

Information and Communication Technology Skills and Job Satisfaction among Academic Staff in Colleges of Education

Uche D. Asogwa¹, Angie Oboegbulem², Samuel C. Ugwoke^{2*},
Francisca C. Okeke², Joseph C. Ugwuanyi³, Chinwe F. Diara²

¹*Department of Arts Education, University of Nigeria, Nsukka, Nigeria.*

²*Department of Educational Foundations, University of Nigeria, Nsukka, Nigeria*

**Corresponding Author: Samuel C. Ugwoke.*

³*Federal College of Education Eha-Amufu, Enugu State, Nigeria.*

Abstract

This study is on the relationship between the level of information and communication technology skills, religious status, ethnicity and ownership of institution and job satisfaction among academic staff of Colleges of Education in South East, Nigeria. A correlational survey design was utilized for the study. The population for the study consisted of 1581 academic staff of colleges of education in South East, Nigeria. Six hundred and thirty-two respondents were randomly selected as the sample for the study. A questionnaire developed by the researchers was used for data collection. Data were analyzed using means, standard deviations, and multiple linear regressions. The findings of the study among others showed that the levels of job satisfaction of academic staff were significantly related to ownership of institution while the level of information and communication technology skills, religious status and ethnicity had no influence on job satisfaction. Based on these findings, it was recommended; among others that the government and or supervising agencies of colleges of education should design and implement programmes that would cater for individual differences in the workplace which will promote job satisfaction among academic staff of colleges of education.

Keywords: Academic staff, College of Education, Ethnicity, ICT skills, Job Satisfaction, Level, Ownership

INTRODUCTION

Job satisfaction is an important factor in the working lives of all occupational groups. Job satisfaction is the general attitude which is determined by the job predictors such as pay, the job itself among other variables. In the words of Ifinedo (2003), job satisfaction is the level of contentment on the part of the individual in relation to his or her job. It is often described as the quality of life at work as experienced by the employee with reference to his/her needs and expectations. This study adopts Meagan, Kirk and Walter's (2005) definition of job satisfaction which states that job satisfaction is the combination of psychological, physiological and

environmental circumstances that cause a person truthfully to say; "I am satisfied with my job".

Job satisfaction is dynamic and individualistic in nature. The obvious diversities among academic staff can reflect their perceptions of the job attributes which is relevant to the social and economic life of the individual staff with its concomitant effect on commitment, productivity and job satisfaction. These diverse characteristics mould and delimit the patterns of thought processes, the patterns of feelings, reasoning and mould actions of an individual which impact on the overall attitude (Adigwe, 2005). Determining the level of job satisfaction among staff in any establishment is not enough. According to Cano and Miller (1992), ascertaining the correlates of their job satisfaction is required which has an implication for the development of strategies and intervention programmes necessary for retaining academic staff in the profession. Correlate of job satisfaction as defined by Scott (2004) which is adopted in this study is the level of relationship between job-related variables and job satisfaction. The key variables that constitute the correlates of job satisfaction in this study include; the level of Information and Communication Technology (ICT) skills, ethnicity, religious status and ownership of college.

There have been many attempts by researchers to establish whether specific variables are predictive of job satisfaction with mixed research results. For instance, there have been many attempts to determine the relationship between the level of Information and Communication (ICT) skills and levels of job satisfaction. Information and Communication Technology (ICT) in this study refer to the technological tools employed to communicate, create, organize, disseminate, store, retrieve and manage information. These tools include; computer, internet, radio, television, phone, videotapes, cassette, satellites, email, projectors, fax machine, World Wide Web (www) among others. The application of ICT skills is making dramatic changes in both economic and social development (Chaka, 2008). The emphasis on the acquisition of ICT skills is gaining more grounds in the education policies and practices. For instance, ICT has proved to be a veritable tool

in the teaching and learning process. ICT has been recognized as a veritable tool in education reform (Leach and Moon, 2002).

