

**INSTITUTIONAL CHALLENGES AND LECTURERS' JOB SATISFACTION IN
PUBLIC UNIVERSITIES IN ANAMBRA STATE**

BY

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Abstract

This study examined the institutional challenges and lecturers' level of job satisfaction in public universities in Anambra State. Four research questions guided the study. A descriptive survey research design was employed in the study. Population for the study comprised 3,247 lecturers from two public universities in Anambra State. Sample size of the study constituted 1,624 lecturers from the total population selected using proportionate stratified random sampling technique. A researcher-developed 36-item questionnaire titled: "Institutional Challenges and Level of Lecturers Job Satisfaction Questionnaire (ICLLJSQ)" and structured on a 4-point rating scale, served as instrument for data collection. Both validity and reliability of questionnaire was established. Data collated were analyzed using mean statistics rated at 2.50 and standard deviation statistics. Findings indicated a generally low level of lecturers' job satisfaction arising from all the identified institutional challenges as regards to the working conditions, research and academic support, administrative leadership, and remuneration challenges. The study recommended among others that the University managements in collaboration with government (both federal and state) and relevant stakeholders, should prioritize the improvement of lecturers' working conditions to curb certain relative challenges through the provision and maintenance of adequate office spaces, modern teaching facilities, functional laboratories, reliable internet services, and stable power supply, in order to increase lecturers' high level of job satisfaction.

Keywords: *Institutional, Challenges, Lecturers, Job, Satisfaction*

Introduction

Universities have been globally recognized as one of the important academic institutions of higher learning for human capital development, knowledge production, and national advancement. They are very crucial for effective manpower training and development in the country as recognized by the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education. A university is therefore considered as an institution of higher learning established to advance knowledge through teaching, research, and community service, offering undergraduate and postgraduate programmes across diverse academic disciplines (Altbach, Gumport & Berdahl, 2011). Public universities are higher education institutions owned, funded, and regulated by government authorities, established to provide accessible and affordable education in line with

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national development goals (Johnstone, 2018). Within the university system, lecturers play a central role in teaching and learning, research, community service, and the mentoring of future professionals. Lecturers are professional educators in universities who contribute to knowledge creation and dissemination through instruction, scholarly research, supervision of students, and participation in institutional governance (Finkelstein, Walker, & Chen, 2013). The effectiveness with which lecturers discharge these responsibilities largely depends on their level of job satisfaction, which reflects their feelings, attitudes and emotional responses toward their work and institutional environment. Job satisfaction among lecturers has therefore become a major concern for higher education stakeholders, as it directly influences productivity, commitment, quality of teaching and instruction, retention, research output, service to the institution and institutional stability (Adekola & Morris, 2021; Okeke & Mbah, 2021; Ssesanga & Garrett, 2020). In Nigeria, lecturers' job satisfaction remains a policy concern due to recurrent industrial actions, brain drain, and weakened research output (Okeke & Mbah, 2021). Public university lecturers often operate in uncertain working environments where dissatisfaction can lead to low morale, absenteeism, reduced engagement in research, and increased turnover intentions (Ofoegbu, 2019). Job satisfaction as defined by Ofoegbu (2019) refers to the degree to which individuals feel positively or negatively about their jobs based on the fulfillment of their needs, expectations, and values within the workplace. Lecturers' level of job satisfaction refers to the extent to which academic staff feel fulfilled, valued, and content with their professional roles, responsibilities, and work environment. It is a multidimensional construct often measured through indicators that includes satisfaction with teaching workload, working conditions, working environment, remuneration, research support, leadership practices, administrative relations and career development, among others (Oshagbemi, 2019). For university lecturers, job satisfaction encompasses satisfaction with teaching conditions, research opportunities, leadership practices, remuneration, professional growth, and general work environment (Locke, 1976; Oshagbemi, 2019). In Anambra State, public universities operate within a socio-economic and policy environment that mirrors national higher education challenges, including limited resources, expanding student enrolment, and increasing expectations for academic excellence without commensurate institutional support (Eze & Ugwuanyi, 2022). All these challenges caused by certain factors may affect lecturers' job satisfaction, therefore, having negative impact

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on their commitment and dispositions to their professional roles and responsibilities.

