

Perceived Access to Job Resources and Employee Job Satisfaction in Federal Universities in Southeastern Nigeria

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Abstract

This study investigated the relationship between perceived access to job resources and employees' job satisfaction among the staff of federal universities in southeast Nigeria. The study adopted a mixed method research design. The sample size for the study comprised of 1,043 respondents, selected from federal universities in Southeastern Nigeria, through proportionate stratified sampling technique. The structured questionnaire schedule and In-Depth Interview (IDI) Guide were used to collect data for the study. The Statistical Package for Social Sciences (SPSS) software version 21 was used to process the quantitative data and descriptive statistics including frequency count, and simple percentages were used to analyse the data. Hypotheses stated were tested at 0.05 level of significant using t-test, Mann-Whitney U statistical tests. In addition, the qualitative data were analyzed thematically. Findings of the study suggest that majority of the respondents had positive perception about feedback given to them by their supervisors/superiors. However, findings from the qualitative data suggest that this result may be a 'false positive' result due to pretense on the part of the respondents about their job satisfaction. Thus, the qualitative data suggest that most employees are dissatisfied with their jobs but prefer to remain protective of their respective institutions due to the prevailing unemployment and lack of effective job security system within the Nigerian context. The study recommends that university management prioritize improving access to tangible resources like research loans, health insurance, and on-the-job training.

Keywords: Employees, Perceived Access, Job Resources, Job Satisfaction, Nigerian Universities

Introduction

Organisational efficiency and productivity requires that the employees be happy and cognitively fulfilled in their jobs so as to put their best efforts in producing efficiently (Lan, et al., 2009). However, as different corporate organisations are globally evolving through tremendous changes in work patterns like increased pressure at work place with intense competition to continue in the ever-changing working environment, universities' working environment is not exempted from this trend. Over the past few years, Universities in Nigeria are threatened with several challenges ranging from increased cost of running the institution, inadequate working employees attending to increased workloads and general decline in values placed on quality of education and research (Fapohunda, 2013). Amidst these challenges, employees are expected to be highly productive in the University institution. These have led to a very thin layer between employees' personal life and work life, which often mares their job satisfaction level (Ekebosi, et al., 2020).

Understanding these challenges, several policies and programmes of the government at different levels and different tertiary institutions in Nigeria are geared towards the improvement in the access to job resources in order to improve working conditions in the Nigerian Universities' environment. Some of these measures comprise a 33% increase in take-home wage of University academic staff (Mamedu, 2016), periodic accreditation of various Universities by the National Universities Commission (NUC) to ensure quality work environment, the enactment of Private Universities' Law and the Bill on University autonomy, etc. More importantly, it is with the same view that the National Universities Commission (NUC), established by Decree No.1 of 1974 in Nigeria, is constantly working to enhance working conditions of employees in the Universities and to make recommendations for improvements where necessary (Akpan, 2014).

Despite these policies, few recent studies conducted in the Nigerian context (e.g. Adeniji, 2018) indicate that many employees in the Nigerian Universities may be frustrated with their job roles and the work environment due to the prevailing socio-economic challenges in the Nigerian environment such as poor funding, poor working environment, inadequate research resources and inadequate payment etc. Other research findings indicate that among both academic and non-academic staff in the Nigerian Universities,

feelings of inadequacy due to unconducive working atmosphere such as non-availability of office accommodation, unequipped and unventilated offices, constant power failure, reward system that is not commensurate with job load and unavailability of employees' residential quarters. Amidst these problems, some scholars have noted that the fundamental human rights of employees which include the right to safe, healthy and fair conditions of working environment, have not been practically met in comparison to global standards (Lebo, 2023). Despite this, many employees are subjected to strenuous duties under less-conducive working environment and inadequate working resources. These clearly imply that the working conditions in Federal University community still fall short of standard expectations.

Despite the above concerns, the extent to which these problems apply to influence job satisfaction among federal University employees in the Southeast geo-political zone of Nigeria is not yet clear. Consequently, this study investigated (a) if employees' perception about access to job resources has a significant influence on their job satisfaction and (b) explored ways through which employees' access to job resources can be improved in order to enhance their job satisfaction in the selected Federal Universities in Southeast zone of Nigeria.

Literature review

According to Galanakis and Tsitouri, (2022), Job resources are aspects of a job that can be beneficial in achieving work goals, reducing job demands and associated stress, and stimulating personal growth and development; examples include feedback, job control, and social support. Kahn (1990) also referred to job resources as the features of work situations that shape the level to which people use and express themselves physically, cognitively and passionately during role performance. These job resources ultimately lead to job satisfaction in organisation when the employees have access to them in order to do their work (Ekebosi, et al., 2020a).