Level of ICT skills in this work means the ability of the academic staff to appropriately and effectively use a computer and other technological tools to improve learning, production, and performance. Those basic ICT skills include; but not limited to basic knowledge of computer, competence in the use of software, electronic communication skills, internet skills and proficiency in transferring files. A link between the academic staff level of ICT skills needed for effective instruction and levels of job satisfaction has long been speculated. Employees with varying ICT skills may exhibit varying attitude to job experiences. Higher levels of ICT skills presumably attract more knowledge and ability, which could contribute significantly to their levels of job performance and satisfaction. Leach and Moon (2008) however reported that increased level of ICT skills led to lower job satisfaction of employees. It seems that staff with a higher level of ICT skills face a mismatch between their professional expectations and work realities. On the contrary, Ogugua (2004) revealed that academic staff with sound ICT skills were more productive and satisfied on the job. It is still a delusion as to whether job satisfaction is related to the level of ICT skills possessed by the academic staff.

The impact of religion on job satisfaction has also been investigated with mixed results. Religion is simply the belief in a spiritual or supernatural being. It is the belief in the existence of God or gods and the activities that are connected with the worship of them (Hornby, 2000). Religion is an integral part of human culture. All over the world, human beings are members of one religion or the other. The religions in Nigeria are so varied but Christianity, Islam, and African traditional religion are the most prominent (Onah, 2002). Each religion has its own method of worship and belief. Such differences in religious belief may impact on employee workplace behavior and consequently their job satisfaction levels. Sikkink (2000) reported that religious identity did not shape the individual ethical decision making, conduct in the workplace and job satisfaction. On the contrary, King and Williamson (2005) found out that religion exerted significant influence on employee job satisfaction. Since there are conflicting results on the relationships between religion and job satisfaction among employees, this study intends to contribute in resolving this discrepancy.

The influence of ethnicity on job satisfaction has received great attention in job satisfaction studies with inconsistent findings. Ethnicity refers to a group of people who are distinct on the basis of a presumed common genealogy or ancestry with peculiar cultural characteristics handed down from generation to generation which might include; lifestyle, beliefs, language, norms, religion, traits, forms of dress, music, food, attitudes and values (Riggins, 1992). The

ethnicity of Nigeria is varied and as such, it has been difficult, if not impossible, to determine the exact number of ethnic groups in Nigeria. Thus, about three hundred ethnic groups comprise the population of Nigeria and only three ethnic groups have attained "ethnic majority status" in their respective regions namely the Hausa-Fulani in the North, the Yoruba in the South West and the Igbo (Ibo) in the South East, Nigeria (Rakov, 1990). Each ethnic group has its own unique culture and values. Such differences among people could influence their overall behavior and level of satisfaction in the workplace. Studies investigating the relationship between ethnicity and job satisfaction reported contradictory findings. Abu-Bader (2008) found out that ethnicity was related to job satisfaction of employees. Hikaru (2010) on the contrary, noted that ethnicity was not related to job satisfaction. Therefore, whether the ethnic background is related to job satisfaction of academic staff in the location of this study is yet to be ascertained.

Another focus of this study is the relationship between ownership of college and job satisfaction of the academic staff. Ownership of college in this study implies whether the college is owned by the Federal, State governments, Private individuals or organizations. Looking at the ownership of college from the perspective of job satisfaction, one would expect a number of differences among Federal, State and Private institutions. However, even little empirical attention on evaluating job satisfaction levels based on ownership of institutions produced conflicting results. Aloa (1997) revealed that Federal employees were more satisfied than their State and Private counterparts. In contrast, Olorunsola (2010) reported no significant difference in the levels of job satisfaction based on ownership of institution.