Adebayo and Ogunleye (2020) observed that when lecturers experience low levels of job satisfaction as a result of most institutional challenges, the consequences may include reduced commitment, declining research productivity, increased turnover intentions, and frequent industrial actions, all of which undermine the quality of university education. Besides, institutional challenges as described within the context of this study can be referred to as the systemic constraints, weaknesses, or structural problems within an organization which hinder effective functioning, goal attainment and optimal performance of academic staff and institutional processes. In universities, these challenges often stem from governance structures, policy implementation gaps, and resource allocation inefficiencies, among others. Institutional challenges can also be defined as persistent organizational conditions, such as inadequate funding, weak leadership frameworks and poor infrastructural support, that negatively affect institutional effectiveness and employee job satisfaction (Salmi & Bassett, 2014). Among these institutional challenges include factors such as administrative leadership challenges, poor working conditions and infrastructure challenges, physical environment challenges, workload and time pressure, poor health, safety and welfare conditions, promotion and career advancement challenges, research and academic support challenges, industrial relations and job security challenges, institutional policy and governance challenges, among others. However, out of all these institutional factors and challenges, the present study concentrated on a few of the challenges impacting on the level of lecturers' job satisfaction. One critical institutional factor impacting on lecturers' job satisfaction is working condition challenges. Working conditions in public universities include the availability of office space, lecture halls, teaching materials, ICT facilities, workload distribution, safety, and general campus environment. In many Nigerian public universities, infrastructural deficits, overcrowded classrooms, inadequate office accommodation, poor internet connectivity, erratic power supply, and excessive workload have become common features of academic life and still remains pervasive. Such conditions increase stress levels and diminish lecturers' sense of professional fulfillment, thereby lowering job satisfaction (Adeyemi & Ojo, 2021). Studies highlight dilapidated buildings, inadequate laboratory and library resources, limited internet connectivity, and unreliable power supply as common challenges (Akinwale & George, 2020; Arogundade & Arogundade, 2015; Eze &

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Unizik Journal of Educational Management and Policy (UJOEMP), Vol 7, No. 2, April, 2026. ISSN: 2276-7630 Ugwuanyi, 2022). These constraints not only alter lecturers' daily work routines but also negatively affect their perceptions of institutional support and professional recognition. According to Herzberg's Two-Factor Theory, working conditions are hygiene factors that do not necessarily motivate lecturers but can cause significant dissatisfaction when inadequate (Herzberg, Mausner & Snyderman, 2017). Empirical evidence from Nigerian universities supports this view, showing that unfavorable working environments are significantly associated with lower job satisfaction levels (Kuforiji, Kalejaiye, Oladejo, Adetayo, Abosede & Jiboku, 2025; Ofoegbu, 2019; Olatunji & Ajayi, 2020; Osifila, 2025). Thus, improvements in working conditions, such as modern lecture halls, functional ICT tools, and conducive office spaces, are vital for enhancing lecturers' job satisfaction (Herzberg et al., 2017). Another major institutional concern relates to research and academic support challenges. Research is a core mandate of universities including components of university lecturers' professional identities. It is a key criterion for academic staff promotion and professional recognition.

Research support includes access to funding, libraries, academic journals, mentorship, and opportunities for scholarly collaboration. But inadequate research support constrains lecturers' ability to publish, secure grants, and stay current in their disciplines (Onyekwelu & Okeke, 2021). However, lecturers in public universities often face limited access to research grants, poorly equipped libraries, inadequate journal subscriptions, weak mentoring structures, and insufficient support for conference participation. Okafor and Onyekachi (2023) reported that public universities in Nigeria, including those in Anambra State, report limited institutional research funding and inadequate infrastructures to support scholarly activities. Library facilities often lack updated collections and subscriptions to major international journals, which hinders lecturers' access to scholarly resources (Abubakar & Bala, 2021). Further, institutional support for attending conferences and workshops - a key avenue for professional growth, is inconsistent, reducing lecturers' exposure to global academic networks (Akpan, 2018). These challenges constrain scholarly productivity and contribute to frustration, particularly among early-career academics, thereby, affecting their level of job satisfaction (Okafor & Onyekachi, 2023). Research-oriented support has been linked to both job satisfaction and institutional prestige. Lecturers who perceive strong research support are more likely to have higher satisfaction due to enhanced academic recognition and improved career prospects (Adekola & Morris, 2021).

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Therefore, strengthening research support systems, including grant availability, research offices, and professional development structures, is essential for increasing job satisfaction among lecturers. Administrative leadership challenges also play a significant role in shaping lecturers' job satisfaction. The nature of leadership administrative practices in universities can impact either positively or negatively on the level of lecturers' job satisfaction. Effective university administration requires transparent and supportive leadership, participatory decision-making, open door policy, clear communication and collaboration, accountability and fair implementation of policies. In contrast, where autocratic leadership styles, favouritism, inconsistent promotion procedures, poor communication and weak conflict-resolution mechanisms are consistently found, this often generate dissatisfaction among lecturers. When academic staff perceive institutional leadership as unsupportive or unjust, their trust in management declines, negatively influencing and undermining their job satisfaction and commitment to institutional goals (Adeyemi & Akindutire, 2017; Ngige & Nwankwo, 2020). Academic staff who perceive university leadership as unresponsive or non-inclusive often exhibit low job satisfaction, increased work stress, and weakened commitment to institutional goals.