Job satisfaction as a human management concept has appeared in many academic literature and have been conceptualised differently by various scholars. Some conceptualisations, which capture the interest of this study, are however reviewed in this section. Accordingly, Darabi, et al., (2013) opined that job satisfaction is the level of positive feelings and attitudes that people have towards their jobs. To these authors, when a person

states his or her great satisfaction, it means he really likes his job, and has a good perception about the job. Thus, job satisfaction is the product of employee's perceptions, that provides job content and context of what is valuable to employees (Ekebosi, et al., 2020b).

Job satisfaction is a positive emotional state that comes from how a person assesses their job and the experiences they have at work. This state is a collection of feelings about one's job, as it's an internal reaction to the various facets of the work environment. Locke (1976) described it as a "pleasant or positive emotional state resulting from the appraisal of one's job or job experiences," while Robbins (2005) characterized it as a collection of feelings an individual has towards their job (Bello, et al., 2017). Panchal and Yajurvedi (2018) found that job satisfaction promotes cautious, sincere, and dedicated work, which in turn leads to happiness, efficiency, and professional success. Satisfied employees are characterized by a strong spirit of dedication and determination to achieve their objectives, contributing to better performance and overall success in their professional activities.

A study was conducted by Alzyoud et al., (2015) on the role of job resources on work engagement in the University of Jordan. The study was conducted among 532 academicians who worked for four public Universities in the southern and northern region of Jordan. Questionnaire was used in the data collection for the study. Data analysis was performed using descriptive statistics and regression analysis. A major finding of the study indicates that employees are more likely to engage with their work if they are given the autonomy, social support and performance feedback. This study is very relevant to the present study because work engagement is an indicator of job satisfaction. If employees can be more engaged in work due to available job resources, it also implies that they may actually be satisfied with their work life.

Egomo et al., (2012) assessed the availability and degree of utilisation of ICT tools for effective instructional delivery in tertiary institutions in Cross River state. The study participants comprised 300 lecturers selected through simple random sampling technique. A questionnaire was used to collect data for the study. The data collected were analysed using descriptive statistics. The result of the study revealed that availability and utilisation of ICT tools for effective instructional delivery is significantly low. ICT tools are part of the

important resources needed to deliver jobs effectively in the University. If such facilities could be lacking in tertiary institutions within Cross Rivers state, which is an oil-producing region in Nigeria, with higher financial allocations, it will not be an overstatement to hypothesize that Universities within the Southeast Nigeria may also be lacking in terms of ICT tools.

In another survey, Bakker and Bal (2010) examined teachers' weekly job resources as a correlate of weekly work engagement and performance among 54 Dutch teachers. The data were gathered using questionnaires. Data collected were analysed with the multi-level analysis using the hierarchical linear regression model. The study revealed that weak levels of autonomy, exchange with the supervisor, and opportunities for development (but not social support) were positively related to weekly engagement, which, in turn, was positively related to weekly job performance. Although this study did not specifically measure job satisfaction as a dependent variable, work engagement and performance are indicators of job satisfaction. Since this study found positive significant relationship between job resources and work engagement, same result may also be found among the respondents in this present study.

In another survey, Bruinhof (2016) used a sample of 197 teachers working in different Dutch elementary and secondary educational institutions, selected through the quota and snowball sampling techniques, to examine the relationship between job resources and work engagement and in-role performance in the Netherlands. The questionnaire was used to collect data for the study and the data collected were analysed using a regression analysis. Findings of the study indicated that pupil interaction and psychological capital were positively associated with work engagement and in-role performance. This finding is important to this present study because work engagement and in-role performance are indicators of job satisfaction which this present study tends to examine. Since a significant relationship was found between the independent and dependent variables used in Bruinhof (2016) study, there is a possibility of obtaining similar result in this present study.

Theoretical framework: Herzberg's Two-Factor Theory

This theory was propounded by Herzberg (1959). The focus of this theory is to highlight the link between the work environment and job motivation or satisfaction of the employees. In other words, Herzberg's theory is largely accountable for the practice of permitting people with greater responsibility for designing and regulating their work, as a means of growing motivation and satisfaction. Accordingly, Herzberg's two-factor theory assumes that job satisfaction comes from one set of job variables (called motivator needs or satisfiers) and job dissatisfaction from another set of variables (hygiene factors or dissatisfiers).