Generally, little attention seems to have been focused on the correlates or predictors of job satisfaction of academic staff of colleges of education in Nigeria. Perhaps, it is also in apparent recognition of the scarce studies on the correlates of job satisfaction of educators generally that AL-Hussami (2008) states that there is a plethora of research on job satisfaction but there remains a scarcity of studies that have focused on the correlates of job satisfaction among classified employees in the education arena. Thus, empirical study on the correlates or predictors of job satisfaction of academic staff of colleges of education in South East, Nigeria who operates in a different work setting is the main thrust of this study.

RESEARCH QUESTIONS

1. What is the level of ICT skills of the academic staff of colleges of education in South East, Nigeria?
2. What is the level of relationship between the level of ICT skills and job satisfaction of academic staff of colleges of education?

3. What is the level of relationship between religious status and job satisfaction of academic staff of colleges of education?
4. To what level does ethnicity relate to job satisfaction of academic staff of colleges of education?
5. What is the level of relationship between ownership of college and lecturers' job satisfaction?

The following null hypotheses guided the study and tested at 0.05 level of significance.

1. There is no significant relationship between the level of ICT skills and job satisfaction of academic staff in colleges of education.
2. There is no significant relationship between religious status and job satisfaction of academic staff.
3. There is no significant relationship between ethnicity and job satisfaction of academic staff of colleges of education.
4. There is no significant relationship between ownership of college and job satisfaction of academic staff.

METHODS

Correlational survey research design was utilized for the study. This design seeks to establish the level of relationship or co-variation between two or more variables and at the same time indicate the direction and magnitude of the relationship between the variables (Nworgu, 2006)

The population for the study consisted of all the academic staff in all the twelve Colleges of Education in South Eastern, Nigeria. Available data collected from Personnel Units of the Colleges of Education in the South East in 2014 showed that there was 1581 academic staff in Colleges of education in South East. Out of this number, 645 staff were Federal academic staff, 584 from State and 352 were from Private Colleges. With regard to ethnicity, 16 were Hausa-Fulani, 25 belonged to Yoruba ethnic group and 1526 were from Igbo extraction while 14 were from other ethnic minorities. With respect to Religious status, 1558 were Christians while 23 were Moslems.

A sample size of 632 academic staff was drawn for the study through a multi-stage sampling technique. Stage one involved a random sample of 2 Federal Colleges, 3 State Colleges and 3 Private Colleges using the variable of the ownership of the institution (whether Federal, State or Private). On the whole, eight Colleges of education were sampled using balloting with replacement. Stage two involved a disproportionate stratified random sample of 258 academic staff from Federal Colleges, 234 from State and 140 from Private Colleges of Education making a total of 632 academic staff representing 40% of the

population of each stratum. With respect to ethnicity, 595 academic staff from Igbo extraction was drawn, all the 11 Hausa-Fulani, 14 from Yoruba ethnic group, and all the 12 academic staff from other ethnic minorities from the sampled colleges responded to the questionnaire. 623 Christians representing 40% of the population of Christians and all the 9 Moslems in the sampled colleges responded to the instrument.

The data-gathering instrument for this study was Job Satisfaction Questionnaire (JSQ) developed by the researchers based on literature. The questionnaire comprised of three parts A, B and C. Part A part of the instrument sought information from the respondents based on the independent variables (ethnicity, religion, and ownership of college). Part B was made up of 25 items grouped under five (5) clusters which measured the levels of basic ICT skills possessed by the academic staff. The instrument was structured on a four-point scale of "Very High Extent (4), "High Extent" (3), "Low Extent" (2) and "Very Low Extent" (1) while Part C comprised of 59 items organized into six (6) clusters which measured levels of job satisfaction. The responses to the questionnaire items on part C were structured on a four-point scale with response options and values of "Highly Satisfied" (4), "Satisfied" (3), "Dissatisfied" (2) and "Highly Dissatisfied" (1). Respondents were asked to tick (✓) in the columns for their choices.