Poor administrative leadership can manifest in delayed promotions, inadequate recognition of scholarly achievements, and weak grievance procedures (Olatunji & Ajayi, 2020). These issues are prevalent in many Nigerian public universities, where institutional bureaucracy and hierarchical structures limit lecturers' influence in governance (Ajayi, 2018). Leadership challenges have been highlighted in institutional reform debates, particularly, regarding the need for shared governance structures that promote lecturer participation (World Bank, 2022). Empirical studies affirm that perceived positive leadership is a strong predictor of job satisfaction among academics, stressing the need for democratic and participatory administrative models (Adekola & Morris, 2021). Inadequate leadership support remains a barrier to lecturers' satisfaction, particularly, in public universities experiencing institutional strain. Closely related to these challenges are remuneration challenges, which remain a contentious issue in Nigeria's public university system. Remuneration encompasses salaries, allowances, promotion arrears, welfare packages, benefits and retirement packages, among others. In academic work, adequate compensation is crucial for lecturers' economic well-being, recognition, and motivation. In Nigeria, public university lecturers frequently raise concerns about low salaries, delayed

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payments, non-payment of allowances, and poor implementation of negotiated agreements (Ogunode & Musa, 2022; Okeke & Dike, 2020). Persistent delays in salary payment, non-payment of earned academic allowances, honorarium and arrears, inadequate welfare schemes, and perceived inequities in reward systems, among many others, have been widely reported in public universities. These issues not only affect lecturers' economic well-being but also contribute to job dissatisfaction, low morale, and recurrent industrial disputes (Ogunode & Musa, 2022).

Remuneration issues/challenges are often catalysts for industrial actions by academic staff unions, reflecting deep-seated dissatisfaction with compensation relative to workload and responsibility (Nwadiani & Eke, 2018). Equity theory indicates that when lecturers perceive their compensation as unfair compared to peers or institutional expectations, job satisfaction declines, leading to negative workplace outcomes (Adams, 2016). Regardless of occasional government commitments to salary enhancement, discrepancies between policy pronouncements and actual remuneration practices persist, particularly, in public universities where funds are limited and bureaucratic delays are common (Eze & Ugwuanyi, 2022). Adequate remuneration has been consistently linked to higher job satisfaction, reduced turnover intentions, and improved performance outcomes (Adekola & Morris, 2021; Bello, Ogundipe & Eze, 2017; Okeke & Musa, 2024). Addressing remuneration challenges including all other institutional challenges is therefore central to improving lecturers' job satisfaction. In response to the systemic challenges affecting Nigerian public universities, recent reforms have focused on governance restructuring, performance-based funding initiatives, and attempts to strengthen research and teaching capacities (Federal Ministry of Education, 2023; World Bank, 2022). The practical translation of these reforms into improved working conditions, research support, and remuneration structures remains uneven. Current literature emphasizes the need for holistic institutional reforms that integrate leadership development, infrastructure improvement, research incentives, and equitable welfare policies to foster a supportive academic environment (Adeniji, Adeleni & Ogunsile, 2022; Abubakar & Bala, 2021; Adekola & Morris, 2021). Without such integrative approaches, individual reform efforts may fall short of enhancing lecturers' job satisfaction in a sustainable manner.

Despite the extensive discourse on lecturers' job satisfaction in Nigeria, many existing

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studies have adopted relational or predictive approaches, often emphasizing correlation or causality. However, there remains a need for descriptive evidence that clearly presents the level of lecturers' job satisfaction as it arises from specific institutional challenges, particularly within federal and state-owned public universities. In Anambra State, empirical studies that distinctly examine lecturers' level of job satisfaction in relation to working conditions, research and academic support, administrative leadership, and remuneration using descriptive indices such as mean and standard deviation remain limited. Against this background, the researcher in this study was motivated to investigate these institutional challenges impacting lecturers' job satisfaction in public universities in Anambra State, with a focus on ascertaining the level of job satisfaction arising from key institutional challenges.

Statement of the Problem

Universities are expected to provide conducive institutional learning environment that promote lecturers' professional effectiveness, satisfaction and commitment. There have been persistent concerns about declining lecturers' job satisfaction, evidenced by frequent industrial actions, low morale, reduced productivity, and increasing migration of academics to better-resourced institutions within and outside the country. Lecturers continue to contend with numerous institutional challenges, including poor working conditions, inadequate research and academic support, ineffective administrative leadership, and unsatisfactory remuneration structures. Despite government reforms and policy interventions, these challenges appear unresolved, raising serious concerns about their implications for lecturers' job satisfaction and the overall quality of university education. Although several studies have examined job satisfaction among university lecturers in Nigeria, many have adopted correlational or relationship-based approaches, focusing on determining the degree of association between variables rather than describing lecturers' actual levels of job satisfaction arising from specific institutional challenges. Moreover, limited empirical attention has been given specifically to public universities in Anambra State using a descriptive approach that provides practical insights into how institutional conditions shape lecturers' level of job satisfaction. In bid to fill the theoretical and knowledge gaps, the present study examined level of lecturers' job satisfaction arising from institutional challenges such as working conditions, research and academic support, administrative leadership, and remuneration challenges affecting in public universities in