According to Herzberg, the motivating factors are the six 'job content' factors that include achievement, recognition, work itself, responsibility, advancement, and possibility of growth; while hygiene factors are the 'job context' factors, which include company policy, supervision, relationship with supervisors, work conditions, relationship with peers, salary, personal life, relationship with subordinates, status, and job security (Ruthankoon & Ogunlana, 2003).

Therefore, the basic premise of the two-factor theory is that if employers or managers are looking for improvement in the job performance of the employees, factors that affect job satisfaction need to be addressed. In other words, management of organisations must first identify and address things that make workers unhappy about the work environment. In view of this, Herzberg provided a blueprint of how employers can create conditions that would improve job satisfaction among employees.

Although Herzberg's theory has proved relevant in different organisational work contexts, there are some criticisms which argue that it applies least to people with largely unskilled jobs or those whose work are boring, repetitive, monotonous and limited in scope. The theory was also criticized for assuming a correlation between satisfaction and productivity while his research stressed satisfaction and overlooked productivity. Hackman and Oldham (1976) also criticized Herzberg's theory by suggesting that Herzberg's original formulation of the model may have been a methodological article. They further explained that the theory does not consider individual differences, rather predicting that all employees will react in an identical manner to changes in motivating-hygiene factors. Furthermore, Hackman and Oldham (1976) observed the concern that

Herzberg's theory did not specify how motivation and hygiene factors are to be evaluated. In addition, some of the factors declared by Herzberg as hygiene factors are actually motivators in other researches. Thus, the results of Herzberg's theory can be different if the test is conducted in different industries.

Methods

Research Design

This study used the mixed method research design. This method involved the combination of quantitative and qualitative approach in the collection of data, analysis and presentation of findings. This research design helped in integrating quantitative and qualitative approaches used in generating new knowledge. This research design was considered because of its flexibility in generating reliable data from the two approaches that complement each other. It also allowed the researcher an opportunity to use a sample to study the characteristics of a larger population at a given point in time and at a relatively lower cost, in order to make inferences about the entire study population.

Study organisations and population of the study

This study was conducted in the universities in the Southeast geopolitical zone of Nigeria. The population for this study comprised of all the employees in the federal Universities in the Southeast zone of Nigeria. According to the data obtained from the personnel units of the five Federal Universities in the Southeast Nigeria, there was Seventeen thousand, five hundred and sixteen (17,516) employees as at the period of this study. However, this study was conducted among the academic and non-academic staff in two selected Federal Universities in the Southeast Nigeria (UNN & FUTO). According to the data obtained from the personnel units of the two Universities, there was a total of nine thousand, seven hundred and eighty-eight (9,788) employees as at the time of this study.

Table 1: Population Composition of Academic Staff Categories in the Selected Federal Universities.

Academic Staff Categories	UNN	FUTO	Total
Professors/Associate Professors	339 (12.0%)	221 (22.7%)	560 (14.7%)
Senior Lecturers	497 (17.6%)	160 (16.4%)	657(17.3%)

Lecturer II & I	1,041 (36.8%)	365 (37.5%)	1,406(37.0%)
Assistant Lecturers/Graduate Assistants	950 (33.6%)	228 (23.4%)	1,178(31.0%)
Total	2,827 (100.0%)	974 (100.0%)	3,801(100.0%)

Field Survey, 2020.

For the non-academic staff category, ten departments were used for this study. The population composition of each of ten departments in the two selected Federal Universities is shown in table 2.

Table 2: Population Composition of Non-Academic Units within the Selected Federal Universities

Non-Academic Staff Units	UNN	FUTO	Total
Administration	3,022 (57.8%)	251 (33.0%)	3,273 (54.7%)
Finance	11 (0.2%)	48 (6.3%)	59 (1.0%)
Information Technology	28 (0.5%)	10 (1.3%)	38 (0.6%)
Library	227 (4.3%)	63 (8.3%)	290 (4.8%)
Personnel	102 (2.0%)	35 (4.6%)	137 (2.3%)
Planning and Resource allocation	19 (0.4%)	16 (2.1%)	35 (0.6%)
Records	31 (0.6%)	10 (1.3%)	41 (0.7%)
Security	799 (15.3%)	160 (21.1%)	959 (16.0%)
Students affairs	395 (7.6%)	29 (3.8%)	424 (7.1)
Works.	593 (11.3%)	138 (18.2%)	731 (12.2%)
Total	5,227 (100.0%)	760 (100.0%)	5,987 (100.0%)

Field Survey, 2020.**Sample size and sampling techniques**

The sample size for this study was one thousand and forty-three (1,043). In determining the sample size, the researcher used the Yamane (1967) method of sample size determination.

