26,481	2,011	18,279	18,279
2	1,415	12,864	39,345	1,415	12,864	39,345	1,934	17,579	35,857
3	1,330	12,090	51,435	1,330	12,090	51,435	1,638	14,889	50,747
4	1,111	10,097	61,532	1,111	10,097	61,532	1,186	10,786	61,532
5	,851	7,737	69,270						
6	,771	7,005	76,275						
7	,686	6,240	82,515						
8	,554	5,036	87,552						
9	,535	4,860	92,412						
10	,463	4,211	96,623						
11	,371	3,377	100,000						

Extraction Method: Principal Component Analysis.



Rotated Component Matrix^a

	Component			
	1	2	3	4
The tribal diversity has benefited the employees of public universities in Nigeria	,092	,188	,761	-,179
Tribal connections has influences in the recruitment of staff in Nigerian public universities	,557	,379	,263	-,200
Tribal differences in Nigeria Universities contributes to conflict between employees	,261	,822	-,034	,009
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	-,201	,687	,068	,336
Tribalism in Nigerian universities could lead to favoritism	,615	,244	,247	-,029

Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	-,101	-,164	,715	,277
Employees in the old age group posses more organizational commitment as compared to the younger ones	,238	,667	,098	-,005
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	-,036	,186	,066	,821
Married employees are more committed to their universities' jobs than unmarried employees	,643	-,119	-,187	,498
Marriage imposes increased responsibilities that make a steady job more valuable and important	,722	,067	-,017	-,034
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they mighty not feel themselves committed to a single university	,449	,148	,603	-,006

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

Component Transformation Matrix

Component	1	2	3	4
1	,659	,623	,415	,064
2	-,131	,558	-,695	,434
3	-,712	,357	,561	,225
4	,201	-,416	,172	,870

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
The tribal diversity has benefited the employees of public universities in Nigeria	3,15	1,364	205
Tribal connections has influences in the recruitment of staff in Nigerian public universities	3,80	1,205	205
Tribal differences in Nigeria Universities contributes to conflict between employees	3,60	1,166	205
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	4,02	,992	205
Tribalism in Nigerian universities could lead to favoritism	3,86	1,198	205
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	3,89	1,030	205
Employees in the old age group posses more organizational commitment as compared to the younger ones	3,27	1,201	205
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	3,64	1,140	205
Married employees are more committed to their universities' jobs than unmarried employees	2,94	1,261	205
Marriage imposes increased responsibilities that make a steady job more valuable and important	3,70	1,161	205
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	3,17	1,205	205

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,708
Bartlett's Test of Sphericity Approx. Chi-Square	392,670

df	55
Sig.	,000

Communalities

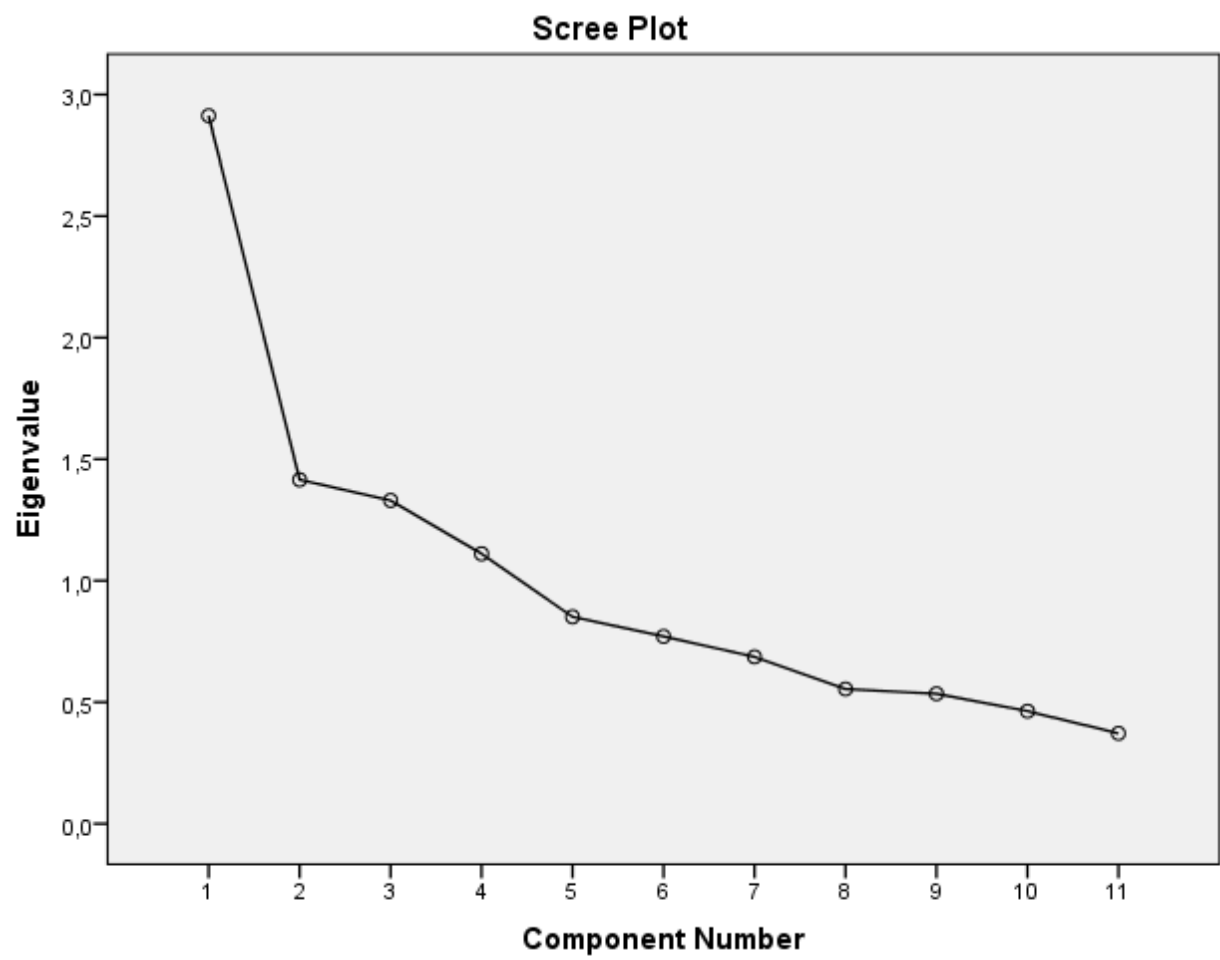
	Initial	Extraction
The tribal diversity has benefited the employees of public universities in Nigeria	1,000	,655
Tribal connections has influences in the recruitment of staff in Nigerian public universities	1,000	,563
Tribal differences in Nigeria Universities contributes to conflict between employees	1,000	,746
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	1,000	,630
Tribalism in Nigerian universities could lead to favoritism	1,000	,500
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	1,000	,625
Employees in the old age group posses more organizational commitment as compared to the younger ones	1,000	,511
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced	1,000	,715
Married employees are more committed to their universities' jobs than unmarried employees	1,000	,710
Marriage imposes increased responsibilities that make a steady job more valuable and important	1,000	,528
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	1,000	,587