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Purpose of the Study

The purpose of this study was to examine institutional challenges and lecturers' level of job satisfaction in public universities in Anambra State. Specifically, the study sought to ascertain:

1. The level of lecturers' job satisfaction arising from working condition challenges in public universities in Anambra State.
2. The level of lecturers' job satisfaction arising from research and academic support challenges in public universities in Anambra State.
3. The level of lecturers' job satisfaction arising from administrative leadership challenges in public universities in Anambra State.
4. The level of lecturers' job satisfaction arising from remuneration challenges in public universities in Anambra State.

Research Questions

The following research questions guided this study:

1. What is the level of lecturers' job satisfaction arising from working condition challenges in public universities in Anambra State?
2. What is the level of lecturers' job satisfaction arising from research and academic support challenges in public universities in Anambra State?
3. What is the level of lecturers' job satisfaction arising from administrative leadership challenges in public universities in Anambra State?
4. What is the level of lecturers' job satisfaction in relation to remuneration challenges in public universities in Anambra State?

Methods

A descriptive survey research design was employed in the study. This design was considered appropriate because it enabled the researcher to systematically collect data from a representative group of respondents (that is, lecturers) and describe existing conditions, opinions, and perceptions as they naturally occur without manipulation of variables.

Population for the study comprised 3,247 lecturers from two public universities in Anambra State (that is, Nnamdi Azikiwe University, NAU, Awka – 2,609 & Chukwuemeka Odumegwu Ojukwu University, COOU, Igbariam - 638). This included lecturers across different

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faculties, academic ranks (Assistant Lecturer to Professor), and years of teaching experience.

Lecturers were considered the appropriate population because they are directly affected by institutional challenges relating to working conditions, research and academic support, administrative leadership, and remuneration.

Sample size of the study constituted 1,624 lecturers of these universities selected using proportionate stratified random sampling technique. At first, the stratified random sampling technique was employed to select the public universities in Anambra State, as the study focused exclusively on government-owned universities. The technique was further used to ensure adequate representation of lecturers based on academic rank and faculty. Each stratum (such as junior and senior lecturers) was proportionally represented. Finally, a percentage number of 50% was proportionately used to draw individual lecturers from each stratum from their university in order to participate in the study. Thus, 1,305 NAU and 319 COOU lecturers were selected at 50% making a total sample size of 1,624 lecturers for the study.

A researcher-developed 36-item questionnaire titled: “Institutional Challenges and Level of Lecturers Job Satisfaction Questionnaire (ICLLJSQ)” and structured on a 4-point rating scale, served as instrument for data collection. The instrument was subjected to face and content validity. Copies of the questionnaire were presented to two experts in Educational Management and Policy including one measurement and evaluation expert from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, who assessed the clarity, relevance, and appropriateness of the items in relation to the purpose of the study and research questions. Their corrections and suggestions were incorporated to improve the quality and adequacy of the instrument before its final printing and distribution.

The reliability of the instrument was determined using the Cronbach’s Alpha method to establish internal consistency. The questionnaire was trial-tested on a group of lecturers outside the study area but with similar characteristics. The reliability coefficient values of 0.77, 0.79, 0.75 and 0.73 were obtained respectively for the four clusters and were added up to give an overall internal consistency value of 0.76, which was considered adequate for the study, also indicating that the instrument was reliable for measuring institutional challenges and lecturers’ level of job satisfaction.

The researcher administered the questionnaire to the sampled lecturers personally on-the-

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spot and with the assistance of two research assistants who were lecturers from each of the public universities. This approach helped to ensure a high response rate and proper explanation of questionnaire items where necessary. Respondents were assured of confidentiality and anonymity to encourage honest responses.

Data collated were analyzed using mean statistics rated at 2.50 and standard deviation statistics. The decision rule for taking decisions on the items on the questionnaire was that any mean score of 2.50 and above was regarded to be in support of the statement and therefore termed as high level of satisfaction (HLS). Any mean score below 2.50 was regarded as not in support of the statement and therefore termed low level of satisfaction (LLS).

Results

Research Question 1: What is the level of lecturers' job satisfaction arising from working condition challenges in public universities in Anambra State?

