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INFLUENCE OF JOB SATISFACTION ON THE MANAGEMENT OF ACADEMIC STAFF PERFORMANCE IN TERTIARY INSTITUTIONS IN NIGERIA

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Abstract

This study examined influence of job satisfaction on the management of academic staff performance in tertiary institution in Nigeria which remains a crucial issue to Educational Administrators and Managers. Therefore, the objective of this paper is to trace the relationship between job satisfaction and academic staff performance in tertiary institutions with particular reference to Nigeria. Related literature was done under theories of job Satisfaction such as Two Factor Theory, Equity, Affections Events and Job Characteristics Theories which identified the influence of job satisfaction on the management of academic staff performance. The findings from these theories revealed a number of factors like achievement recognition, responsibility, pay package, working conditions among others have positive influences on academic staff performance in tertiary institution in Nigeria. The paper adds to the theoretical dictate on whether job satisfaction influences positively on academic staff performance. Based on the findings of the study, it was recommended amongst others that Educational Administrators and Managers should use those factors influence academic staff performance to make them satisfied, improve their well being and the work environment. The Educational Administrators should also use the theoretical approach to support empirical approach which often takes clarity as to why the varieties are related.

Keywords: Influence, Job Satisfaction, Management, Academic Staff Performance, Academic Performance, Tertiary Institutions.

Introduction

One of the most vital goals of an educational organization is to maximize academic staff job performance in order to accomplish educational goals. In doing so, the tertiary institutions need not only highly motivated but also satisfied and psychologically balanced academic staff to increase job performance and enhance students' academic achievement in the school. Academic staff satisfaction, performance and retention have always been very important issues in employee management literature and human resource management personals, especially in developing countries like Nigeria. Good job analysis and job design, recruitment and selections exercise, training and activities play important roles in managing staff but few practices (and few educational organizations) have made job satisfaction a top priority in motivating academic staff to performance.

This perhaps, they have failed to understand the significant opportunity that lies at their disposal when they apply job satisfactions theories in their educational organizations. It is no gain in saying that satisfied academic staff tends to be more committed, creative and more productive to their organizations. Job satisfaction, therefore is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 2010) while academic staff performance refers to the behaviors individual engage themselves in or produce that are in line with and contribute to an educational organization's goals. Recent empirical studies also indicate a direct correlation between job satisfaction and academic staff performance in organizations. Organizations that can create work environment that attract, motivate and retain hard working staff will be better positioned to succeed in a competitive national and global environment that demands quality and cost-efficiency. There is therefore, the need for this study to find out the extent to which job satisfaction theories and how they affect academic staff job performance in tertiary institutions in Nigeria.

Concept of Job Satisfaction

Job satisfaction is a measurement of job and work expectation and not just an overall holistic attitudinal manifestation. A number of features: attitudes towards pay, workload, working conditions, co-staff, career prospects, educational managers and intrinsic aspects of the job may influence the level of academic staff job satisfaction in the educational organizations. The concept of job satisfaction is multifaceted; hence a number of theories are advanced to explain what it means and how the theories could be applied to enhance academic staff job performance. Job satisfaction may be regarded as a cluster of positive and negative dispositions which are acquired and learned through experience, positive or negative attitudes based upon a person's genetic inheritance, an outcome of an individual's construction of his or her workplace, reality, supervisors and mutuality of colleagues and individual's job characteristics and the extent to which an individual attempts to fit in with these characteristics according to his requirements from a job.

Academic Staff Performance

Performance is a multi-dimensional concept; it may be defined as the record of an academic staff's accomplishment. According to Krayer and Westbrook (2005), performance is something that a person leaves behind and that exists apart from the purpose. Performance apart from being an outcome is about doing the work as well as being about the result achieved. Campbell et al (2006), states that performance is both behavior and result oriented. This is because behavior emanates from the performer and transforms performance from abstraction to results. It implies that when managing, the performance of teams or individual inputs (behavior) and output (results) need be considered. Academic staff performance therefore is the job-related activities expected of an academic staff and how those activities were executed. Davar (2010), states that academic staff performance consists of observable behavior that people do in their job that are relevant to the goals of the educational organization. Murph (2008) emphasizes that the job of academic staff performance should focus on behaviors rather than outcomes. However, Cote and Mogan (2007), states that rather than society considering the behavior themselves, the evaluation aspect of behavior should also be emphasized consistent with the dominant method used to measure job performance or performance ratings.