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,913	26,481	26,481	2,913	26,481	26,481	2,011	18,279	18,279
2	1,415	12,864	39,345	1,415	12,864	39,345	1,934	17,579	35,857
3	1,330	12,090	51,435	1,330	12,090	51,435	1,638	14,889	50,747
4	1,111	10,097	61,532	1,111	10,097	61,532	1,186	10,786	61,532
5	,851	7,737	69,270						
6	,771	7,005	76,275						
7	,686	6,240	82,515						
8	,554	5,036	87,552						
9	,535	4,860	92,412						
10	,463	4,211	96,623						
11	,371	3,377	100,000						

Extraction Method: Principal Component Analysis.



Rotated Component Matrix^a

	Component			
	1	2	3	4
Marriage imposes increased responsibilities that make a steady job more valuable and important	,722			
Married employees are more committed to their universities' jobs than unmarried employees	,643			,498
Tribalism in Nigerian universities could lead to favoritism	,615			
Tribal connections has influences in the recruitment of staff in Nigerian public universities	,557	,379		
Tribal differences in Nigeria Universities contributes to conflict between employees		,822		
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place		,687		
Employees in the old age group posses more organizational commitment as compared to the younger ones		,667		
The tribal diversity has benefited the employees of public universities in Nigeria			,761	
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities			,715	
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	,449		,603	
As employees grow older while in active service their sense of obligations also gains maturity and their chances for switchover to another universities are reduced				,821

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

Component Transformation Matrix

Component	1	2	3	4
1	,659	,623	,415	,064
2	-,131	,558	-,695	,434
3	-,712	,357	,561	,225
4	,201	-,416	,172	,870

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

APPENDIX III: FACTOR ANALYSIS V

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
The tribal diversity has benefited the employees of public universities in Nigeria	3,15	1,364	205
Tribal connections has influences in the recruitment of staff in Nigerian public universities	3,80	1,205	205
Tribal differences in Nigeria Universities contributes to conflict between employees	3,60	1,166	205
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	4,02	,992	205
Tribalism in Nigerian universities could lead to favoritism	3,86	1,198	205
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	3,89	1,030	205
Employees in the old age group posses more organizational commitment as compared to the younger ones	3,27	1,201	205
Married employees are more committed to their universities' jobs than unmarried employees	2,94	1,261	205
Marriage imposes increased responsibilities that make a steady job more valuable and important	3,70	1,161	205
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	3,17	1,205	205

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,718
Approx. Chi-Square		370,623
Bartlett's Test of Sphericity	df	45
Sig.		,000

Communalities

	Initial	Extraction
The tribal diversity has benefited the employees of public universities in Nigeria	1,000	,643
Tribal connections has influences in the recruitment of staff in Nigerian public universities	1,000	,517
Tribal differences in Nigeria Universities contributes to conflict between employees	1,000	,753
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	1,000	,577
Tribalism in Nigerian universities could lead to favoritism	1,000	,500
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	1,000	,473
Employees in the old age group posses more organizational commitment as compared to the younger ones	1,000	,511
Married employees are more committed to their universities' jobs than unmarried employees	1,000	,472
Marriage imposes increased responsibilities that make a steady job more valuable and important	1,000	,525
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	1,000	,591