Table 1: Mean and SD Scores of Lecturers on the Level of their Job Satisfaction Arising from Working Condition Challenges in Public Universities in Anambra State

N = 1,598 Lecturers

S/N	Please determine the level of your job satisfaction arising from the under listed working condition challenges in your university as regards to:	VHLS	HLS	LLS	VLLS	X	SD	Decision
1.	inadequacy of office accommodation together with office spaces for lecturers	219	232	635	512	2.10	1.00	LLS
2.	unavailability of instructional facilities for enhancement of teaching-learning effectiveness	207	253	601	537	2.08	1.00	LLS
3.	lack of well-furnished, overcrowded and uncondusive classroom environment with poorly maintained lecture halls to support effective teaching-learning delivery	164	189	648	597	1.95	0.95	LLS
4.	poor mobilization of ICT facilities with limited internet access to enhance teaching effectiveness	190	211	699	498	2.06	0.96	LLS
5.	workload distribution affecting other professional commitments likewise academic engagements	187	199	588	624	1.97	0.99	LLS
6.	obsolete likewise limited access to resources, equipment including tools in the laboratories, workshops and library	203	244	738	413	2.15	0.95	LLS
7.	shortage including unreliable electricity frustrating research and academic activities	180	237	618	563	2.02	0.98	LLS
8.	lack of health facilities, including weak occupational safety measures which affect ones' sense of security and well-being	218	256	601	523	2.11	1.01	LLS
9.	insecurity matters including challenging working conditions which contribute to psychological stress, including emotional exhaustion	122	197	669	610	1.89	0.89	LLS
10.	low professional identity including motivation	250	277	641	430	2.22	1.01	LLS
Overall Mean Score & SD =						2.05	0.98	LLS

Analysis of data in Table 1 revealed that none of the items from 1 to 10 was rated above 2.50 of the acceptable mean score by the teachers to show their agreement with any of the statements. Regardless, all the items were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with the statements. The overall mean score and standard deviation (SD) of 2.05 and 0.98 indicated closeness in the mean responses of the teachers. This result indicated a low level of lecturers' job satisfaction arising from working condition challenges in public universities in Anambra State.

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Research Question 2: What is the level of lecturers' job satisfaction arising from research and academic support challenges in public universities in Anambra State?

Table 2: Mean and SD Scores of Lecturers on the Level of their Job Satisfaction Arising from Research and Academic Support Challenges in Public Universities in Anambra State

N = 1,598 Lecturers

S/N	Please determine the level of your job satisfaction arising from the under listed research and academic support challenges in your university as regards to:	VHLS	HLS	LLS	VLLS	X	SD	Decision
11.	limited or irregular research grants, making it difficult to conduct empirical studies	205	271	691	431	2.16	0.96	LLS
12.	restricted access to reputable online databases, including weak institutional subscriptions to academic repositories which hinders ability to produce high-quality research	195	283	521	599	2.05	1.02	LLS
13.	inadequate institutional financial support or sponsorship for conference, workshop and seminar participation likewise scholarly dissemination	222	301	559	516	2.14	1.02	LLS
14.	weak mentorship in research areas including strengthening research collaboration structures	184	260	656	498	2.08	0.96	LLS
15.	lack of senior academic guidance in research design, grant writing, including publication processes	214	334	519	531	2.14	1.03	LLS
16.	bureaucratic/administrative bottlenecks which often delay academic progress	270	181	701	446	2.17	1.02	LLS
17.	limited institutional recognition and incentives for research output	235	314	546	503	2.18	1.03	LLS
18.	poor access to modern research facilities, library resources likewise high impact academic journals	284	299	609	406	2.29	1.03	LLS
19.	inadequate financial support for book writing and publication likewise publishing in high impact international journals	184	312	597	505	2.11	0.98	LLS
20.	poor academic allowances to compensate for academic responsibilities beyond regular teaching duties in areas like teaching practice supervision allowance, examination and marking allowance, project and thesis supervision allowance	261	346	492	499	2.23	1.06	LLS
Overall Mean Score & SD =						2.15	1.02	LLS

Analysis of data in Table 2 revealed that none of the items from 11 to 20 was rated above 2.50 of the acceptable mean score by the teachers to show their agreement with any of the statements. Regardless, all the items were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with the statements. The overall mean score and standard deviation (SD) of 2.15 and 1.02 indicated closeness in the mean responses of the teachers. This result indicated a low level of lecturers' job satisfaction arising from research and academic support challenges in public universities in Anambra State.

Research Question 3: What is the level of lecturers' job satisfaction arising from administrative leadership challenges in public universities in Anambra State?