The proportionate stratified sampling technique was used as the sampling technique for this study. This was to enable the selection of respondents in their various strata in the selected Federal Universities based on their relative percentage composition to the entire population of the study. First, the proportionate stratified sampling technique

was used to select the appropriate quotas for the two study groups, i.e. academic and non-academic staff as shown in table 3:

Table 3: Proportionate Stratified Sampling for the Study Groups.

University Employees	Total	Percentage %	Proportionate Sampling
Academic Staff	3,801	38.8%	$\frac{38.8}{100} \times \frac{1043}{1} = 405$
Non-Academic Staff	5,987	61.2%	$\frac{61.2}{100} \times \frac{1043}{1} = 638$
Total	9,788	100.0%	1,043

Furthermore, in the academic staff category, using the proportionate stratified sampling technique, 74.4% of the questionnaires (301) was distributed to the respondents in UNN, while 25.6% of the questionnaires (104) was distributed to the respondents in FUTO - giving a total of 405 questionnaires. The questionnaire was shared proportionately to the academic staff in the selected federal universities as shown in table 4.

Table 4: Proportionate Sampling Procedure for Academic Staff

Academic Staff Categories	UNN	FUTO	TOTAL
Professors/Associate Professors	36	24	60
Senior Lecturers	53	17	70
Lecturer II & I	111	39	150
Assistant Lecturers/Graduate Assistants	101	24	125
Total	301	104	405

Additionally, in the non-academic staff category, 87.3% of the questionnaires (557) was distributed to the respondents in UNN; while 12.7% of the questionnaires (81) was distributed to the respondents in FUTO, giving a total of 638 questionnaires. Moreover, the questionnaire was shared in all the ten units of non-academic staff category identified in

this study based on their proportionate figure to the respective samples as shown in table 5:

Table 5: Proportionate Sampling Procedure for Non-Academic Staff

Non-Academic Units	UNN	FUTO	Total
Administration	322	27	349
Finance	1	5	6
Information Technology	3	1	4
Library	24	7	31
Personnel	11	4	15
Planning and Resource allocation	2	2	4
Records	3	1	4
Security	85	17	102
Students affairs	42	3	45
Works	63	15	78
Total	557	81	638

Due to the difficulty in accessing the sample frame for the various sampling units, the researchers considered the use of convenient/availability sampling technique relevant in this situation to select the respondents who were administered with the questionnaire. For the qualitative aspect of this study, the researchers purposively selected 12 participants (six from each of the selected Universities) for the In-depth Interview. The interviewees included: A Vice Chancellor, University Registrars, ASUU Chairmen, SSANU Chairmen, NASU Chairmen, a Professors and a Senior Administrative staff in the two selected Universities. These individuals were selected based on the consideration of their position and level of knowledge of the University community and as stakeholders in the administration of the University institution.

Instruments for data collection and the administration

This study used questionnaire and In-Depth Interview (IDI) guide. The researchers sought the consent of the respondents through a letter of consent attached to the questionnaire as they distributed the questionnaires on face-to-face basis and other administered to the selected respondents. The In-depth Interview (IDI) was conducted by the researchers, at a venue (location) and time suggested by the selected participants.

Methods of data analysis

The quantitative data collected was sorted, coded and processed with the aid of Statistical Package for Social Sciences (SPSS) software. However, frequency counts and simple percentages were used to present the descriptive aspect of the data; while the study hypotheses were the test with inferential statistical tools. The qualitative data were analyzed thematically.

Findings

Research question:

How does perceived access to job resources influence employees' job satisfaction in the federal Universities in the Southeast zone of Nigeria? The findings are presented in table and figure.

Table 6: Respondents Perception about Access to Aspects of Job Resources

	Options	Non Academic Staff	Academic Staff	Total
Perception about how much positive feedback superiors/supervisors give to the employees	Very Much	144 (24.6%)	35 (14.7%)	179 (21.7%)
	Fair Enough	369 (63.1%)	162 (68.1%)	531 (64.5%)
	Not much at all	72 (12.3%)	41 (17.2%)	113 (13.7%)
	Total	585 (100.0%)	238 (100.0%)	823 (100.0%)
	Options	Non Academic Staff	Academic Staff	Total
Perception of whether or not employees are provided with	Yes	127 (20.7%)	59 (24.5%)	186 (21.8%)
	No	296 (48.3%)	102 (42.3%)	398 (46.6%)
	I am not certain	190 (31.0%)	80 (33.2%)	270 (31.6%)