A total of 632 copies of the instrument were distributed to the respondents by hand. Six hundred and twelve (612) copies of the instrument were returned recording 97% return rate and were used in the analysis. Means and standard deviations were used to ascertain the levels of ICT skills and job satisfaction of the academic staff. The obtained means were interpreted using real limits of numbers. Thus, for levels of ICT skills, item with mean of 0.50 to 1.49 was considered Very Low Extent (VLE), item with mean of 1.50 to 2.49 was Low Extent (LE), item with mean of 2.50 to 3.49 was regarded to be High Extent (HE) and item with mean of 3.50 to 4.00 was regarded to be Very High Extent (VHE) respectively. For levels of job satisfaction, item with mean of 0.50 to 1.49 was considered Highly Dissatisfied (HD), item with mean of 1.50 to 2.49 Dissatisfied (D), item with mean of 2.50 to 3.49 was regarded to be Satisfied (S) and item with mean of 3.50 to 4.00 was regarded to be Highly Satisfied (HS) respectively. The Regression coefficients (r) from the multiple linear regressions were used to determine the levels of relationship between the independent variables and job satisfaction. The R-values were compared with Nwana's (1982) guide for interpreting the correlation coefficient index which was adopted by the investigators. According to Nwana, items with R-values of 0.00 to 0.20 was considered Very Low Relationship, 0.20 to 0.40 'Low', 0.40 to 0.60 'Medium', 0.60 to 0.80 'High', and 0.800 to 1.00 'Very High' relationships respectively. Multiple linear regressions were used to verify the hypotheses at 0.05 level of significance and Dunnett T-test was used for post hoc.

RESULTS

Research Question one. What is the level of ICT skills of the academic staff of colleges of education in South East, Nigeria?

Results indicated the mean scores and standard deviations of academic staff on the levels of basic ICT skills. The results showed that academic staff had the highest mean score on the ability to print the document ($\bar{x} = 3.74$; std. = .69) followed by the ability to use search engines to locate information on the web ($\bar{x} = 3.27$; std. = .83). Ability to use software programmes had the least mean score ($\bar{x} = 1.02$; std. = 1.03). The grand average score ($\bar{x} = 2.72$, std. = .87) shows that majority of the academic staff had low levels of basic ICT skills.

Hypothesis one. There is no significant relationship between the level of ICT skills and job satisfaction of academic staff in colleges of education.

Our results showed a very low relationship between the level of ICT skills and job satisfaction ($R = .166$). The regression coefficient of determination value of .028 indicates .2% of the variation in job satisfaction was accounted for by the linear combination of levels of ICT skills of the respondents. The value of the F-ratio is 1.208 which is significant at .265 but not significant at $p < .05$. The value of regression beta weight is .017 (very low predictive value) and t-value of .370 which is significant at .711 but not significant at $p < 0.05$. Thus, no statistically significant linear dependence of level of ICT skills on job satisfaction was detected. Hypothesis one, therefore, is not rejected.

Research Question two. What is the level of relationship between religious status and job satisfaction of academic staff of colleges of education?

Our results indicated that academic staff who were Christians were dissatisfied with fringe benefits and working conditions ($\bar{x} = 2.18, 2.38$; std. = .56, and .54) but satisfied with other job facets. Their Moslem counterparts were dissatisfied with fringe benefits, the administrative behavior of Provost and working conditions ($\bar{x} = 2.32, 2.19, 2.46$; std. = .39, .78, .25) respectively. Academic staff from other religious groups were satisfied with salary and interpersonal relationship ($\bar{x} = 2.80, 2.92$; std. = .11, .57). The regression coefficient ($r = .03$) shows very low relationship between religion and job satisfaction.

Hypothesis two. There is no significant relationship between religious status and job satisfaction of academic staff.

Results revealed the value of $r = .164$ (very low relationship) for religion. The coefficient of determination (R square) value

is .027 indicating that .2% of the variance in job satisfaction was predicted by religion. Further analysis of data reveals that the F-value is 1.371 which is not significant at $p < .05$. The beta weight is -.030 (very low negative predictive value) and the t-test value of -.502 is not significant $p < 0.05$. Thus, hypothesis two is not rejected.