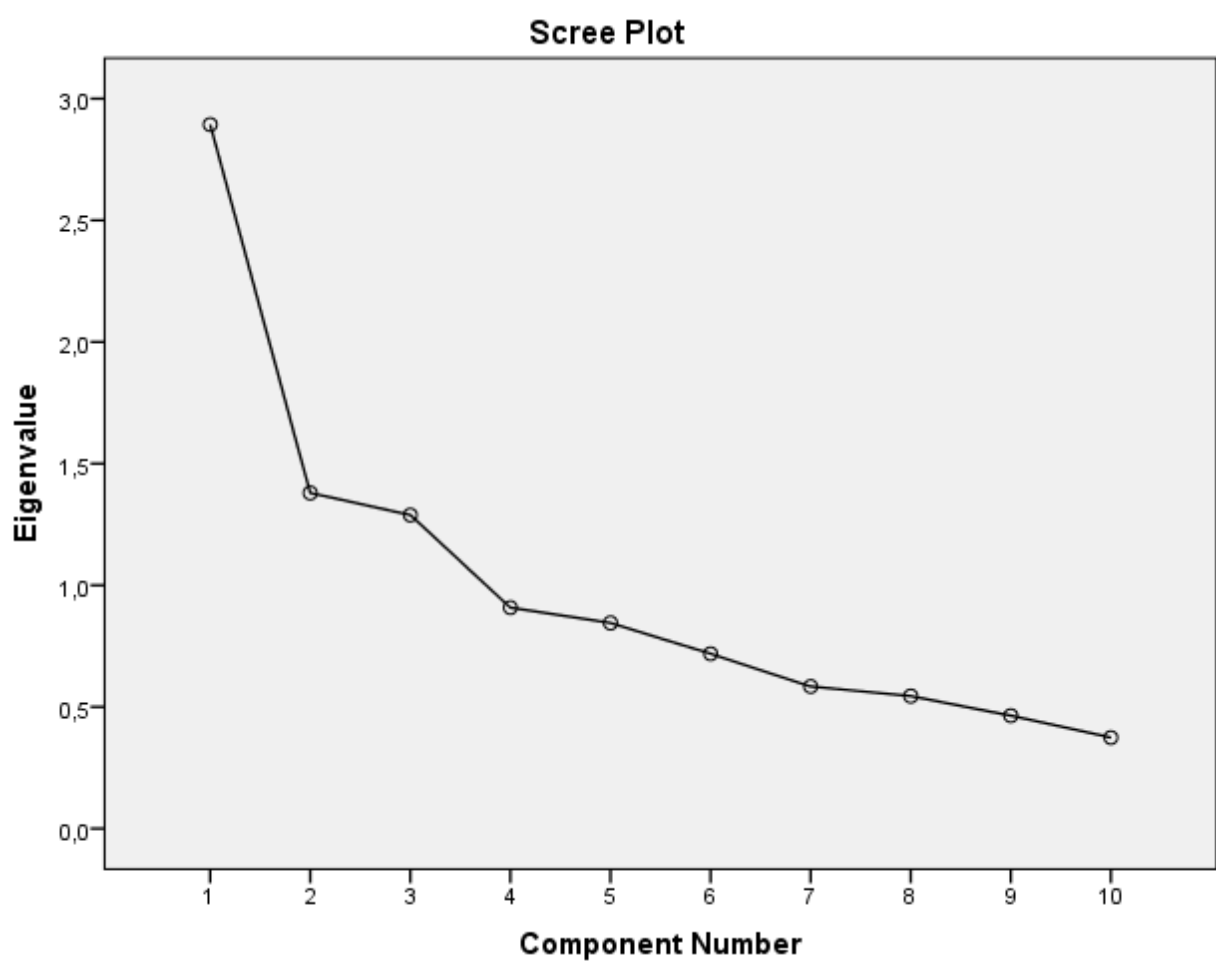
Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %

1	2,894	28,937	28,937	2,894	28,937	28,937	1,990	19,901	19,901
2	1,379	13,794	42,731	1,379	13,794	42,731	1,891	18,914	38,816
3	1,289	12,888	55,620	1,289	12,888	55,620	1,680	16,804	55,620
4	,908	9,081	64,700						
5	,845	8,449	73,149						
6	,719	7,186	80,335						
7	,584	5,839	86,174						
8	,544	5,445	91,619						
9	,464	4,642	96,261						
10	,374	3,739	100,000						

Extraction Method: Principal Component Analysis.



Rotated Component Matrix^a

	Component		
	1	2	3

Marriage imposes increased responsibilities that make a steady job more valuable and important	,722		
Married employees are more committed to their universities' jobs than unmarried employees	,648		
Tribalism in Nigerian universities could lead to favoritism	,609		
Tribal connections has influences in the recruitment of staff in Nigerian public universities	,547		
Tribal differences in Nigeria Universities contributes to conflict between employees		,826	
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place		,733	
Employees in the old age group posses more organizational commitment as compared to the younger ones		,664	
The tribal diversity has benefited the employees of public universities in Nigeria			,783
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities			,665
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	,432		,622

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

Component Transformation Matrix

Component	1	2	3
1	,659	,605	,447
2	-,229	-,405	,885
3	-,717	,686	,128

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

APPENDIX III: FACTOR ANALYSIS VI

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
The tribal diversity has benefited the employees of public universities in Nigeria	3,15	1,364	205
Tribal connections has influences in the recruitment of staff in Nigerian public universities	3,80	1,205	205
Tribal differences in Nigeria Universities contributes to conflict between employees	3,60	1,166	205
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	4,02	,992	205
Tribalism in Nigerian universities could lead to favoritism	3,86	1,198	205
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	3,89	1,030	205
Employees in the old age group posses more organizational commitment as compared to the younger ones	3,27	1,201	205
Married employees are more committed to their universities' jobs than unmarried employees	2,94	1,261	205
Marriage imposes increased responsibilities that make a steady job more valuable and important	3,70	1,161	205
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	3,17	1,205	205

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,718
Approx. Chi-Square		370,623
Bartlett's Test of Sphericity	df	45
	Sig.	,000