adequate on-the-job training	Total	613 (100.0%)	241 (100.0%)	854 (100.0%)
	Options	Non Academic Staff	Academic Staff	Total
Employees' Perception about effective communication with regards to changes in their job roles	Absolutely Yes	114 (18.6%)	49 (20.2%)	163 (19.1%)
	Sometimes	326 (53.2%)	161 (66.5%)	487 (57.0%)
	No	115 (18.8%)	21 (8.7%)	136 (15.9%)
	Not Certain	58 (9.5%)	11 (4.5%)	69 (8.1%)
	Total	613 (100.0%)	242 (100.0%)	855 (100.0%)
	Options	Non Academic Staff	Academic Staff	Total
Employees' Perception about Access to Research/Professional Development loans.	Very Much	89 (14.8%)	27 (11.2%)	116 (13.7%)
	Not Much	325 (53.9%)	182 (75.2%)	507 (60.0%)
	No Opinion	189 (31.3%)	33 (13.6%)	222 (26.3%)
	Total	603 (100.0%)	242 (100.0%)	845 (100.0%)
Perception of ease in accessing other resources such as health insurance, low-cost housing, work-leave)	Options	Non Academic Staff	Academic Staff	Total
	Certainly Yes	151 (24.9%)	50 (20.9%)	201 (23.8%)
	Not at all	240 (39.6%)	102 (42.7%)	342 (40.5%)
	I can't say much on that	215 (35.5%)	87 (36.4%)	302 (35.7%)
	Total	606 (100.0%)	239 (100.0%)	845 (100.0%)

Field Survey, 2020.

Note: Missing values that occurred in each item were excluded by default in SPSS.

From table 6, a majority 531 (64.5%) of the respondents perceived positive feedback given to them by their supervisors/superiors as being fair enough, followed by 179 (21.8%) of them who perceived it to be very much positive, while 113 (13.7%) perceived it as not much at all. This implies that a majority of them had positive perception about feedback given to them by their supervisors/superiors. The result also indicated that 398 (46.6%) of the respondents felt that they were not provided with adequate on-the-job

training in the selected Universities. 270(31.6%) of them were not certain about the provision of on-the-job training; while a lower proportion 186(21.8%) of them indicated that they were provided with adequate on-job-training in their university. It was also found that a majority 487(57.0%) of the employees indicated that they are sometimes communication about changes in their job roles. Only 163(19.1%) of them were absolutely certain that they are effectively communicated about changes in their job roles. 136(15.9%) of them disagreed with the view that they were effectively communicated about changes in their job roles; while a lower proportion 69(8.1%) of them were uncertain about it. Furthermore, a majority 507(60.0%) of the respondents indicated that their access to research/professional development loans was not much in the selected Universities. 222(26.3%) of them had no opinion on this; while only a lower proportion 116(13.7%) of them indicated that they had very much access to research/professional development loans in their organisations. Finally, it was found that a majority 342(40.6%) of respondents indicated that it is not easy at all to have access to other job resources like health insurance, low cost housing etc., this is followed by 302(35.7%) of them who indicated that they have nothing much to say on that; while a lower proportion 201(23.7%) of them believed it was easy accessing such resources.

An interviewee in an IDI session had this perception about access to job resources:

...access to job resources helps, but how often did the people get it? These things exist in law but in practice, to what extent are they implemented. let us take, National Health Insurance Scheme (NHIS) as a case study, sometimes that is part of the things that give employees satisfaction because, sometimes, you may get sick or even your ward may get sick in one of the months when you have no Kobo; because of the scheme you are likely to spend minimally on that, but another issue is how effective? The doctors because the money doesn't come directly to them, it takes a lot of time for them to reconcile; they will use low quality drugs in treating you and they will recommend others for you to go and buy... The policies are okay, government had the staff in mind, but now, at level of its implementation, those that are supposed to be part of the implementation are now abusing that particular idea. Cost of housing, yes, the amount of money given to you monthly for housing, yes in some cases what is given is not even enough to pay your rent but at least it helps

you in off-setting part of it. Talking about structures, stadium and under trees serve as some departments' classroom; some staff do not have office, I can go on. Well, I can't make a categorical statement because I have not been in all the universities but using my own university I will say that many lack access to job resources (Male, 52years old, ASUU Chairman UNN, Enugu State).

Another interviewee also stated that;

...it is a very big factor here, which affects our job satisfaction. There are many facilities we are told that abound, but are they accessible? ... accessing them is quite difficult. Am trying to say that we have things needed here, but each time you go they tell you how they have this much in their vote. Expecting to get one thing out of it, you cannot. ..they will tell you, we have money in the fund, we have so much money, this and that, do your proposal, do this, but when you do all those things no person will still access it (Male, 56 years old participant, Academic staff, UNN, Enugu State).