The factors that are used in performance rating are varied. However Compbell et al suggest that studies should look at the dimensions separately because the general factor cannot possibly represent the best fit when rating academic staff performance. Several measures have been developed to measure employee performance. Though the measure varies in terms of how carefully and distinctively they are conceptualized with respect to affective or cognitive job satisfaction among others. While some researchers may use the Brief Index of Affective Job Satisfaction (BIAJS) method, others may prefer the job descriptive Index (JDI). BIAJS is a 4-item overtly affective measure of overall affective job satisfaction and measure items like: internal consistency, temporal stability, job level, job type among others. JDI specifically measures cognitive job satisfaction such as pay, promotion and promotion opportunities, co-workers supervision and the work itself (Smith, Kendall and Hulin 2005). Other measures that may combine those mentioned above include quality of work (input), quantity of work (output), time management, punctuality, goal setting, cost reduction on material, money, people, information and energy, interpersonal skills and compliance, absenteeism, moral and anxiety.

Influence of Job Satisfaction Theories Traceable to Academic Staff Performance

Job satisfaction at its most general conceptualization is simply the way an academic staff is satisfied or at home with his/her job. According to Elujekwute (2015), job satisfaction is the attributes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job dissatisfaction. This satisfaction may be affective: one dimensional subjective construct representing an overall emotional feeling individual have about their job as a whole (Kalleberg, 2008 and Moorman, 2014). It may also be cognitive: more objective or logical evaluation of various facets of a job. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arise from specific job facets, but rather gauge the extent to which those job facets are judged by the holder to be satisfactory in comparison with objectives they themselves. Set or with other jobs. The two constructs are distinct not directly related have different antecedents and consequences though cognitive job satisfaction might help to bring about affective job satisfaction in the educational organization. The following

job satisfaction theories that are easily traceable to academic staff performance in the educational organization such as two-factor theory, Affective Event theory and Equity theory.

Fredrick Herzberg (Two Factors) Theory (1959)

The two factors theory was propounded by Fredrick Herzberg in 1959. Herzberg reveals that certain characteristics of a job are consistently related to job satisfaction while different factors are associated with job dissatisfaction. These theories are among the content theories of motivation. Herzberg theory emphasizing the motivator hygiene factors sought to explain satisfaction and motivation in the educational organization. The theory focuses on outcome of satisfaction and dissatisfaction. The theory further found that certain aspect of a job can bring about satisfaction and therefore motivation, but certain aspect causes job dissatisfaction Herzberg further, explains that the factors that lead to satisfaction or to dissatisfaction are different. Herzberg states that the opposite of job satisfaction is not job dissatisfaction but rather, no satisfaction and the opposite of job dissatisfaction is not job satisfaction but no satisfaction. These theories stress that job satisfaction and dissatisfaction is a product of different factors – motivation and hygiene respectively. Motivation is seen as an inner force that drives academic staff to attain personal and organizational goals. Motivational factors are those aspect of the job that make people want to perform and provide people with satisfaction. Hygiene factors: include aspects of working environment like working conditions, interpersonal matters, educational polices, among others. Factors that relates to job satisfaction are therefore called satisfiers or motivators.

The relevance of this theory is that it makes the educational managers to understand that academic staff tends to work when he is happy within the environment of his or her work and its implication to educational organization is that it has substantially to educational administrators' knowledge and it thinking about which motivates staff and also the method to use in motivating them. It makes it more applicable to the work environment of educational institution. According to Weir (2005), Syptak, Marstand and Ulmer (2006) the following factors stood out as strong determinants of job satisfaction.