Table 3: Mean and SD Scores of Lecturers on the Level of their Job Satisfaction Arising from Administrative Leadership Challenges in Public Universities in Anambra State

N = 1,598 Lecturers

S/N	Please indicate your level of job satisfaction arising from administrative leadership challenges in your university as regards to:	VHLS	HLS	LLS	VLLS	X	SD	Decision
21.	lack of university leadership transparency in decision-making including encouraging participatory decision-making and operating an open-door policy	103	234	654	607	1.90	0.88	LLS
22.	poor accountability from administrative leaders in the university	197	126	734	541	1.99	0.95	LLS
23.	weak communication channels between management and staff limiting lecturers' involvement in university governance	125	184	600	689	1.84	0.91	LLS
24.	perceived favouritism affecting administrative leaders' fairness in promotion processes/procedures	248	257	582	511	2.15	1.04	LLS
25.	favouritism or ethnic inclination attached to leadership choices in delegation of duties/roles to subordinates	216	284	633	465	2.16	0.99	LLS
26.	poor leadership practices which create feelings of exclusion, distrust, and	204	209	619	566	2.03	1.00	LLS

27.	demotivation among lecturers								LLS
	inconsistency in fair implementation of policies or policy enforcement								
	undermining lecturers' trust	238	256	590	514	2.14	1.03		LLS
28.	deployment of weak conflict resolution mechanisms in resolving issues,								
	grievances or crisis among individuals and parties in the university	261	242	486	609	2.10	1.08		LLS
29.	inability to strengthen effective work collaborations among academic staff	231	250	578	539	2.11	1.03		LLS
Overall Mean Score & SD =						2.04	1.00		LLS

Analysis of data in Table 3 revealed that none of the items from 21 to 29 was rated above 2.50 of the acceptable mean score by the teachers to show their agreement with any of the statements. Regardless, all the items were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with the statements. The overall mean score and standard deviation (SD) of 2.04 and 1.00 indicated closeness in the mean responses of the teachers. This result indicated a low level of lecturers' job satisfaction arising from administrative leadership challenges in public universities in Anambra State.

Research Question 4: What is the level of lecturers' job satisfaction in relation to remuneration challenges in public universities in Anambra State?

Table 4: Mean and SD Scores of Lecturers on the Level of their Job Satisfaction Arising from Remuneration Challenges in Public Universities in Anambra State

N = 1,598 Lecturers

S/N	Please indicate your level of job satisfaction arising from remuneration challenges in your university as regards to:	VHLS	HLS	LLS	VLLS	X	SD	Decision
30.	non-payment, irregular coupled with inadequacy and delay in payment of staff salary, promotion arrears including honorariums and other earned academic allowances	251	248	587	512	2.15	1.04	LLS
31.	insufficient welfare benefits and packages provided by the university	298	273	502	525	2.22	1.09	LLS
32.	delay in payment of pension and retirement benefits for retired academic staff	270	259	559	510	2.18	1.06	LLS
33.	perceived inequities in reward systems existing in the university	254	303	425	616	2.12	1.09	LLS
34.	discrepancies between policy pronouncements and actual remuneration practices	246	290	661	401	2.24	1.00	LLS
35.	inadequate recognition including poor compensation for scholarly achievements in the university	214	258	703	423	2.16	0.97	LLS
36.	poor implementation of negotiated agreements with academic staff	272	369	576	381	2.33	1.02	LLS
Overall Mean Score & SD =						2.20	1.04	LLS

Analysis of data in Table 4 revealed that none of the items from 30 to 36 was rated above 2.50 of the acceptable mean score by the teachers to show their agreement with any of the statements. Regardless, all the items were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with the statements. The overall mean score and standard deviation (SD) of 2.20 and 1.04 indicated closeness in the mean responses of the teachers. This result indicated a low level of lecturers' job satisfaction in relation to remuneration challenges in public universities in Anambra State.

Discussion of Findings

Findings of this study generally indicated that there was a low level of lecturers' job satisfaction as regards to the institutional challenges in connection to the working condition, research and academic support, administrative leadership and remuneration challenges in public universities in Anambra State. This implies that the findings across all sections indicated that lecturers' job satisfaction was low as influenced by these institutional challenges. The study

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found that lecturers in public universities in Anambra State reported a low level of job satisfaction arising from working condition challenges. This included that poor working condition challenges as regards to inadequacy of office accommodation together with office spaces for lecturers, unavailability of instructional facilities for enhancement of teaching-learning effectiveness, lack of well-furnished, overcrowded and uncondusive classroom environment with poorly maintained lecture halls to support effective teaching-learning delivery, poor mobilization of ICT facilities with limited internet access to enhance teaching effectiveness, among others, negatively influenced lecturers' satisfaction, therefore, causing low level of job satisfaction. This finding however indicates that poor physical and organizational work environments negatively shape lecturers' feelings about their roles and professional well-being. This finding aligns and concurs with previous empirical research showing that unfavourable working conditions contribute to diminished job satisfaction among academic staff in Nigerian tertiary institutions. Kuforiji et al. (2025) reported that workplace conditions, including inadequate institutional support and limited resources, were strongly related to low levels of job satisfaction and performance among academic staff, who require conducive environments to function effectively.

