
Effect of Academic Qualification on Job Satisfaction of School Teachers in Kaduna Metropolis

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Abstract

This study examined the relationship between academic qualification and job satisfaction among teachers in Kaduna metropolis. Quantitative approach was adopted for the study. Cross-sectional Design was used for the study. The population of the study is 1822. Yamane formula was used to derive the sample size of 328. Structured questionnaire was used for data collection. Descriptive statistics was used to summarize the key variables such as demographic characteristics while Inferential Analysis (regression) was used to examine the relationship between academic qualifications and job satisfaction. The findings revealed that academic qualification contributed to career progression and also positively influence job satisfaction. Furthermore, good salary, clean and conducive work environment enhance job satisfaction. Thus, we recommend that teachers must endeavor to improve their academic qualification through full time/ part time enrollment for higher academic degree because the distribution of income always align with educational attainment, leading to enhance job satisfaction among individuals who expected better financial rewards for their qualifications.

Keywords: Academic Qualification, Career progression, Job satisfaction, Skill and knowledge acquisition, Job performance.

1. Introduction

Academic qualification is considered a foundational stepping stone to a successful career and has great effect on individuals' job prospects and their overall job satisfaction. Nigeria is a nation with diverse educational landscape and a dynamic labor market. Academic qualifications covers a spectrum of educational attainments, ranging from primary and secondary education to higher education, including degrees, diplomas, and certificates.

Nigeria has a burgeoning youth population that attached high value on education. The country boast of a substantial number of universities, polytechnics, colleges, and vocational institutions with robust educational system which has produced a large and diverse

pool of graduates with varying degrees of academic qualification. These qualifications are often seen as tickets to better employment opportunities, career advancement, and higher earning and attendant prestige. Quality of education, skills acquired, job market dynamics, and individual aspirations are some of the factors that influences the nature of the job and job satisfaction.

Nigeria is bedeviled with issues such as youth unemployment, skills mismatch, and underemployment which persist despite a growing number of educated individuals. One of the major challenges is the prevalence of educational and occupational mismatches. Nigeria's educational system produces a large number of graduates each year, but a

substantial proportion of these graduates get employed in jobs that do not fully utilize their acquired knowledge and skills. This disconnect between educational qualifications and job responsibilities can lead to job dissatisfaction, as individuals may feel underemployed and undervalued in their positions.

Career advancement among teachers are a source of pride and honor, which will invariably enhance their job satisfaction. Adequate educational qualifications and training is a necessity for human resource development, in order to ensure maximum output and satisfaction (Amarasena, Ajward and Haque, 2015). Today, education is highly valued and often considered a pathway to socioeconomic mobility. Thus, educational attainment can open doors to employment, but this may not guarantee job satisfaction. Individuals may find themselves in roles that do not fully utilize their acquired skills or align with their career aspirations. Alternatively, they may encounter labor markets characterized by high levels of competition, underemployment, and a scarcity of opportunities.

Job satisfaction is seen as a pivotal indicator of individual well-being, organizational performance, and societal progress. Job satisfaction is a multidimensional concept that reflects the level of contentment and fulfillment an individual derives from their work. Job satisfaction also refers to as reflection of an individual's subjective assessment of their work experience. Factors such as job security, compensation, work-life balance, career development, and interpersonal relationships at the workplace are determinant of job satisfaction. Other factors contributing to job satisfaction include salary, educational qualification, career growth, and the alignment of job responsibilities with one's skills and interests. Among these factors, academic qualification emerges as a significant

determinant that shapes employment prospects, career trajectories, and the overall contentment of the workforce.

The significance of academic qualification in determining performance and organizational success cannot be over emphasized. Academic qualification not only reflect individual's level of expertise and knowledge but also serve as a critical factor in shaping their career prospects and contributions in their profession as evident in sampled 521 lecturers from 26 colleges of education (Omole and Oluwatayo, 2017).