Work itself: This involves helping employees believe that the task they are doing is important and meaningful. Setting goals and reminding and emphasizing that their efforts lead to and contribute to positive outcomes and goal accomplishment is crucial. Success stories and cases should be shared on how an employee's actions made a real difference in the educational organization. It also shows employees how their work is essential to the overall processes that make the practice succeed. Unnecessary tasks can be eliminated or streamlined to bring about greater efficiency in the educational organization.

Responsibility: Responsibility is taken action for ones actions. Granting additional authority to employees in their activity, giving them enough job freedom and power so that they feel they 'own' the results are ways of giving them responsibility. As employees grow, they can be provided opportunities for added responsibility by adding challenging and meaningful work.

Opportunity for advancement or promotion: This involves electing employees from the present job or position to a higher one or level in the educational organization. If possible, it

permits and supports them to acquire higher certificates so that they could become experts themselves and make them more valuable to the practice and more fulfilled individuals.

Recognition: Refers to the honors, favorable note or attention given to an academic staff for a job well done' or an outstanding behavior. Individuals at all levels in the educational organization want to be recognized for their achievement on the job. The individual's success does not have to be monumental before they deserve recognition. Academic staff should be acknowledged for doing something well immediately after their good work. Publicly appreciating them for finding solutions to a problem, writing a note of praise, establishing a formal recognition program like employee of the month or year, making periodic reports directly available to the employees themselves rather than to management, are some of the ways of recognizing employees.

Achievement: This requires helping and placing academic staff in position that use their talents and not to set up for failure. It is achieved by setting clear, achievable goals and standards for each position, and making sure academic staff knows what those goals and strategies are. Individuals should also receive regular, timely feedback on how they are doing and feel they are adequately challenged in their jobs.

Factors that relate to job dissatisfaction (dissatisfies or hygiene factors) as explained by Herzberg are:

Pay (salary): Educational organizations, they say, 'pay get what they pay for'. Salary is a contractual agreement between the employer and the employee. It is not a motivator for them but do want to be paid fairly and when due. If an employee perceives that he is not happy and so slows the pace of performance. Comparable salaries and benefits, clear policies relating to salaries, increments, bonuses and benefits must be clearly indicated to avoid dissatisfaction. Supervision: This involves technical and general supervision in the educational organizations. Wise decisions should be taken when it comes to appointing someone to the role of supervising. This role is difficult and requires good leadership skills and the ability to treat all employees fairly. There should also be positive feedback and a set means of evaluating or appraising employees.

Working conditions: The environment under which academic staff works has a tremendous effect on their level of pride for themselves and for the work they do. The provision of modern equipment and facilities, quality furniture, well ventilated offices, well spaced offices, or classrooms, secured, well spaced staff quarters, and so on are some of the conditions that are required to prevent job dissatisfaction in the educational organizations.

Company policies, **administration and procedures**: An educational organization's policies, administration and procedures can be a great source of frustration for academic staff if the policies and procedures are unclear or unnecessary or if those to follow are selected. A policy permits an employee to use his discretion and initiatives in the discharge of his/her duties. Policies may not make academic staff satisfied and motivated but it can decrease dissatisfaction by making policies fair and applicable to all. Policy issues should be documented (manual) and distributed to employees in order to solicit for their inputs while comparing policies to those of similar practices. Policies should also be reviewed from time to

time. Helping employees to use their initiatives can also go a long way in preventing dissatisfaction.

Interpersonal relationships: Relating well with peers, educational managers and subordinates encourages job dissatisfaction. Part of the satisfaction in employment contract is the social contact it brings to employees. Reasonable time should be given for socializing which can help to develop a sense of teamwork and at the same time cracking down on rudeness, difficult behavior and offensive comments. In addition People should be encouraged to live in harmony irrespective of cultural and other diversities.
Status: This is a person's social rank in a group, which often is determined by a person's characteristics, in addition to the person's formal position. When status differ, it may be difficult to communicate effectively in the organization. To reduce dissatisfaction, managers should use both verbal and non verbal forms of communications to pass messages to employees with the highest level of probability that the information circulated will be intact. The issue of status should also be diluted to avoid a situation whereby those with higher status will not influence members having lower status. Individual status should not be a yard stick for motivation.