Communalities

	Initial	Extraction
The tribal diversity has benefited the employees of public universities in Nigeria	1,000	,643
Tribal connections has influences in the recruitment of staff in Nigerian public universities	1,000	,517
Tribal differences in Nigeria Universities contributes to conflict between employees	1,000	,753
Tribalism contributes to social disintegration, and could cause conflict in the universities' work place	1,000	,577
Tribalism in Nigerian universities could lead to favoritism	1,000	,500
Connections to ethnic/tribal group enhance the chance of getting job in Nigerian public universities	1,000	,473
Employees in the old age group posses more organizational commitment as compared to the younger ones	1,000	,511
Married employees are more committed to their universities' jobs than unmarried employees	1,000	,472
Marriage imposes increased responsibilities that make a steady job more valuable and important	1,000	,525
Employees who are well educated are satisfied more difficulty and since they have more job alternatives, they might not feel themselves committed to a single university	1,000	,591

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,894	28,937	28,937	2,894	28,937	28,937	1,990	19,901	19,901
2	1,379	13,794	42,731	1,379	13,794	42,731	1,891	18,914	38,816

3	1,289	12,888	55,620	1,289	12,888	55,620	1,680	16,804	55,620
4	,908	9,081	64,700						
5	,845	8,449	73,149						
6	,719	7,186	80,335						
7	,584	5,839	86,174						
8	,544	5,445	91,619						
9	,464	4,642	96,261						
10	,374	3,739	100,000						

Extraction Method: Principal Component Analysis.



Component Transformation Matrix

Component	1	2	3
1	,659	,605	,447
2	-,229	-,405	,885
3	-,717	,686	,128

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

APPENDIX III: FACTOR ANALYSIS VII

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
In general, employees are all satisfied working for this university	3,56	1,169	205
Overall, you are satisfied with the process used to determine your promotion rate	2,81	1,169	205
You are satisfied with your base pay, total salary and bonus	2,84	1,260	205
You are satisfied with the process involved in raising your annual salary	3,65	1,113	205
I am satisfied with my the security of my job in this university	3,18	,944	205
I feel satisfied with the leisure time this job allows me to have	2,74	1,057	205
This job provide you with opportunity for social interaction	3,14	1,053	205
You enjoy variety in your job responsibilities	3,19	,988	205
I am happy with the recognition for work accomplished	3,19	1,033	205
You satisfied with it the flexibility in scheduling your work	3,07	,998	205
I am satisfied with my relationship with my co-workers and supervisors	2,90	,741	205
I am satisfied with the hours of work for each week	3,02	,987	205
As it is now, I can not leave my university because of the benefits I get from there	3,24	1,270	205
The benefits am receiving are enough to fulfill my basic needs	3,33	1,392	205
I feel am part of this university	3,00	,837	205
I am satisfied with the salary packages of this university	3,58	1,361	205
Promotion is not available in this university	3,30	1,778	205
Am highly educated that as such am not satisfied with the pay and benefits I receive from the university	3,61	1,292	205

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,705
Approx. Chi-Square		539,775
Bartlett's Test of Sphericity	df	153
	Sig.	,000

Communalities

	Initial	Extraction
In general, employees are all satisfied working for this university	1,000	,499
Overall, you are satisfied with the process used to determine your promotion rate	1,000	,530
You are satisfied with your base pay, total salary and bonus	1,000	,573
You are satisfied with the process involved in raising your annual salary	1,000	,381
I am satisfied with my the security of my job in this university	1,000	,648
I feel satisfied with the leisure time this job allows me to have	1,000	,531
This job provide you with opportunity for social interaction	1,000	,606
You enjoy variety in your job responsibilities	1,000	,548
I am happy with the recognition for work accomplished	1,000	,684
You satisfied with it the flexibility in scheduling your work	1,000	,574
I am satisfied with my relationship with my co-workers and supervisors	1,000	,560
I am satisfied with the hours of work for each week	1,000	,544
As it is now, I can not leave my university because of the benefits I get from there	1,000	,540
The benefits am receiving are enough to fulfill my basic needs	1,000	,567
I feel am part of this university	1,000	,679
I am satisfied with the salary packages of this university	1,000	,527