However, another interviewee had different opinion when he stated that:

...yes there are.... some innovations have been introduced into the university system to help. For example TET-FUND, i.e. funding you can get from the University if you want to study abroad for Masters or PhD. TET-FUND can sponsor you, once your qualification is acceptable. So we have TET-FUND sponsorship. We also have Nigerian National Development Company (NNDC) that helps to build hostels for students and offices. So with that, so many federal government assisted projects came into the Universities in term of sponsorship, facilities and structures (Male, 56 years old, NASU Chairman, FUTO, Imo State).

Another interviewee opined that:

...access to job resources like car loan, training, facilities; ...we used to have what is called salary advance, but it is no more now. In terms of loans, we use to have loans, but it is no more; the people that give loans are the bank at high-rate, so those things are no more accessible. If you ask, they will tell you they have limited fund. In terms of car loan or other loans to members of staff to aid on the job, all those things are abandoned and the staff is at the mercy of the bank. They obtain the loans at high

interest even when you so there. So those things are no more there... so it's demoralizing the staff the more (Male, 58years, SSANU Chairman, FUTO, Imo State)

From the qualitative data so far, it could be concluded that job resources are not adequately provided in the Universities studied, owing to the fact that majority of the interviewees opined that those facilities needed for the job were not in place except one of them who had contrary opinion on that, although he also noted that the access to the resources were not quite flexible.

To have a grip about the respondents' general perception about access to job resources, a question was asked to the respondents about their general perception about access to job resources in their respective Universities of employment. Findings to this are presented in figure 1.

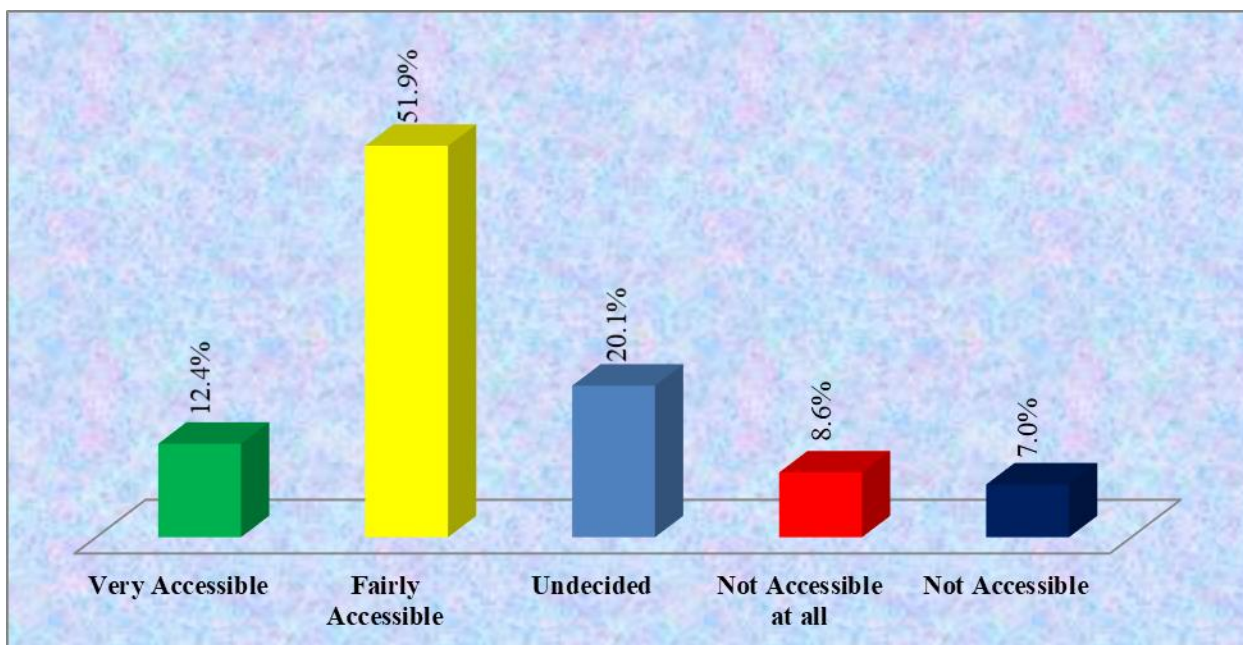


Figure 1 shows that a majority (51.9%) of the respondents perceived the job resources in the selected Universities as being fairly accessible. This is followed by 20.1% of them who were neutral about it. Meanwhile, only a lower proportion (12.4%) of them perceived job resources as very accessible; but very lower proportions (8.6% and 7.0%) of them perceived job resources in the selected Universities as 'not accessible at all' and 'not accessible' respectively. Going by the majority, it could be deduced that employees in the

Southeast Federal Universities have a fair access to job resources. This data was also used to make a statistical comparison about perception of access to job resources with some selected socio-demographic characteristics of the respondents. Finding to this are presented in table 7.