The significance of academic qualifications in the labor market is undeniable because employers often require specific educational credentials as prerequisites for job eligibility. The type of academic qualification one holds can influence the nature of job opportunities available, the level of responsibility, and the earning potential within the labor market. Higher levels of education may open doors to more specialized and potentially higher-paying positions but may not guarantee job satisfaction.

Also, poor quality of education and its relevance in Nigeria labor market are areas of concern. Despite increasing access to education, disparities in educational quality persist across regions and institutions thus, many graduates enter the workforce with qualifications that may not align with the demands of the labor market while others may struggle to find employment that matches their educational level or provides opportunities for career advancement. Furthermore, income disparities based on educational qualifications are prevalent in Nigeria. While higher academic qualifications can lead to greater earning potential, income inequalities persist within the labor market. The distribution of income may not always align with educational attainment, for instance, a university lecturer that possess PhD earns far lower than a diploma holder in Nigerian oil and

gas sector and this had led to frustration and decline in job satisfaction among individuals who expected better financial rewards for their qualifications.

Lack of clear career paths and professional development opportunities can contribute to job dissatisfaction and hinder the retention of skilled workers because some individuals with advanced degrees may face barriers to upward mobility while others may experience job insecurity despite their qualifications. Also, demographic factors such as gender, age, and geographic location may further widen the disparities in access to education and employment opportunities.

This study seeks to address the following objectives: i. Assess the relationship between academic qualification and job satisfaction among teachers in Kaduna metropolis. ii. Examine the factors that determine the relationship which includes income, relevance of education, career progression, and sector of employment in Kaduna metropolis.

In other to achieve the objectives of the study, we hypothesize:

H0: There is no significant relationship between academic qualification and job satisfaction among teachers in Kaduna metropolis.

This paper is divided into five sections. Section one is introduction while section two is literature review, Section three and four are the methodology and data analysis. Section five is conclusion and recommendation.

2. Literature Review

This section reviewed the relevant literatures, theories and conceptual issues.

2.1 Conceptual Issue

2.1.1. Concept of Academic Qualification

Academic qualification refers to the educational background and credentials that individuals, in this case, teachers, have achieved through a formal learning process. These qualifications typically

include degrees, diplomas, certificates, and other educational achievements obtained from accredited institutions such as universities, colleges, and training programs. Academic qualifications are a reflection of an individual's knowledge, skills, and expertise in a particular field or subject area. Academic qualifications may also include specialized teaching certifications or licenses required to work as a teacher in specific educational settings or subjects. It may also show the teacher's expertise in a particular subject or field, which may be relevant to their teaching assignments (Adeyemi & Ekundayo 2010).

Academic qualification impact job satisfaction by enabling better job fit, increasing autonomy and provide career progression opportunities. Teachers with specialized qualifications enhance teaching competence, confidence and effectiveness which ultimately influence their job satisfaction.

Academic qualifications serve several important functions in an institution which includes skill and knowledge acquisition which is represented by formal acquisition of knowledge, skills, and expertise in a specific field. These qualifications signify that those individuals have completed a structured curriculum and have demonstrated a certain level of competence. Academic qualifications often serve as prerequisites for entry into specific professions. They are recognized by employers, regulatory bodies, and the wider society as evidence of an individual's suitability for a particular job. Pursuing academic qualifications can also be a personal goal since it plays a crucial role in career advancement. Many employers offer promotions, salary increases, or leadership opportunities to individuals with higher academic qualifications. Many individuals seek further education to satisfy their intellectual curiosity, expand their

horizons, and enhance their personal growth.