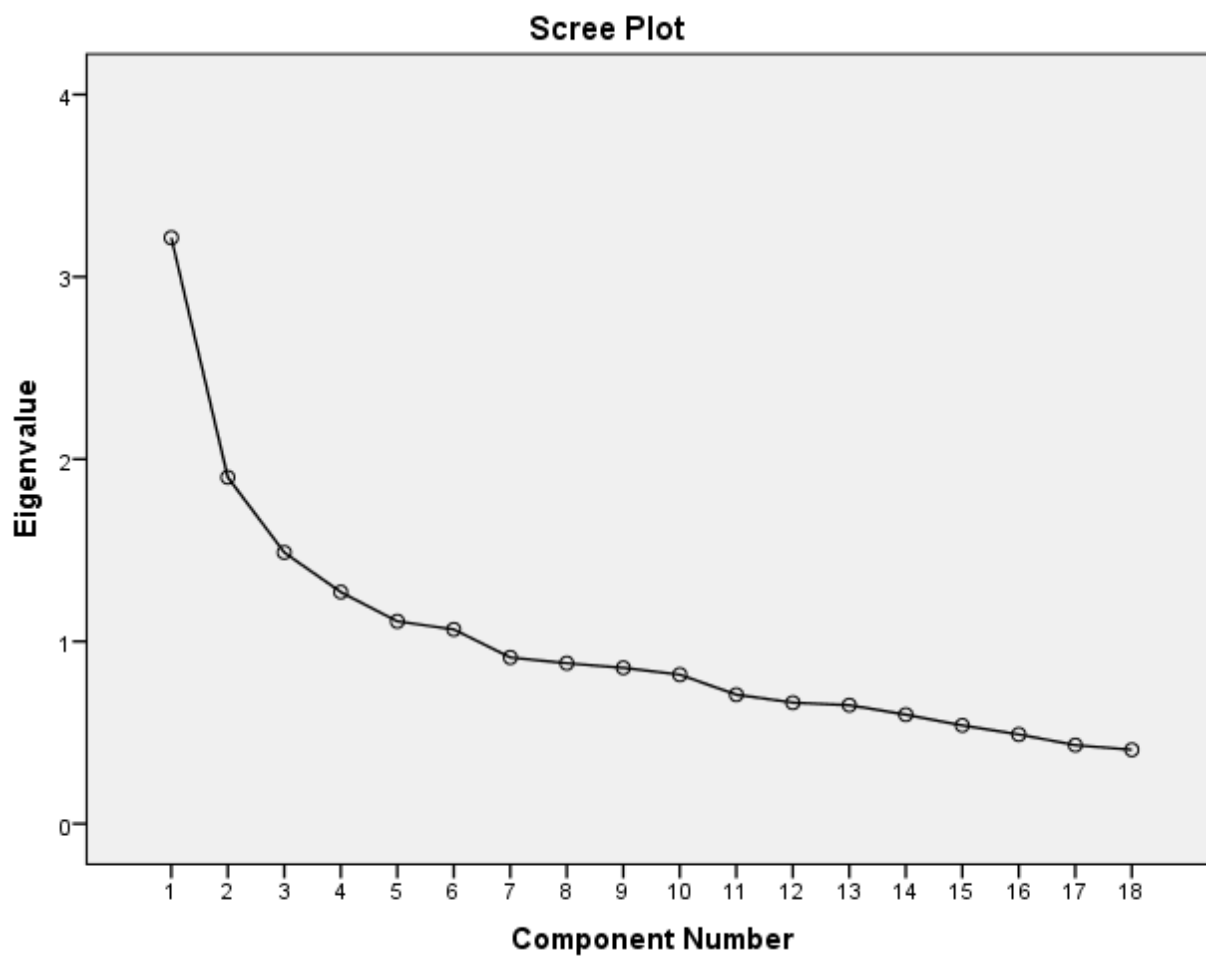
Promotion is not available in this university	1,000	,652
Am highly educated that as such am not satisfied with the pay and benefits I receive from the university	1,000	,406

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,215	17,859	17,859	3,215	17,859	17,859	2,078	11,546	11,546
2	1,900	10,555	28,414	1,900	10,555	28,414	1,788	9,933	21,479
3	1,488	8,267	36,681	1,488	8,267	36,681	1,786	9,922	31,401
4	1,270	7,058	43,740	1,270	7,058	43,740	1,580	8,776	40,177
5	1,110	6,168	49,907	1,110	6,168	49,907	1,493	8,297	48,474
6	1,066	5,921	55,829	1,066	5,921	55,829	1,324	7,355	55,829
7	,912	5,066	60,895						
8	,880	4,891	65,786						
9	,855	4,749	70,535						
10	,818	4,543	75,078						
11	,708	3,933	79,011						
12	,664	3,690	82,701						
13	,650	3,612	86,313						
14	,598	3,325	89,637						
15	,539	2,996	92,633						
16	,489	2,719	95,352						
17	,431	2,394	97,746						
18	,406	2,254	100,000						

Extraction Method: Principal Component Analysis.



Component Transformation Matrix						
Component	1	2	3	4	5	6
1	,603	,506	-,280	,405	,293	,229
2	,319	,058	,810	-,296	,387	,050
3	-,416	-,332	,087	,450	,486	,519
4	,602	-,766	-,085	,064	-,168	,108
5	-,004	,194	,117	-,212	-,535	,786
6	-,002	,073	,487	,705	-,462	-,216

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

APPENDIX III: EMPLOYEE SATISFACTION

Scale: General employees' satisfaction

Case Processing Summary

	N	%
Valid	205	100,0
Cases Excluded ^a	0	,0
Total	205	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,603	18

Item Statistics

	Mean	Std. Deviation	N
In general, employees are all satisfied working for this university	3,56	1,169	205
Overall, you are satisfied with the process used to determine your promotion rate	2,81	1,169	205
You are satisfied with your base pay, total salary and bonus	2,84	1,260	205
You are satisfied with the process involved in raising your annual salary	3,65	1,113	205
I am satisfied with my the security of my job in this university	3,18	,944	205
I feel satisfied with the leisure time this job allows me to have	2,74	1,057	205
This job provide you with opportunity for social interaction	3,14	1,053	205
You enjoy variety in your job responsibilities	3,19	,988	205
I am happy with the recognition for work accomplished	3,19	1,033	205
You satisfied with it the flexibility in scheduling your work	3,07	,998	205
I am satisfied with my relationship with my co-workers and supervisors	2,90	,741	205

I am satisfied with the hours of work for each week	3,02	,987	205
As it is now, I can not leave my university because of the benefits I get from there	3,24	1,270	205
The benefits am receiving are enough to fulfill my basic needs	3,33	1,392	205
I feel am part of this university	3,00	,837	205
I am satisfied with the salary packages of this university	3,58	1,361	205
Promotion is not available in this university	3,30	1,778	205
Am highly educated that as such am not satisfied with the pay and benefits I receive from the university	3,61	1,292	205