Research Question three. To what level does ethnicity relate to job satisfaction of academic staff of colleges of education?

Our data revealed the means and regression coefficient between ethnicity and job satisfaction. Results showed that academic staff from Hausa-Fulani were only dissatisfied with the administrative behavior of Provost with ($\bar{x} = 2.00$; std. = .73) and satisfied with the rest items. Academic staff from Yoruba were satisfied with work itself and interpersonal relationship ($\bar{x} = 2.69, 3.04$; std. = .74 and .29) respectively while being dissatisfied with the rest of the items. Academic staff from Igbo extraction were dissatisfied with fringe benefits and working conditions ($\bar{x} = 2.18, 2.38$; std. = .56, .54). Academic staff from other ethnic minorities were dissatisfied with fringe benefits, the administrative behavior of Provost and working conditions ($\bar{x} = 2.20, 2.07, 2.25$; std. = .38, .61, .21) respectively but satisfied with other dimensions of job satisfaction. The regression coefficient ($r = .04$) indicates a very low relationship between the ethnic group and job satisfaction.

Hypothesis three. There is no significant relationship between ethnicity and job satisfaction of academic staff of colleges of education.

The multiple linear regression analysis showed the r-value = .155 (very low relationship). The regression square of .024 suggests that .2% of the variation in job satisfaction was predicted by the variation in the independent variable (ethnicity). Further, the result shows that F-value of 1.477 is significant at .144 but not significant at $p < .05$. The regression beta weight of .043 indicates a very low predictive value with the t-value of 1.065 which is not significant at $p < 0.05$. This means that the significant linear correlation does not exist. Thus, the null hypothesis is not rejected.

Research Question four. What is the level of relationship between ownership of college and lecturers' job satisfaction?

Results indicated that academic staff of Federal colleges were satisfied with the rest of the job items except for administrative behavior of Provost ($\bar{x} = 2.46$; SD = .60). The academic staff of State colleges were satisfied with salary, the administrative behavior of Provost and work interpersonal relationship ($\bar{x} = 2.67, 2.72, 2.90$; std. = .48, .56, .40) but dissatisfied with others. Academic staff of Private colleges were only satisfied with interpersonal relationship ($\bar{x} = 2.94$;

SD= .51). The regression coefficient (r) = .63 shows moderate relationship between ownership of college and job satisfaction.

Hypothesis four. There is no significant relationship between ownership of college and job satisfaction of academic staff

Results showed that the multiple linear regression computed r -value for ownership of college is $r=.668$ (moderate relationship). The r -square of .447 indicates that ownership of college explains about 45% of the variation in job satisfaction. The value of F -ratio is 23.85, which is significant at .000 and also significant at $p < .05$. The beta value is -.630 indicating a negative moderate predictive value and the t -value of -.15.20 is significant at $p < .05$. The data point to the fact that the null hypothesis should be rejected. Hypothesis four is therefore rejected. In order to determine the direction of the significant relationship, a post hoc multiple comparison analysis was performed using Dunnett T-test. Results indicated that for ownership of college, there is no significant mean difference in the levels of job satisfaction between academic staff from Federal and their State counterparts ($\chi^2 = .0855, p > 0.05$). The results also show that there are significant differences in the mean scores of job satisfaction between (Federal and Private), (State and Private) academic staff ($\bar{x} = .8480, .7625$ respectively, $p < .05$).