Security: Security in this case refers to job security – freedom from threats of layoffs, frequent queries, harassment, discrimination, bullying, among others. When there is no job security, an employee's needs for higher growth will be blocked. If he works hard but security does not return, he will seek to fulfill his needs elsewhere or burn out. While motivators are part of the job content and relate to what people actually do in their work hygiene or dissatisfies are often associated with job context: associated more to the work setting than the nature of work itself.

Job Satisfaction and Academic Staff Performance Relationship
Job satisfaction has a relationship with academic staff job satisfaction which is tenuous. This serves as a piece of information to educational managers and researchers. The relationship between job satisfaction and academic staff performance can be moderated by job complexity such that high complexity jobs, the correlation between satisfaction and performance is higher than jobs of low moderate complexity. The review also found that job satisfaction predicts absenteeism, suggesting that increasing job satisfaction and educational commitment are potentially good strategies for reducing absenteeism and staff turnover. It should also be noted that the relationship between job satisfaction and academic staff performance is not straight forward as numerous factors are responsible and the notion that "a happy worker is a productive worker" should not be regarded as a foundation of educational decision making.

Job satisfaction plays an important role in terms of academic staff performance, and to some extent to the changing educational organizations in terms of its productivity, efficiency, employee relations, absenteeism and turnover. Since job satisfaction is a complex variable, it can be influenced by situational factors on the job as well as the dispositional characteristics of the individual staff. However, the idea that job satisfaction leads to better academic staff performance is widely captured. For instance, Davar (2010), had earlier found that the notion that employee performance is a natural product of satisfying the needs of staff in the educational organization. Educational organizations that are able to make their academic staff happy will have more productive staff. The idea that a happy worker is a productive

employee is inconclusive because empirical studies have produced a number of conflicting viewpoints on the relationship between job satisfaction and employee performance (Strauss, 2012). It was on this basis that some researchers opine that employee performance may lead to job satisfaction but not the reverse and so job satisfaction is non-significantly correlated with academic staff performance in educational organizations.

One common research finding is that job satisfaction influences academic staff performance and life satisfaction. This correlation is reciprocal - people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life. In the Nigerian context where the rate of unemployment is high and the poverty rate is also high, the primary concern for many employees is not job satisfaction for many but finding a job that 'pays a decent wage'. Many employees in Nigeria do not experience job satisfaction. This is because too many people are pursuing too few jobs openings. Organizations have therefore taken undue advantage of unemployment opportunities to exploit the cheap labour. The resultant effect is that those who are lucky to be employed hardly talk of job satisfaction. They are more concerned with getting a wage just enough to 'take them home'.

Affective Event Theory: The affective event theory was developed by psychologist, Weiss and Cropanzano to explain how emotions and moods influence job satisfaction. The theory explains the linkages between employees' internal influences – cognitions, emotions, mental states, among others and their reactions to incidents that occur in their work environment that affect their performance, organizational commitment, and job satisfaction. The theory further proposes that affective work behaviors are explained by employee mood and emotions, while cognitive-based behaviors are the best predictors of job satisfaction. In addition, the affective events theory emphasized that positive-inducing and negative-inducing emotional incidents at work are distinguishable and have a significant psychological impact upon workers' job satisfaction. This resulted in lasting internal and external affective reactions exhibited through job performance, job satisfaction and organizational commitment.

Roll and De Fruyt (2005) research findings on personality in support of affective events theory show that there are a number of factors that influence the theory. These are: consciousness, agreeableness, neuroticism, openness to experience, and extraversion. Finally, performance feedback has an important influence on employee affect. Regular reviews should be done on regular basis in both medium and large organizations. The type of feedback on performance provided by educational managers can affect employee performance and job satisfaction (Wegge et al, 2006). Closely related to this theory is Locke's (2005) Range of Affect Theory. The major premise of this theory is that satisfaction job. The theory further states that how much one values a given facet of work (for example, the degree of autonomy) moderates how satisfied or dissatisfied one becomes when expectations are or not met. When an employee values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) negatively (when expectations are not met), compared to one who does not value that facet. However, too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet (Spector, 2005).