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
In general, employees are all satisfied working for this university	53,78	48,790	,366	
Overall, you are satisfied with the process used to determine your promotion rate	54,52	57,310	-,144	
You are satisfied with your base pay, total salary and bonus	54,50	55,604	-,057	
You are satisfied with the process involved in raising your annual salary	53,69	49,814	,323	
I am satisfied with my the security of my job in this university	54,16	53,302	,140	
I feel satisfied with the leisure time this job allows me to have	54,60	52,957	,133	
This job provide you with opportunity for social interaction	54,20	51,249	,250	
You enjoy variety in your job responsibilities	54,15	51,462	,260	
I am happy with the recognition for work accomplished	54,15	50,880	,284	
You satisfied with it the flexibility in scheduling your work	54,27	51,903	,225	
I am satisfied with my relationship with my co-workers and supervisors	54,43	53,159	,224	
I am satisfied with the hours of work for each week	54,31	51,177	,281	

As it is now, I can not leave my university because of the benefits I get from there	54,10	47,608	,394
The benefits am receiving are enough to fulfill my basic needs	54,00	46,868	,384
I feel am part of this university	54,33	51,517	,325
I am satisfied with the salary packages of this university	53,76	46,114	,441
Promotion is not available in this university	54,04	50,420	,101
Am highly educated that as such am not satisfied with the pay and benefits I receive from the university	53,73	52,062	,128

Scale: General employees' satisfaction

Case Processing Summary

		N	%
Cases	Valid	205	100,0
	Excluded ^a	0	,0
	Total	205	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,640	17

Item Statistics

	Mean	Std. Deviation	N
In general, employees are all satisfied working for this university	3,56	1,169	205
You are satisfied with your base pay, total salary and bonus	2,84	1,260	205
You are satisfied with the process involved in raising your annual salary	3,65	1,113	205
I am satisfied with my the security of my job in this university	3,18	,944	205
I feel satisfied with the leisure time this job allows me to have	2,74	1,057	205
This job provide you with opportunity for social interaction	3,14	1,053	205
You enjoy variety in your job responsibilities	3,19	,988	205
I am happy with the recognition for work accomplished	3,19	1,033	205
You satisfied with it the flexibility in scheduling your work	3,07	,998	205
I am satisfied with my relationship with my co-workers and supervisors	2,90	,741	205
I am satisfied with the hours of work for each week	3,02	,987	205

As it is now, I can not leave my university because of the benefits I get from there	3,24	1,270	205
The benefits am receiving are enough to fulfill my basic needs	3,33	1,392	205
I feel am part of this university	3,00	,837	205
I am satisfied with the salary packages of this university	3,58	1,361	205
Promotion is not available in this university	3,30	1,778	205
Am highly educated that as such am not satisfied with the pay and benefits I receive from the university	3,61	1,292	205

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
In general, employees are all satisfied working for this university	50,97	50,014	,359	
You are satisfied with your base pay, total salary and bonus	51,68	57,806	-,109	
You are satisfied with the process involved in raising your annual salary	50,87	50,876	,327	
I am satisfied with my the security of my job in this university	51,35	54,277	,154	
I feel satisfied with the leisure time this job allows me to have	51,79	54,365	,117	
This job provide you with opportunity for social interaction	51,39	52,258	,259	
You enjoy variety in your job responsibilities	51,34	52,313	,282	
I am happy with the recognition for work accomplished	51,33	51,909	,291	
You satisfied with it the flexibility in scheduling your work	51,45	52,514	,263	
I am satisfied with my relationship with my co-workers and supervisors	51,62	54,217	,233	
I am satisfied with the hours of work for each week	51,50	52,104	,297	
As it is now, I can not leave my university because of the benefits I get from there	51,28	48,410	,412	
The benefits am receiving are enough to fulfill my basic needs	51,19	47,920	,387	

I feel am part of this university	51,52	52,408	,347
I am satisfied with the salary packages of this university	50,95	46,600	,476
Promotion is not available in this university	51,22	50,695	,136
Am highly educated that as such am not satisfied with the pay and benefits I receive from the university	50,91	53,767	,099

APPEDIX III: NON PARAMETRIC TEST

Nonparametric Correlations

Notes		
Output Created		28-FEB-2017 20:56:22
Comments		
Input	Data	E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out update28.02.2017.sav
	Active Dataset	ZbiórDanych1
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	205
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		NONPAR CORR
		/VARIABLES=Nepotismc Tribalism Impactof UniversityCom Workcompu Generalsa Careersat
		/PRINT=SPEARMAN TWOTAIL NOSIG
Resources		/MISSING=PAIRWISE.
	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02
	Number of Cases Allowed	82782 cases ^a

a. Based on availability of workspace memory

[ZbiórDanych1] E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out update28.02.2017.sav