2.1.2 Concept of job satisfaction

Job satisfaction is the subjective evaluation of an individual's overall contentment, fulfillment, and happiness with their current job or employment situation. It includes an individual's emotional and cognitive appraisal of various aspects of their job. Job satisfaction is a complex and multifaceted concept that has been extensively studied in the fields of psychology, organizational behavior, and human resource management. It refers to an individual's overall sense of contentment and happiness with their job and can have a significant impact on an individual's well-being and work-related outcomes. Job satisfaction is often defined as an individual's positive feeling and mental evaluation of their job. It encompasses various aspects, including the nature of the work, the work environment, relationships with colleagues and supervisors, compensation, opportunities for advancement, and the overall work-life balance. Numerous factors can influence job satisfaction, and researchers have identified several key determinants. These factors include higher academic qualifications which may lead to greater job satisfaction. Teachers with advanced degrees or specialized certifications may feel more confident in their teaching abilities, which could positively impact their job satisfaction.

Job relevance of qualifications: The match between a teacher's academic qualifications and their teaching assignments may affect job satisfaction. If a teacher feels that their qualifications are well-suited to their role, they may experience higher job satisfaction. Furthermore, Continuous learning and professional development (which may include obtaining additional academic qualifications) may contribute to a sense

of professional growth and job satisfaction.

Job satisfaction is influenced by various factors beyond academic qualifications, such as working conditions, school leadership, and student relationships. The design of the job itself, including aspects like task variety, autonomy, and task significance, can impact job satisfaction. Hackman and Oldham's Job Characteristics Theory (1976) emphasizes the importance of job design in enhancing job satisfaction. Excessive workload or unrealistic job demands can lead to stress and lower job satisfaction (Karasek, 1979). Also, Opportunities for career growth, training, and advancement within the organization can positively affect job satisfaction (Aryee, Luk, & Stone, 1998). In order for a firm to be successful, job satisfaction of the employees should be provided permanently. Wage, promotion possibility, employee benefits, conditions of employment, communication, security, efficiency and employment pattern are among the variables that affect employee's thought about the work. One of the most important factors which affects the attitude and behavior of employees in a firm is the feeling of the working satisfaction, that is to say, job satisfaction. The presence of the job satisfaction in a firm provides a lot of positive contributions such as reduction of stress, increases employee's adherence to the establishments, improved efficiency and quality of products / services (Wilkinson, 1992). Job satisfaction produces positive attitudes and behaviors of the employees (Organ, 1997). Organizational Factors which affect job satisfaction includes Organizational Culture: A positive organizational culture that promotes open communication, fairness, and employee recognition is associated with higher job satisfaction (Cameron & Quinn, 2006). Also, leadership styles and the behavior of supervisors significantly influence job

satisfaction. Transformational leadership has been linked to increased satisfaction (Bass & Riggio, 2006). Furthermore, fair and competitive compensation packages can contribute to job satisfaction (Milkovich & Newman, 2008). Individual Factors which include individual's personality traits, such as optimism or neuroticism, can affect how they perceive and respond to their job (Judge & Bono, 2001). Employee expectations regarding their job and the organization can influence their satisfaction. The "Expectancy Theory" proposed by Vroom (1964) emphasizes the role of expectations in motivation and job satisfaction. Furthermore, work-life balance which is the ability to balance work and personal life is crucial for overall job satisfaction (Greenhaus & Allen, 2011).

Job satisfaction has been linked to various outcomes, both for individuals and organizations. High levels of job satisfaction are associated with lower turnover and absenteeism rates (Bluedorn, 1982), higher levels of job performance (Judge et al., 2001), greater job commitment and loyalty (Mowday, Steers, & Porter, 1979) and improved physical and mental well-being (Wright & Cropanzano, 2000).

2.2 Theoretical Issue

Several theories such as Expectancy Theory, Person Environment Fit Theory and Job Characteristic Theory all provided explanation on academic qualification and job satisfaction but for the purpose of this study Job Characteristic Theory (JCT) was discussed and adopted.