Equity Theory

The Equity Theory, as reviewed by Walster, Berscheid and Walster (2013) shows how a person perceives fairness in regards to social relationships. The theory presupposes that during a

social exchange, a person identifies the amount of input gained from a relationship compared to the output, as well as how much effort another person's puts forth. Based on Adams (2009) theory, Huseman, Hatfield and Miles (2012) further suggest that if an employee thinks there is an inequity between two social groups or individuals, the employee is likely to be distressed or dissatisfied because the input and the output are not equal. Inputs encompass the quality and quantity of the employee's contributions to his or her work. Examples of inputs include: time, effort, hard work, commitment, ability, adaptability, flexibility, tolerance, determination, enthusiasm, personal sacrifice, trust in superiors, support from co-workers and colleagues and skills. Output (outcomes) on the other hand is the positive and negative consequences that an individual (employee) perceives a participant has incurred as a consequence of his relationship with another. Examples of outputs include job security, esteem, salary, employee benefits, expenses, recognition, reputation, responsibilities, and sense of achievement, praise, thanks, and stimuli and among others.

The major concern in equity theory is about payment and therefore the cause of concern of equity or inequity in most cases in organizations. In any position in the educational organization, an employee wants to feel that their contributions and work performance are being rewarded with their pay. If an employee feels underpaid, he would be dissatisfied and therefore becomes hostile towards the organization and co-workers which may ultimately result to lack of motivation and low performance. Equity is multidimensional in nature. For example, it does not depend on our input-to-output alone. It depends on people's comparison between own input-output ratio and the ratio of others. Since equity is all about perception, employees form perceptions on what constitute a fair (balance or trade) of inputs and outputs by comparing their situation with other 'referents' in the market place as they see it.

From this comparison, when they perceive that their inputs are fairly rewarded by outputs, then they are satisfied, happier and more motivated in their work. They are de-motivated to their job and the organization when they perceive that their ratio of inputs-outputs is less beneficial than the ratio enjoyed by referent others (Ball, 2014). According to Adams (2009), when a person becomes aware of inequity, it causes a reaction in them, potentially, some form of tension that is 'proportional to the magnitude of inequity present'. It is because of this tension that an individual might react in a way that reduces the tension in him. Equity theory further identifies four mechanisms for job satisfaction (dissatisfaction) as follows:

i. Employees seek to maximize their outcomes (rewards minus outcomes).
ii. Groups can maximize collective rewards by developing accepted systems for equitably apportioning rewards and costs among members. That is, systems of equity will evolve within groups, and members will attempt to induce other members to accept and adhere to these systems.
iii. When employees find themselves participating in inequitable relationships, they become dissatisfied or distressed. The theory explains that in this situation, both the person who gets 'too much' and the person who gets 'too little' feel dissatisfied. The employee who gets too much may feel ashamed or guilt and the employee who gets too little may feel angry or humiliated.
iv. Employees who perceives that they are in an inequitable relationship, attempts to eliminate their dissatisfaction by restoring equity. This could be done by either by distorting inputs, outputs, or leaving the organization.

Thus, the theory has wide-reaching implications for employee morale, efficiency, performance, productivity and turnover, it also shows why employees see themselves the way they are treated in terms of their surrounding environment, teams, systems, among others col1ectively and not in isolation and so they should be managed and treated accordingly. In addition, the totals of employee inputs-outputs must be measured including their personal values. Schultz & Schultz (2010) further extended equity theory to include the behavioural responses patterns to situations of equity or inequity. These response patterns are: benevolent (satisfied when they are under paid compared with co-workers), equity sensitive (believe everyone should be fairly rewarded) and entitled (employees believe that everything they receive is their just due).