Correlations

			Nepotism conviction	Tribalism as source of conflict	Impact of tribalism on labor market	University commitment	Work compulsion	General satisfaction	Career satisfaction
Spearman's rho	Nepotism conviction	Correlation	1,000	,318**	,272**	,176*	,059	,069	-,007
		Coefficient							
		Sig. (2-tailed)	.	,000	,000	,012	,399	,325	,924
	Tribalism as source of conflict	N	205	205	205	205	205	205	205
		Correlation	,318**	1,000	,235**	,198**	,010	-,132	-,059
		Coefficient							
	Impact of tribalism on labor market	Sig. (2-tailed)	,000	.	,001	,004	,886	,059	,399
		N	205	205	205	205	205	205	205
		Correlation	,272**	,235**	1,000	,131	,137	,008	-,081
	University commitment	Coefficient							
		Sig. (2-tailed)	,000	,001	.	,062	,051	,912	,250
		N	205	205	205	205	205	205	205
	Work compulsion	Correlation	,176*	,198**	,131	1,000	,071	-,048	-,413**
		Coefficient							
		Sig. (2-tailed)	,012	,004	,062	.	,309	,498	,000
		N	205	205	205	205	205	205	205
		Correlation	,059	,010	,137	,071	1,000	-,101	-,018
		Coefficient							
		Sig. (2-tailed)	,399	,886	,051	,309	.	,151	,802
		N	205	205	205	205	205	205	205

General satisfaction	Correlation Coefficient	,069	-,132	,008	-,048	-,101	1,000	,234**
	Sig. (2-tailed)	,325	,059	,912	,498	,151	.	,001
	N	205	205	205	205	205	205	205
Career satisfaction	Correlation Coefficient	-,007	-,059	-,081	-,413**	-,018	,234**	1,000
	Sig. (2-tailed)	,924	,399	,250	,000	,802	,001	.
	N	205	205	205	205	205	205	205

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

* . Correlation is significant at the 0.05 level (2-tailed).

Nonparametric Correlations

Notes

Output Created		28-FEB-2017 20:56:22
Comments		
Input	Data	E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out update28.02.2017.sav
	Active Dataset	ZbiórDanych1
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	205
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.

Syntax	NONPAR CORR		
	/VARIABLES=Age Rank Experience Qualification Income Nepotismc Tribalism Impactof UniversityCom Workcompu Generalsa Careersat /PRINT=KENDALL TWOTAIL NOSIG /MISSING=PAIRWISE.		
Resources	Processor Time		00:00:00.03
	Elapsed Time		00:00:00.03
	Number of Cases Allowed	54236 cases ^a	

a. Based on availability of workspace memory

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NPar Tests

Notes		
Output Created		28-FEB-2017 20:56:23
Comments		
Input	Data	E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out update28.02.2017.sav
	Active Dataset	ZbiórDanych1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	205
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.

Syntax	NPAR TESTS		
	/CHISQUARE=UNIVERSITY Gender Profession Age MStatus Rank StaffRanking Tribe Religion Experience Qualification Income /EXPECTED=EQUAL /MISSING ANALYSIS.		
Resources	Processor Time		00:00:00.02
	Elapsed Time		00:00:00.02
	Number of Cases Allowed ^a		52428

a. Based on availability of workspace memory.

[ZbiórDanych1] E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out
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Chi-Square Test

Frequencies

University			
	Observed N	Expected N	Residual
University_of_lagos_Nigeria	61	68,3	-7,3
UNEC	69	68,3	,7
Almadu_Bellow_University_Kaduna	75	68,3	6,7
Total	205		

Gender			
	Observed N	Expected N	Residual
Male	87	102,5	-15,5
Female	118	102,5	15,5
Total	205		

Profession

	Observed N	Expected N	Residual
Academic	106	101,5	4,5
Administrative Staff	97	101,5	-4,5
Total	203		

Age

	Observed N	Expected N	Residual
Under 20 years	5	41,0	-36,0
20 - 30 years	29	41,0	-12,0
31 - 40 years	77	41,0	36,0
41 - 50 years	85	41,0	44,0
51 and above	9	41,0	-32,0
Total	205		

Marital Status

	Observed N	Expected N	Residual
Single	34	34,2	-,2
Married	144	34,2	109,8
Divorced	6	34,2	-28,2
Civil Partner	3	34,2	-31,2
Separated	8	34,2	-26,2
Widowed	10	34,2	-24,2
Total	205		

Academic Rank

	Observed N	Expected N	Residual
Professor	9	41,0	-32,0
Associate Professor	5	41,0	-36,0
Senior Lecturer	30	41,0	-11,0
Assistant Lecturer	71	41,0	30,0
Others	90	41,0	49,0
Total	205		

Staff Ranking

	Observed N	Expected N	Residual
--	------------	------------	----------

Senior Staff	94	51,3	42,8
Junior Staff	75	51,3	23,8
Others	35	51,3	-16,3
5	1	51,3	-50,3
Total	205		

Tribe

	Observed N	Expected N	Residual
Igbo	72	51,3	20,8
Hausa	26	51,3	-25,3
Yoruba	77	51,3	25,8
others	30	51,3	-21,3
Total	205		

Religion

	Observed N	Expected N	Residual
Christianity	138	51,3	86,8
muslims	51	51,3	-,3
traditional	3	51,3	-48,3
others	13	51,3	-38,3
Total	205		

Years of Experience

	Observed N	Expected N	Residual
0 - 2 years	24	41,0	-17,0
3 - 8 years	83	41,0	42,0
9 - 13 years	59	41,0	18,0
14 years and above	38	41,0	-3,0
5	1	41,0	-40,0
Total	205		

Highest Educational Qualification

	Observed N	Expected N	Residual
School Certificate	5	29,3	-24,3
Diploma or Equivalent	11	29,3	-18,3

Bachelor's Degree or Equivalent	84	29,3	54,7
Masters	53	29,3	23,7
PhD	30	29,3	,7
Ph.D Student	20	29,3	-9,3
Others	2	29,3	-27,3
Total	205		