Table 7: Statistical Comparison of Respondents' Perception about Access to Job Resources with Selected Socio-Demographic Characteristics of the Respondents.

Variables	Very Good	Fairly	Undecided	Very Poor	Poor	Total	Statistics
GENDER							
Male	46 (11.9%)	205 (52.8%)	77 (19.8%)	30 (7.7%)	30 (7.7%)	388(100.0%)	$\chi^2 = 1.403$, df =4, P = .844
Female	60 (12.9%)	237 (51.1%)	94 (20.3%)	43 (9.3%)	30 (6.5%)	464(100.0%)	
Total	106 (12.4%)	442 (51.9%)	171 (20.1%)	73 (8.6%)	60 (7.0%)	852(100.0%)	
JOB DURATION							
Less than 5 Years	48 (13.3%)	174 (48.3%)	80 (22.2%)	32 (8.9%)	26 (7.2%)	360 (100.0%)	$\chi^2 = 9.238$, df = 16, P = .903
6 - 10 Years	19 (10.4%)	97 (53.0%)	35 (19.1%)	19 (10.4%)	13 (7.1%)	183 (100.0%)	
11 - 15 Years	18 (12.5%)	79 (54.9%)	28 (19.4%)	10 (6.9%)	9 (6.3%)	144 (100.0%)	
16 - 20 Years	5 (8.1%)	34 (54.8%)	13 (21.0%)	4 (6.5%)	6 (9.7%)	62 (100.0%)	
Above 20 Years	14 (15.6%)	51 (56.7%)	14 (15.6%)	7 (7.8%)	4 (4.4%)	90 (100.0%)	
Total	104 (12.4%)	435 (51.8%)	170 (20.3%)	72 (8.6%)	58 (6.9%)	839 (100.0%)	
JOB DESIGNATION							
Non Academic Staff	80 (13.1%)	301 (49.3%)	125 (20.5%)	61 (10.0%)	43 (7.0%)	610 (100.0%)	$\chi^2 = 8.770$, df =4, P = .067
Academic Staff	26 (10.7%)	141 (58.3%)	46 (19.0%)	12 (5.0%)	17 (7.0%)	242 (100.0%)	
Total	106 (12.4%)	442 (51.9%)	171 (20.1%)	73 (8.6%)	60 (7.0%)	852 (100.0%)	
UNIVERSITY							

UNN	92 (14.2%)	333 (51.5%)	124 (19.2%)	52 (8.0%)	45 (7.0%)	646 (100.0%)	$\chi^2 = 8.896,$ df =4, P = .064
FUTO	14 (6.8%)	109 (52.9%)	47 (22.8%)	21 (10.2%)	15 (7.3%)	206 (100.0%)	
Total	106 (12.4%)	442 (51.9%)	171 (20.1%)	73 (8.6%)	60 (7.0%)	852 (100.0%)	

Field Survey, 2020.

Note: Missing values that occurred in each item were excluded by default in SPSS.

Table 7 shows comparison of selected socio-demographic characteristics of the respondents with perceived access to job resources. As contained in the table, there was no statistically significant difference between male and female respondents in their perception about access to job resources ($p = .884$). Also, no statistically significant difference was found in employees' perception of access to job resources based on their job duration ($p = .903$). Again there was no significant difference in employees' perception of access to job resources based on their job designation ($p = .067$). Finally, there was also no statistically significant difference between the respondents in UNN and FUTO with regards to their perception about access to job resources ($p = .064$). These findings imply that the respondents had uniform perception about access to job resources in the selected Universities.

Hypothesis

H₁: Respondents' perception about access to job resources has a significant influence on their job satisfaction in the selected federal universities in the Southeast Nigeria.

H₀: Respondents' perception about access to job resources has no significant influence on their job satisfaction in the selected federal universities in the Southeast Nigeria.

Table 8: Summary of Multinomial Logistic Regression Showing the Influence of Perceived Access to Job Resources on Job Satisfaction.