Job Characteristics Theory

Job characteristics theory Heliriegel, Jackson and Slocum (2003) Hackman & Oldham (2004) Dugguh (2004) and Schermerhorn (2007), propose a framework to study how particular job characteristics affect job outcomes and job satisfaction. The framework states that there are a number of core job characteristics that impact on job outcomes. These are: Skill Variety (the degree to which a job requires a variety of different activities in carrying out the work and involves the use of different skills and talents of the individual), Task Identity (the degree to which the job requires completion of a 'whole' and identifiable piece of work -that is, one that involves doing a job from beginning to end with a visible outcome), Task Significance (the degree to which the job has substantial impact on the lives or work of people in other departments in the organization or in the external environment), Job Autonomy (the degree to which the job gives the employee substantial freedom, independence, and discretion in scheduling the work and in determining the procedures to be used in carrying it out) and Job Feedback (the degree to which carrying out the work activities required by the job results in the individual obtaining direct and clear information on the results of his performance).

These core job characteristics impacts three critical psychological states - experienced meaningfulness, experienced responsibility for outcomes of the work and knowledge of actual results of the work activities which in turn influence work outcomes (job satisfaction, absenteeism, work motivation and so on). The theory also recognizes that the core characteristics do not affect all employees in the same way. They affect more those growth-need strength, that is, the employee's desire to achieve a sense of psychological growth in his work.

Factors That Influence Job Satisfaction In Educational Organizations

Job satisfaction is affected by environmental, individual and psychological factors. Factors that relate the environment are: communication, employee, recognition among others. Krayer and Westbrook (2007), Weiss and Cropanzano (2008), while those that relate to the individual are emotions, genetics and personality Cote and Morgan (2004). Those that are psychological in nature include one's life, family, and community. Wright and Cropanzano (2003).These factors are briefly explained below:

Communication is one of the most important factors in job satisfaction. Whether it is overload, under- load and superior-subordinate type, communication is the most important aspects of an employee's work in modern organizations. The management of communication is crucial

for progress on the job. Demands can be characterized as a communication load - the rate and complexity of communication inputs an individual must process in a particular time frame. Employees in the organization may experience communication overload or under-load. Communication overload occurs when 'an individual receives too many messages in a short time which can result in unprocessed information or when an individual faces more complex messages that are more difficult, to process'. When more inputs exist than outputs, the individual perceives a condition of overload. In comparison, communication under-load occurs when messages or inputs are sent below the individual's ability process them. Accordingly, if an individual does not receive enough input on the job or is unsuccessful in processing these inputs, the individual is more likely to become dissatisfied, aggravated, and unhappy with their work which may lead to low level of job satisfaction.

Superior-subordinate communication is also an important influence on job satisfaction in organizations. The way an employee perceives a supervisor's behavior can positively or negatively influence job satisfaction. Communication behaviors such as facial expression, eye contact, vocal expressions, body movement and language and among others are crucial to superior-subordinate relationship. These non-verbal communication from the superior helps to increase interpersonal involvement with their subordinates impacting job satisfaction. At times, non-verbal communication appears to be more impacting than the verbal content. A manager who uses non-verbal immediacy, friendliness and open communication lines is more likely to receive positive feedback and job employee performance satisfaction from a subordinate. However, a manager who is antisocial, unfriendly and unwilling to communicate will receive negative feedback and create low job satisfaction in their subordinates in the organization.

Studies also indicate that employees derive satisfaction from working with educational organizations that are effective in human resource management best practice-employee recognition programs and to some extent, financial reward programs. Employee recognition should not be confined to praise, gifts and points but should extend to changing the educational organization culture in order to meet goals, initiatives and connecting employees to the organization's core values and beliefs. This is strategic and strategic employee recognition is seen as the most important program to improve employee retention, motivation and positively influence the financial situation. Emotions and mood form part of the individual affective factor in job satisfaction. Weiss and Cropanzano further opines that moods tend to be longer lasting but often weaker states of uncertainty origin, while emotions are often more intense, short-lived and have a clear object or cause. Mood relates to overall job satisfaction. Positive or negative emotions also relate to overall job satisfaction (Brief and Robertson (2008) and Weiss, Nicholas and Daus (2004)). Emotion management requires that all of the conscious and unconscious efforts to increase maintain or decrease one or more components of an emotion must be used. Suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction.