Income Level

	Observed N	Expected N	Residual
Below N15,000	8	41,0	-33,0
N15,001 - N25,000	22	41,0	-19,0
N25,001 - N35,000	71	41,0	30,0
N35,001 - N45,000	51	41,0	10,0
N45,001 and Above	53	41,0	12,0
Total	205		

Test Statistics

	Univer sity	Gend er	Profess ion	Age	Marita l Status	Acade mic Rank	Staff Ranki ng	Tribe	Religi on	Years of Experie nce	Highest Educatio nal Qualificat ion	Inco me Level
Chi-Squa re	1,444 ^a	4,68 8 ^b	,399 ^c	138,9 27 ^d	441,8 59 ^e	140,04 9 ^d	101,0 88 ^f	42,5 90 ^f	220,8 15 ^f	97,220 ^d	181,366 ^g	63,26 8 ^d
df	2	1	1	4	5	4	3	3	3	4	6	4
Asy mp. Sig.	,486	,030	,528	,000	,000	,000	,000	,000	,000	,000	,000	,000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 68.3.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 102.5.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 101.5.

d. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 41.0.

e. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 34.2.

f. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 51.3.

g. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 29.3.

NPar Tests

Notes		
Output Created		28-FEB-2017 20:57:02
Comments		
	Data	E:\Praca\Statystyka\709 - Odoh\FINAL
	Active Dataset	maria data lay out update28.02.2017.sav
Input	Filter	ZbiórDanych1
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	205
	Definition of Missing	User-defined missing values are treated as missing.
Missing Value Handling	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
		NPART TESTS
Syntax		/K-W=Nepotismc Tribalism Impactof UniversityCom Workcompu Generalsa Careersat BY Tribe(1 4)
		/MISSING ANALYSIS.
	Processor Time	00:00:00.02
Resources	Elapsed Time	00:00:00.02
	Number of Cases Allowed ^a	60494

a. Based on availability of workspace memory.

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Kruskal-Wallis Test

Ranks			
	Tribe	N	Mean Rank
Nepotism conviction	Igbo	72	106,59

	Hausa	26	79,67
	Yoruba	77	105,81
	others	30	107,40
	Total	205	
	Igbo	72	97,40
Tribalism as source of conflict	Hausa	26	97,77
	Yoruba	77	106,63
	others	30	111,65
	Total	205	
	Igbo	72	101,37
Impact of tribalism on labor market	Hausa	26	73,27
	Yoruba	77	111,96
	others	30	109,68
	Total	205	
	Igbo	72	98,56
University commitment	Hausa	26	107,79
	Yoruba	77	105,47
	others	30	103,17
	Total	205	
	Igbo	72	104,13
Work compulsion	Hausa	26	110,02
	Yoruba	77	99,12
	others	30	104,17
	Total	205	
	Igbo	72	117,94
General satisfaction	Hausa	26	84,29
	Yoruba	77	96,66
	others	30	99,62
	Total	205	
	Igbo	72	114,40
Career satisfaction	Hausa	26	115,77
	Yoruba	77	94,52
	others	30	86,35
	Total	205	

Test Statistics^{a,b}

	Nepotism conviction	Tribalism as source of conflict	Impact of tribalism on labor market	University commitment	Work compulsion	General satisfaction	Career satisfaction
--	------------------------	---------------------------------------	---	--------------------------	--------------------	-------------------------	------------------------

Chi-Square	4,688	1,803	8,850	,710	,735	8,167	7,840
df	3	3	3	3	3	3	3
Asymp. Sig.	,196	,614	,031	,871	,865	,043	,049

a. Kruskal Wallis Test

b. Grouping Variable: Tribe

Nonparametric Tests

Notes

Output Created	28-FEB-2017 20:57:02
Comments	
Data	E:\Praca\Statystyka\709 - Odoh\FINAL
Active Dataset	maria data lay out update28.02.2017.sav
Input	ZbiórDanych1
Filter	<none>
Weight	<none>
Split File	<none>
N of Rows in Working Data File	205
Syntax	NPTESTS /INDEPENDENT TEST (Nepotismc Tribalism Impactof UniversityCom Workcompu Generalsa Careersat) GROUP (Tribe) /MISSING SCOPE=ANALYSIS USERMISSING=EXCLUDE /CRITERIA ALPHA=0.1 CILEVEL=95.
Resources	
Processor Time	00:00:00.30
Elapsed Time	00:00:00.16

[ZbiórDanych1] E:\Praca\Statystyka\709 - Odoh\FINAL maria data lay out
update28.02.2017.sav

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Nepotism conviction is the same across categories of Tribe.	Independent-Samples Kruskal-Wallis Test	,196	Retain the null hypothesis.
2	The distribution of Tribalism as source of conflict is the same across categories of Tribe.	Independent-Samples Kruskal-Wallis Test	,614	Retain the null hypothesis.
3	The distribution of Impact of tribalism on labor market is the same across categories of Tribe.	Independent-Samples Kruskal-Wallis Test	,031	Reject the null hypothesis.
4	The distribution of University commitment is the same across categories of Tribe.	Independent-Samples Kruskal-Wallis Test	,871	Retain the null hypothesis.
5	The distribution of Work compulsion is the same across categories of Tribe.	Independent-Samples Kruskal-Wallis Test	,865	Retain the null hypothesis.
6	The distribution of General satisfaction is the same across categories of Tribe.	Independent-Samples Kruskal-Wallis Test	,043	Reject the null hypothesis.
7	The distribution of Career satisfaction is the same across categories of Tribe.	Independent-Samples Kruskal-Wallis Test	,049	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,10.