Job Characteristics Theory (JCT), also known as the Job Characteristics Model (JCM), is a motivational theory developed by J. Richard Hackman and Greg Oldham in the 1970s. JCT explain how academic qualification interact with job characteristics to influence job satisfaction which will in turn increase efficiency. This theory focuses on the design of jobs

within organizations and how certain characteristics of a job can impact an employee's motivation, satisfaction, and performance. The central idea of the theory is that specific job characteristics can lead to positive outcomes for employees, such as increased job satisfaction and motivation. The Job Characteristics Theory is based on several key principles and concepts. It identifies five core job dimensions that affect the psychological states of employees and, in turn, their motivation and performance. This includes the degree to which a job requires an employee to use a variety of skills and talents. Jobs that are more varied tend to be more motivating because they provide opportunities for skill development and personal growth. It also reveals the extent to which a job allows an employee to complete a whole and identifiable piece of work. Jobs that have high task identity provide a sense of accomplishment and make the worker feel responsible for a distinct outcome. Furthermore, it shows the degree to which a job has a significant impact on the lives or work of other people, either within or outside the organization. Jobs with high task significance are more motivating because they provide a sense of purpose and contribution. The Job Characteristics Theory is also anchored on the level of freedom and discretion a worker has in making decisions about their work, including how and when tasks are performed. Higher levels of autonomy can increase motivation and job satisfaction. It also emphasizes the importance of Feedback (The extent to which employees receive clear and direct information about the effectiveness of their performance). Regular feedback helps employees understand the impact of their work and provides opportunities for improvement. The theory posits that these core job dimensions influence three critical psychological states of the employees. Employees must perceive their work as

meaningful and worthwhile. This is influenced by skill variety, task identity, and task significance. Employees should feel responsible for the results of their work. This is influenced by task identity and autonomy. Employees need to receive feedback about their performance to assess how well they are doing. This is influenced by the feedback dimension. The theory suggests that when employees experience the three psychological states mentioned above, they are more likely to achieve positive work outcomes. These outcomes include higher job satisfaction, increased motivation, greater performance, lower absenteeism, and lower turnover.

2.3 Empirical Review

Gessesse and Premanandam (2023) studied Job satisfaction among academic employees in private and public sector universities at Addis Ababa, Ethiopia. Descriptive survey research design was adopted for the study. The study used a self-administered structured questionnaire to collect data from 319 respondents selected by a proportional stratified random sampling method in private and public universities. The findings revealed that academic employees in higher education institutions in Addis Ababa were dissatisfied with their jobs, except for the work itself. Also, it was found that academic employees were satisfied with pay and supervision in private universities. Academic employees in public universities, however, were satisfied with job security.

Obo, Ottoh and Etim (2019) investigated educational qualification and job position satisfaction as correlate of employees' job performance in ECO bank plc, Calabar, Nigeria. The design adopted for the study was survey research design. The sample size of the study is 95. Stratified random sampling technique was adopted for the study. Data was collected through the instrument of questionnaire. Data analysis

was carried out using One-way and Two-Way Analysis of Variance (ANOVA) test statistical techniques and the result shows that, employee qualification and job position has a significant influence on job performance in Eco Bank PLC, Calabar. The results further show that, there is no interaction between educational qualification and job position on job performance in Eco Bank PLC, Calabar.

Gurbuz (2007) investigated the effect of educational level on the job satisfaction in 30 four- and five-stars hotels in Poland. The sample size was 600. Primary data was collected through the instrument of questionnaire. Pearson correlation was used to analyze the data. It was found that there is a positive relationship between job satisfaction and education level.

The study of Gurbuz (2007) used Pearson correlation while Obo while Ottoh and Etim (2019) adopted One-way and Two-Way Analysis of Variance (ANOVA) test statistical techniques. The methodologies adopted by these studies are weak. This has created a gap in the contextual literature; thus, this study intends to minimize the gap by using linear regression to analyze the effect of educational qualification on job satisfaction in Kaduna metropolis.