DISCUSSION

The study showed that the level of ICT skills of the academic staff was low and the regression results revealed that the relationship between academic staff job satisfaction and level of ICT skills was very low and not significantly linearly related. This result is not in agreement with a wide range of previous submissions (Leach, (2002) and Ogugua, (2004) who revealed a significant relationship between the level of ICT skills and job satisfaction. Results showed that Christians and Moslems academic staff were satisfied while other religious groups were dissatisfied. Christians constitute the majority in the south-East and more often than not promote the virtue of love for one another, thus, the minority religious groups were not discriminated against by the dominant Christians in the workplace and as such, the religious variable had a very low correlation with job satisfaction of the academic staff. The impact of religion is especially not noticeable given its effects on job satisfaction (beta = .030 $p > 0.05$). This result supports the findings of Camp (2008) that found no significant correlation between religion and job satisfaction. However, this contradicts the findings of Haroon, Zamen, and Rehman (2012) that a positive and significant relationship existed between religion and job satisfaction. The same finding was reported by King and Williamson (2005), Haroon, Zaman and Rehman (2012) who offered the evidence of a direct, positive

and significant relationship between religiosity and job satisfaction.

Findings indicated that ethnic majority in colleges of education in the South East (the Igbos) expressed high job satisfaction followed by their Hausa-Fulani ethnic counterparts. The study revealed that the Yoruba and staff from other ethnic minorities were dissatisfied with their job. This scenario could be explained by the fact that academic staff from the "Igbo" extraction were the majority in colleges of education in South East, Nigeria and the Hausa-Fulani living a simple and easy life were satisfied on the job irrespective of their minority status. Part of this finding is in consonance with the previous researcher, Sharma, and Jyoti, (2010) who reported that ethnic differences existed in the workplace and usually the ethnic majority in an organization were more satisfied with their job than the ethnic minority primarily because of unequal treatment in the workplace. This finding supports the revelation by Brush, Moch, and Poyan (1998) that there was no significant relationship between ethnicity and job satisfaction. The findings also agreed with the findings of Qamar and Junaibi (2002) that job satisfaction was more of a function of extrinsic and intrinsic factors than socio-cultural traits, ethnicity or national origin when other variables such as age, gender, marital status, educational level and job experience were controlled.

The most interesting finding of this study is on the importance of ownership of college in explaining variations in academic staff job satisfaction. Of all the independent variables tested in the model, ownership of college resulted in the highest correlation with job satisfaction. Federal and State academic staff were satisfied while those from Private colleges were dissatisfied. The Private academic staff in the South East, Nigeria were dissatisfied with their job probably because of the peculiar, poor working conditions including the hyperinflationary environment characterizing the country and dramatic changes in the administration of Private colleges of education by their Proprietors thus, reducing their morale. Besides, Federal and State colleges have a peculiar salary structure with peculiar working conditions, unlike Private colleges. Thus, this study is in agreement with the study conducted by Desantis and Durst (1996). However, the finding was not parallel with the study by Wong and Heng (2009), Salmen, Muhamed and Babak (2011) who found out that ownership of institution was rated as the least factor contributing to staff job satisfaction levels of academic staff in Public and Private higher educational institution. The direction of the findings of this study could be a reflection of the corporate culture of Private colleges in the South East, Nigeria which are not much concerned about the welfare of their staff but to maximize profit.

CONCLUSIONS

On the basis of the findings of the current study, the analysis reveals that only ownership out of the four variables emerged as critical in predicting the variation in job satisfaction of the academic staff. There is the need for the government to maintain parity in terms of compensation system and practices irrespective of ownership status. The government and other important stakeholders should organize intensive capacity building/workshops to equip the lecturers with the basic ICT skills thus ensuring quality assurance in the system.