Osifila (2025) similarly found that excessive workload and constrained work environments were associated with lower job satisfaction among lecturers, particularly where resource shortfalls exacerbate role stress. These findings indicate that institutional investments in office space, ICT infrastructure, teaching materials, and workload management are central to enhancing job satisfaction in university contexts. Workplace conditions have also been linked to both lecturer commitment and performance outcomes in other Nigerian public universities, indicating that structural improvements in work conditions could significantly improve lecturers' professional satisfaction and institutional productivity (Adeniji, Adelena & Ogunsile, 2022). The present study outcome is also consistent with existing empirical evidence of Ofoegbu (2019) study which found out that poor physical working conditions, such as dilapidated classrooms, inadequate offices, and erratic power supply, were significantly associated with low job satisfaction among university teachers in Nigeria. Adeyemi and Ojo (2021) found that lecturers' dissatisfaction was strongly linked to infrastructural deficits and lack of essential teaching and learning facilities. In line with Herzberg's theory of motivation, working conditions are hygiene

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factors that, when inadequate, lead to dissatisfaction (Herzberg et al., 2017). Akinwale and George (2020) also concluded that unfavourable work environments reduce academic staff morale and decrease overall satisfaction. Practical realities within many public universities reinforce these findings. Infrastructure challenges persist due to limited funding, aging facilities and weak institutional maintenance policies, issues that have been documented as enduring problems in Nigerian higher education (Eze & Ugwuanyi, 2022). Consequently, the low job satisfaction.

The finding of this study also revealed that lecturers' job satisfaction was also low in relation to research and academic support challenges, therefore, indicating that limited scholarly support systems restricted lecturers' professional fulfilment and academic engagement. This finding further showcased that limited or irregular research grants, making it difficult for lecturers to conduct empirical studies, restricted access to reputable online databases, including weak institutional subscriptions to academic repositories which hinders ability to produce high-quality research, inadequate institutional financial support or sponsorship for conference, workshop and seminar participation likewise scholarly dissemination, weak mentorship in research areas including strengthening research collaboration structures, lack of senior academic guidance in research design, grant writing, including publication processes, bureaucratic or administrative bottlenecks which often delay academic progress, limited institutional recognition and incentives for research output, among others, negatively influenced lecturers' satisfaction, therefore, causing low level of job satisfaction.

This finding converges with existing research findings highlighting that inadequate access to research funding, limited libraries, and poor sponsorship for academic development negatively influence lecturers' satisfaction. Onyekwelu and Okeke's study (2021) found that when lecturers lack institutional backing for research engagements, they report lower satisfaction due to reduced scholarly productivity and professional growth opportunities. Although that particular study focused on a different context (special needs academic staff), the principle remains relevant: institutional support for scholarly activities is a core determinant of academic staff satisfaction. Support for research, such as access to academic journals and research grants, is recognized widely as a motivator for academic staff (Onyekwelu & Okeke, 2021). Lack of such support reduces both opportunities for publication and career advancement, contributing to

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low satisfaction. This resonates with broader literature on Nigerian tertiary institutions, where lecturers often cite research neglect and weak academic support structures as demotivating factors that dampen job satisfaction (Arogundade & Arogundade, 2015).

The study also established that administrative leadership challenges resulted in low job satisfaction among lecturers. Problems such as lack of university leadership transparency in decision-making including encouraging participatory decision-making and operating an open-door, poor accountability from administrative leaders in the university weak communication channels between management and staff limiting lecturers' involvement in university governance, perceived favouritism affecting administrative leaders' fairness in promotion processes/procedures, favouritism or ethnic inclination attached to leadership choices in delegation of duties/roles to subordinates, authoritative administrative practices, among others, negatively influenced lecturers' satisfaction, therefore, causing low level of job satisfaction. While specific studies on Nigerian public universities' leadership challenges and job satisfaction are less abundant, research on workplace support shows that organizational leadership significantly influences job satisfaction. For example, Kuforiji et al. (2025) found that managerial support, particularly effective leadership, was strongly linked to higher staff satisfaction and performance. Even though that study focused more broadly on managerial support, it indicated that leadership behaviours and institutional responsiveness are critical to promoting staff satisfaction. Additionally, studies in comparable Nigerian educational contexts have indicated that leadership styles that restrict staff participation or fail to address lecturers' welfare issues may foster dissatisfaction, reinforcing the need for inclusive governance approaches in universities (example, Adeyemi & Akindutire, 2017).