Research indicates that genetics also influences job satisfaction due to its role in intrinsic - achievement or challenge as opposed to extrinsic - environmental factors like working conditions. Furthermore, personality is associated with job satisfaction as concur by Brief and Weiss (2005) who describe the role of negative affectivity and positive affectivity. Negative affectivity is related strongly to the personality trait of neuroticism. Individuals who are high

in negative affectivity are more prone to experience less job satisfaction. Positive affectivity is related to the personality of extraversion. Therefore, those who are high in positive affectivity are more prone to be satisfied in their lives and jobs they do. Alienation and locus of control are two personality factors that are most related to job satisfaction. Employees who have an internal locus of control and feel less alienated are more likely to experience job satisfaction, job involvement and job commitment. A meta-analysis of 135 studies for example of job satisfaction found that there is a positive relationship between internal locus of control and job satisfaction (Schultz and Schultz, 2010).

Certain aspects of one's life like work, family, community and among others as defined by the 'overall effectiveness of an individual's psychological functioning' also affect job satisfaction. The psychological wellbeing has three defining characteristics: it is a phenomenological event, it involves some emotional conditions and it refers to one's life as a whole. Wright and Cropanzano further stresses that it is a global evaluation as it plays an important role in determining job satisfaction in that it focuses on both job satisfaction and job are: Dispositional theory, Opponent process theory, among others. However, these theories could form the basis for further research.

Findings

An important literature finding for organizations to note is that job satisfaction has a relationship with academic staff satisfaction which is tenuous. This serves as a piece of information to educational managers, educational administrators and researchers. It is further observed in the literature that meta-analysis found that the relationship between satisfaction and academic staff performance can be moderated by job complexity such that for high complexity jobs, the correlation between satisfaction and performance is higher than for jobs of low to moderate complexity. The review also found that job satisfaction predicts absenteeism, suggesting that increasing job satisfaction and organizational commitment are potentially good strategies for reducing absenteeism and academic staff turnover. It should also be noted that the relationship between job satisfaction and academic staff performance is not straightforward as many factors are responsible and the notion that 'a happy worker is a productive worker' should not be regarded as a foundation of organizational decision-making.

Conclusion

Job satisfaction and the variables presented in this paper are indications of how complex the concept of job satisfaction and academic staff performance is. The paper unveils the factors (achievement, recognition, work itself, responsibility, and opportunity for growth, pay, supervision, work conditions, company policies, interpersonal relationship, status, security, among others) that should be included in order to further investigate job satisfaction-employee performance relationship. Empirical testing will demand a large number of observations because of variables and the academic disciplines that are involved.

Since dissatisfaction may be a matter of time and temporary or transitional in nature, studies that tend to investigate the time-factor should be undertaken to analyze job satisfaction behaviors at points in time. This involves the conduct of a longitudinal research approaches to job satisfaction. Current researches also point to the fact that the area of personality and job satisfaction is not fully considered. The paper provides a large scale theoretical work on job satisfaction- academic staff performance relationship in educational organizations especially

in the Nigerian institution environment. This is a valuable contribution because it will help to specify the mechanism underlying a relationship that has received a great deal of empirical support, but lacks clarity as to why the variables are related. The traceability of job satisfaction to academic staff performance is therefore theoretically relevant in all educational organizations and attempts to bring the complex influences and interactions between the individual and his environment.

Recommendations

1. Based on the preceding, educational organizations, irrespective of size should endeavor to consider the factors that are relevant to job satisfaction and academic staff performance. Such factors range from achievement through responsibility to security. Though poverty and unemployment rate in Nigeria is very high, educational organizations should strive to satisfy academic staff needs to enable them to perform effectively and efficiently.

2. Academic staff in Nigeria has multiple needs based on their individual, family, and cultural values. These needs depend on the current and desired economic, political, and social status, career aspirations, the need to balance career, family, education, community, religion and among others. Satisfying these needs will not only lead to job satisfaction but also to life satisfaction bearing in mind that to some extent, a satisfied employee is a happy staff.

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