Effect	Model Fitting	Likelihood Ratio Tests			Nagelkerke
	Criteria				
	-2 Log Likelihood of Reduced Model	Chi-Square	Df	Sig.	
Intercept	78.942	.000	0	.	.053

Access to Job Resources	43.603	35.339	8	.000
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The result of the hypothesis test shows that the overall fit of the model is good - accounting for a statistically significant variation in the outcome variable, $\chi^2(8) = 43.603$, $p = .000$. The model also yielded approximately 5.3% of the variance in the outcome variable, Nagelkerke's Pseudo - $R^2 = .053$. Based on this test, the stated hypothesis is also accepted but it concluded that there was only a slight influence of perceived access to job resources on employees' job satisfaction.

Summarily, employees in the selected Universities showed a minimal level of job satisfaction. However, findings from the qualitative data suggest that this result may be a 'false positive' result due to pretense on the part of the respondents about their job satisfaction. Thus, the qualitative data suggest that most employees are dissatisfied with their jobs but prefer to remain protective of their respective institutions due to the prevailing unemployment and lack of effective job security system within the Nigerian context.

Additionally, result of the study also indicated that the respondents had a fairly positive perception about access to job resources in the selected institutions. No statistical relationship was found between gender, job duration, job designation and type of university; which implies that the perception was general in relation to these socio-demographic features. However, a statistically significant relationship was found between employees' perception of access to job resources and job satisfaction. The qualitative data however suggest a different view about employees' access to job resources; suggesting that job resource schemes merely exist in the paper but do not often play out practically to help employees with their jobs.

Discussion of findings

This study examined employees' perception of access to job resources and employees' job satisfaction in the selected Universities. It was found that in all dimensions of access to job resources investigated, the respondents were fairly positive in ratings about how much positive feedback superiors/supervisors give them. They were also somewhat positive that 'sometimes' employees get effective communication with regards to changes in their job roles.

However, there were negative perception that employees are provided with adequate on-the-job training, access to research/professional developmental loans and ease in accessing other resources such as health insurance, low-cost housing and work leave). This implies that they had the perception that accesses to job resources in these dimensions were not quite flexible.

Despite the fact that a majority of the respondents had a negative perception about access to job resources in the selected Universities, their general view about access to job resources was fair. In other words, when their general perceptions about access to job resources were examined, it turned out that a majority of the respondents' perceived access to job resources in the selected Universities as being fairly accessible. Further analysis of their general perception in comparison with selected socio-demographic characteristics of the respondents indicated that all the variables included were not associated with respondents' perception about access to job resources viz-a-viz: gender ($p = .844$); job duration ($p = .903$); job designation ($p = .067$); type of University ($p = .064$).

Major findings of the qualitative data however fell contrary to the result of the quantitative analysis on the general perceptions of the respondents on access to job resources. The qualitative data indicated that access to job resources are schemes that only exist theoretically but do not often reflect what is practical within the workforce. Previous studies on access to job resources also support the view that job resources were not quite accessible to many employees (Egomo et al, 2012). Other studies also support the data that access to job resources was statistically associated with job satisfaction among employees (Bakker & Bal, 2010; Bruinhof, 2016). Alzyoud et al. (2015) also found a statistically significant relationship between access to job resources and employees' job satisfaction – with job satisfaction increasing when employees are provided with autonomy, social support and performance feedback.

Conclusion

This study found that employees in federal universities in Southeastern Nigeria hold a moderately positive general perception of their access to job resources, but this perception masks significant deficiencies in specific, critical areas such as research funding, training, and welfare benefits. Based on the complexity of data used in this study, it is

concluded that the opinion of the respondents varied significantly based on the mixed-approach to data collection. While the quantitative data suggest that employees have fair level of perception about access to job resources and job satisfaction, the qualitative data however suggest strongly that there is a lot of imbalance between theoretical and practical experience among the employees regarding their actual situation; hence, the result may not actually reflect the findings of the quantitative data.

Based on the two contradicting findings, this study also concludes that there are observable improvements within the Federal Universities in the Southeast, Nigeria, which have consequently improved the job satisfaction of employees beyond what previous studies documented. This may be due to the periodic strike actions by ASUU and the Nigeria Labour Congress (NLC) and series of negotiations that have occurred within the last few years between the Federal Government and these unions. However, lots of areas need significant improvements.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

1. There is the need for the management of federal Universities within the Southeast Nigeria to reconcile or resolve all issues affecting employees' access to the major resources that help them work effectively. The Universities management should liaise with financial institutions who can offer special loans with low interest rates and research grants to employees who wish to forward their educational careers and professional skills.
2. University management should establish transparent and streamlined procedures for accessing existing resource schemes like TET-FUND grants and housing loans.
3. University management should foster participatory decision-making through regular staff forums and representative committees to improve communication and sense of ownership

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