REFERENCES

- [1] Adigwe J. C. (2005). Influence of ethnicity, formal reasoning and cognitive styles on students achievement in balancing chemical equations. *Review of Education. Institute of Education Journal*. University of Nigeria, Nsukka. 16 (2), 21- 31.
- [2] AL-Hussami, M. R. N. (2008). A study of nurse job satisfaction: The relationship to organizational commitment, perceived organizational support, transactional leadership, transformational leadership, and level of education. *European Journal of Scientific Research*. 22 (2) 286-295.
- [3] Aloa, I. A. (1997). Job satisfaction among university library Cathologuers in Nigeria. *World Libraries*, 7 (2), 132.
- [4] Brush, D. H. Moch, M. K. & Pooyan, A. (2000)). Individual demographic differences and job satisfaction. *Journal of Occupational Behaviour*. 8, 139-155.
- [5] Cano, J. & Miller, G. (1992). A gender analysis of job satisfier factors and job dissatisfier factors of agriculture education teachers. *Journal of Agricultural Education*, 33 (5), 40-46.
- [6] Chaka. J. G. (2008). Information and Communication Technology (ICT) as a vital tool in the education sector reform in Nigeria. *Nigeria Journal of Sociology in Education (NJSE)*. 2 (2) 181-190.
- [7] DeSantis, V. S. & Durst, S. L. (1996). Comparing job satisfaction among public and private sector employees. *American Review of Public Administration*. 26 (3) 327-343.
- [8] Haroon, M. Zaman, H. M. F. & Rehman, W. (2012). The relationship between Islamic work ethics and job satisfaction in healthcare sector of Pakistan. *International Journal of Contemporary Business Studies*. 3 (5) 125-179.
- [9] Hikaru, M. (2010). Relationship among perceived ethnic discrimination, job attitudes, and behaviors. *M.Sc Thesis*. San Jose State University. Retrieved 5th December 2012 from <http://www.inderscience.metapress.com/>
- [10] Ifinedo, P. (2003). Employee motivation and job satisfaction in Finnish organization: A study of employees in the Oulu Region, Finland. *Master of Business Administration Thesis*, University of London. Retrieved from <http://www.inderscience.metapress.com/>
- [11] King, J. & Williamson, I. O. (2005). Workplace religious expression, religiosity and job satisfaction: Clarifying a relationship. *Journal of Management, Spirituality and Religion*. 2 (2) 76-87.
- [12] Leach, J. & Moon B. (2002). Pedagogy, Information and Communication Technology. Teacher professional knowledge. *Curriculum Journal*. 11, 385-405.
- [13] Meagan, S. Kirk, A. S. & Walter, N. T. (2005). Job satisfaction among extension agents. *Journal of Agricultural Education*, 3 (46), 2-11.
- [14] Nwanna, O. C. (1982). *Introduction to educational research*. Nigeria: Caxton Press Ltd.
- [15] Ogugua, E. O. (2004). Information and Communication Technology (ICT) for quality STM education. *The Science Teacher Today*. 2 (1) 42-49.
- [16] Olorunsola, O. E. (2010). Job satisfaction and gender factor of administrative staff of South West Nigeria universities. *EABR and ETLC Conference Proceedings*. Dublin, Ireland. Retrieved from <http://www.cluteinstitute.com>.
- [17] Onah, R. C. (2002). Religious fanaticism and national development. The Nigerian situation. *Journal of Arts and Social Science Review*.1 (2) 9-19.
- [18] Qamar, F. & Junaibi, T. (2002). Does Nationality affect job satisfaction? *Indian Institute of Management Bangalore (IIMB) Management Review*. 14 (4) 1-2
- [19] Rakov, S. A. (1990). Ethnicity in Nigeria. *African Postcolonial Literature in English*. Retrieved from <http://www.postcolonialweb.org>.
- [20] Riggins, S. H. (1992). *Ethnic minority media: An International Perspective*. Newbury Park, CA: Sage Publishers.
- [21] Salmen, K. Muhamed, I. & Babak, M. (2011). Job satisfaction among academic staff. A comparative analysis between Public and Private sector universities of Punjab Pakistan. Retrieved from <http://ng.jobrapido.com>.

- [22] Sharma, R. D. & Jyoti, J. (2010). Job satisfaction and gender. *International Journal of Academic Research*. 1 (2) 56-59.
- [23] Wong, E. S. K & Heng, T. N. (2009). Case study of factors influencing job satisfaction in two Malaysian universities. *International Business Research*. 2, 86-98.