3. Methodology

Quantitative approach was adopted for the study. This is because quantitative research approach allows for the collection of numerical data that can be statistically analyzed. Cross-sectional Design was used for the study because it allows the researcher to conduct a one-time survey or data collection point where information from participants were gathered at a single moment in time. This design is suitable for examining the relationship between academic qualifications and job satisfaction as they exist at that particular point in time. The population of the study comprise of 102 selected primary and secondary schools

which have existed beyond fifteen years. The population is 1822. Yamane formula was used to derive the sample size of 328. Random sampling technique was used for the selection of the respondents to ensure that the sample is representative of the population of interest. Random sampling reduces bias and allows the researcher to make generalizations from the sample to the broader population of employees. Structured questionnaire was used for data collection. The questionnaire was pre-test with a small group of individuals (30) to ensure clarity, comprehensibility, and relevance to research objectives. The questions were adjusted based on feedback. Descriptive statistics was used to summarize the key variables such as demographic characteristics while Inferential Analysis (regression) using

SPSS version 22 was used to examine the relationship between academic qualifications and job satisfaction. The linear regression model is represented as follows:

$$JS = \beta_0 + \beta_1AQ + \varepsilon$$
Where:
JS: Job Satisfaction.
AQ: Academic Qualification (the predictor variable)
 β_0 : Intercept (the value of JS when AQ is zero)
 β_1 : Coefficient of Academic Qualification (represents the change in JS for a one-unit change in AQ)
 ε : Error term (represents the random variability in JS not explained by the model)

4. Results and Discussion

Data Presentation and Analysis.

Table 1: Gender Distribution of the Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	223	68.0	68.0	68.0
	Male	105	32.0	32.0	100.0
	Total	328	100.0	100.0	

Source: Researcher's fieldwork (2025).

Table 1 revealed that 68% (223) of the respondents are female while 32% (105) are male. This may be justified by the perception of teaching as a low paid job by most men in Nigeria.

Table 2: Age Distribution of the Respondent

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 -23	45	13.7	13.8	13.8
	24 -29	71	21.6	21.7	35.5
	30 -35	68	20.7	20.8	56.3
	36 -40	59	18.0	18.0	74.3
	41 -45	46	14.0	14.1	88.4
	46 and above	38	11.6	11.6	100.0
	Total	327	99.7	100.0	
Missing	System	1	.3		
Total		328	100.0		

Source: Researcher's fieldwork (2025).

Table 2 shows that 88.4% of the respondents are within the age bracket of 18 -45 years. This is attributed to the fact

that youths constitute the bulk of Nigeria population.

Table3: Academic qualification of the Respondents.

Academic qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Primary School	1	.3	.3	.3
Secondary School	15	4.6	4.6	4.9
ND / NCE	121	36.9	36.9	41.8
HND / DEGREE	106	32.3	32.3	74.1
PGD	38	11.6	11.6	85.7
Master's	32	9.8	9.8	95.4
Ph.D	1	.3	.3	95.7
Vocational / Technical Training	10	3.0	3.0	98.8
Professional Certificate	4	1.2	1.2	100.0
Total	328	100.0	100.0	

Source: Researcher field work (2025).

Table 3 revealed that 53.9% of the respondent have academic qualification of HND/ BSc and above. 36.9% of the respondents possess ND/ NCE while professional certificate and vocational/ Technical certificate holders constitute

4.2% of the respondents. Secondary school and below constitute 4.9% of the respondents. This shows that majority of teachers in the study area are highly educated.

Table 4: Field of Study of the Respondents.

Academic Field	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Education	161	49.1	49.1	49.1
Sciences	42	12.8	12.8	61.9
Arts	63	19.2	19.2	81.1
Social Sciences	45	13.7	13.7	94.8
Engineering	7	2.1	2.1	97.0
Environmental Sciences	10	3.0	3.0	100.0
Total	328	100.0	100.0	

Source: Researcher's field work (2025).