Finally, this finding of the study revealed that remuneration challenges were associated with low levels of lecturers' job satisfaction. This includes that problems in relation to non-payment, irregular coupled with inadequacy and delay in payment of staff salary, promotion arrears including honorariums and other earned academic allowances, insufficient welfare benefits and packages provided by the university, delay in payment of pension and retirement benefits for retired academic staff, perceived inequities in reward systems existing in the university, discrepancies between policy pronouncements and actual remuneration practices, inadequate recognition including poor compensation for scholarly achievements in the university,

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and poor implementation of negotiated agreements with academic staff, negatively influenced lecturers' satisfaction, therefore, causing low level of job satisfaction. This issues in connection to the remuneration challenges have always caused disagreements and struggles in the higher education sector therefore, resulting into industrial actions disrupting the academic calendar. This finding however, echoes widespread empirical evidence that inadequate pay, delayed salaries, and poor welfare packages are important sources of job dissatisfaction among academic staff.

Studies on Nigerian public sector job satisfaction, including those involving lecturers, consistently found that dissatisfaction with pay and related benefits significantly lowers job satisfaction. In a cross-sectional study of lecturers in Enugu State public universities, researchers found that a majority of lecturers reported low job satisfaction overall, with pay consistently emerging as one of the least satisfying facets of their work (Okeke & Musa, 2024). This echoes earlier comparative work showing public university lecturers reporting lower satisfaction with remuneration and working conditions than their private counterparts (Bello, Ogundipe & Eze, 2017). The dissatisfaction tied to remuneration reflects fundamental human resource management challenges in the Nigerian public university system, where delayed allowances and limited welfare packages remain recurrent issues. Several researchers have linked these remuneration frustrations to increased turnover intentions, frequent industrial actions, and diminished commitment, all of which reduce overall job satisfaction (Nwadiani & Eke, 2018). The concerns of institutional challenges and lecturers' job satisfaction call for absolute readdress. Overall, the low levels of lecturers' job satisfaction across all institutional challenge dimensions point to systemic weaknesses in institutional support structures within public universities in Anambra State. These findings resonate with Herzberg's Two-Factor Theory, which posits that hygiene factors such as working conditions, administrative practices, and pay must be adequate to prevent dissatisfaction, even if they do not directly motivate (Arogundade & Arogundade, 2015; Herzberg et al., 2017). Institutional failures in these areas are therefore manifested as low job satisfaction among lecturers. The convergence between this study's results and existing Nigerian empirical literature indicates that persistent institutional challenges across physical working conditions, academic support, administrative leadership, and remuneration, continue to undermine lecturers' satisfaction. Addressing these issues through targeted policy and reform

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may improve lecturers' morale, productivity, and retention in the public university system.

Conclusion

This study examined institutional challenges and lecturers' level of job satisfaction in public universities in Anambra State, with particular focus on working conditions, research and academic support, administrative leadership, and remuneration challenges. The study established a generally low level of lecturers' job satisfaction arising from all the identified institutional challenges. This outcome indicates that the institutional environment within which lecturers operate does not adequately support their professional responsibilities, welfare, and career development. The cumulative effect of these institutional challenges poses serious implications for lecturers' productivity, commitment, retention, and the overall quality of university education in Anambra State. If left unaddressed, persistent low job satisfaction among lecturers may lead to reduced instructional effectiveness, increased industrial unrest, brain drain, and declining academic standards. Therefore, addressing institutional challenges is imperative for enhancing lecturers' job satisfaction and sustaining the core mandate of public universities in Nigeria.

Recommendations

Based on the findings, the following recommendations were made:

1. University managements in collaboration with government (both federal and state) and relevant stakeholders, should prioritize the improvement of lecturers' working conditions to curb certain relative challenges through the provision and maintenance of adequate office spaces, modern teaching facilities, functional laboratories, reliable internet services, and stable power supply, in order to increase lecturers' high level of job satisfaction.
2. Public universities with consistent adequate TETFUND financial support should establish and strengthen institutional research support to curb the associated challenges by providing regular research grants, access to reputable academic journals and databases, adequate institutional financial support and sponsorship for conferences, workshops, seminars, and structured mentorship programmes, for enhanced research and academic support that will promote professional growth and positively influence lecturers' high level of job satisfaction.
3. University management and administrators through regular leadership trainings should adopt inclusive, transparent, and participatory leadership styles that encourages effective

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communication, fairness, and staff involvement in decision-making to curb all administrative leadership challenges that causes job dissatisfaction and foster a positive organizational climate that supports lecturers' high level of job satisfaction.

4. Government and university governing councils should review lecturers' remuneration packages to reflect current economic realities, through timely payment of salaries, prompt implementation of promotions and associated benefits, payment of earned allowances, and periodic salary reviews, essential for improving lecturers' financial security and impacting positively on high level of job satisfaction.

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