Table 4 revealed that 49.1% (161) of the respondents studied education. 32.9% (108) of the respondents studied arts and social sciences while 14.9% (49) of the respondents studied sciences and engineering. 3% (10) of the respondents studied environmental sciences.

Table 5

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.960 ^a	.923	.922	.27087	.066

a. Predictors: (Constant), AQ

b. Dependent Variable: JS

Table 5 revealed that the correlation coefficient (R) is 0.960. This value represents the strength and direction of the linear relationship between the predictor(s) academic qualification (AQ) and dependent variable job satisfaction (JS). The value indicates that there is a strong positive linear relationship between academic qualification and job satisfaction. R Square (Coefficient of Determination) is 0.923, indicating that approximately 92.3% of the variability in the dependent variable job satisfaction (JS) can be explained by the predictor(s) academic qualification (AQ) in the model. Error of the Estimate is the standard error of the residuals (the difference between the observed and predicted values). In this case, it is 0.27087, providing an indication of the average distance between the observed and predicted values. Durbin-Watson statistic is 0.066, and it assesses the presence of autocorrelation in the residuals. The value ranges from 0 to 4, with 2 indicating no autocorrelation. In this case, a low value (0.066) indicates the presence of positive autocorrelation.

Table 6

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	284.846	1	284.846	3882.280	.000 ^b
	Residual	23.919	326	.073		
	Total	308.765	327			

a. Dependent Variable: JS

b. Predictors: (Constant), AQ

Table 6 shows that the sum of squares for the regression model is 284.846. This represents the explained variability in the dependent variable (JS) by the predictors (AQ) in the model. For Residual (Error), 326 degrees of freedom, represents the unexplained variability in the dependent variable (JS). The F-ratio is 3882.280 and the p-value associated with the F-ratio is 0.000 (less than the conventional significance level of 0.05). This indicates that the overall regression model is statistically significant. The extremely low p-value (0.000) associated with the F-ratio suggests that the observed relationship between the predictors (AQ) and the dependent variable (JS) is unlikely to be due to random chance. This supports the overall usefulness of the model in predicting the dependent variable.

Table 7

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	.669	.041		16.475	.000
	AO	.889	.014	.960	62.308	.000

a. Dependent Variable: JS

Table 7 revealed that the constant (intercept) is 0.669. This is the expected value of the dependent variable (JS) when the predictor variable (AQ) is zero. The coefficient for the predictor variable (AQ) is 0.889. This means that for every one-unit increase in the predictor variable (AQ), the expected value of the dependent variable (JS) increases by 0.889 units. The Beta (standardized coefficient) for AQ is 0.960. This suggests that AQ has a strong positive effect on JS. The t-values for both the constant and AQ are quite large, and the associated p-values are 0.000, indicating that both coefficients are statistically significant. Thus, the null hypothesis which says that there is no significant relationship between academic qualification

and job satisfaction is therefore rejected and the alternate which says that there is significant relationship between academic qualification and job satisfaction is accepted.

5 Conclusion and Recommendation.

The result revealed a statistically significant positive relationship between the predictor variable academic qualification (AQ) and the dependent variable job satisfaction (JS). The high t-values and low p-values indicate that the coefficients are reliable and significantly different from zero. It was also found that academic qualification contributed to career progression and also positively influence job performance. Furthermore, good salary, clean and conducive work environment enhance job satisfaction.

Thus, we recommend as follows:

1. Teachers must endeavor to improve their academic qualification through full time/ part time enrollment for higher academic degree because the distribution of income always align with educational attainment, leading to enhance job satisfaction among individuals who expected better financial rewards for their qualifications.
2. Government and policy makers should make policy that will provide teachers with an enhance salary structure and also ensure that there is alignment of one's education with their job role at schools.
3. School management should ensure that they provide conducive environment for teachers to derive maximum fulfilment and good work- life balance in teaching. Educational experts and stakeholders must ensure that organizational culture that promotes open communication, fairness, and employee recognition is cultivated at schools.

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