

PROMOTION AND JOB SATISFACTION OF ACADEMIC STAFF OF UNIVERSITIES IN NIGERIA: A CASE STUDY OF UNIVERSITY OF UYO

PATRICK PATRICK EKANEM ¹

patrickekanem@gmail.com

ESSIEN, JANE MICHAEL ²

janeesiere@gmail.com

UBONG MONDAY OKPON ³

ubongokpon@gmail.com

DEPARTMENT OF POLITICAL SCIENCE,
COLLEGE OF EDUCATION, AFAHA NSIT,
AKWA IBOM STATE

Abstract

The study investigated promotion and job satisfaction of academic staff of universities in Nigeria: a case study of University of Uyo. Purposive sampling technique was used to select 30 respondents for the study while data was collected using a researcher developed instrument. Data collected was analyzed using descriptive statistics of mean and standard deviation. The study revealed that University of Uyo follow a similar pattern or rationale for promoting academic staff as obtained in other Universities in Nigeria. Furthermore, the study found that non-promotion of academic staff or promoting academic staff without due benefits and entitlements affects academic staff negatively. Non-promotion of academic staff or promotion of academic staff without benefits was found to demotivate the staff which rubs off on the students and quality of education in Nigeria. Generally, promotion problems lower the job satisfaction of academic staffs in Nigerian universities. Thus, the study recommended amongst others that University management in Nigeria should take staff, especially academic staff promotion seriously and pay all benefits and entitlements to promoted academic staff to increase academic staff's job satisfaction and boost academic staffs' morale and commitment to work.

Keywords: Promotion, motivation, academic staff, University of Uyo, promotion without benefits, job satisfaction.

Introduction

In any system or organization, the human resources are arguably the most important components. More than that, how they are effectively utilized determines the effectiveness and efficiency of the organization or system. In the university system, the human resources, most particularly, the academic staff are arguably the most important asset. The academic staff in any university is as important as the pillar in a building (Imrab, Sajid, and Qudsia, 2013). The academic staffs are the lecturers who engage in core university activities such as teaching, research and community services (Falowo, 2022). Academic staffs constitute the lecturing force of the university that translate the

educational programmes of university system into practical learning experiences through teaching and research (Mbon, Etor and Osim, 2012). Hence, as key members of the university community, academic staff contribute immensely to the quality and success of Nigeria's university system and the development of society through their teaching, research and community service activities.

To get the best from university teachers or academic staff, due motivation must be provided as at when due. Abubakar, Soba, and Yusuf (2022) stated that maintaining employee motivation is very important because motivation is a driving force for every individual who underlies employees to act and do something. The authors further emphasized that employees will not do things optimally if they do not have high motivation from within themselves to excel at work. This holds true with academic staff of Nigerian universities. In other words, job satisfaction is a function of the quality of motivation. Job satisfaction is the degree to which people like their jobs (Macias and Muñoz de Bustillo, 2014). In other words, it refers to a subjective evaluation that workers make of their job, either in its entirety or with respect to its different attributes. Job satisfaction can affect an individual's general attitude toward a job (Robins, 2011). Although there are many approaches to achieving or enhancing job satisfaction, one of the common methods applicable to university academic staffs is promotion with the accompanying benefits.

Promotion means attaining a higher post with greater responsibilities, higher status, and better remuneration. Gupta (2011) defined promotion as the upward movement of an employee in the organization's hierarchy. This definition is similar to that of Sikula in Abdulmumini (2021) that promotion is a move from one position to another that involves both wages and status increases. Thus, in the academic setting, promotion means moving an academic staff from a lower position to a higher position with a higher status, responsibility, and remuneration. Abdulmumini (2021) clarified that promotion when and wherever it happens, comes with two impressions namely the monetary aspect and a change of position from lower position to a higher position in the organizational hierarchy. Promotion can enhance job satisfaction and ultimately lead to achieving organizational goals. This is to say that when the academic staff of a university is promoted their morale will be boosted and these result in high performance and productivity in their service to the university. Thus, since promotion can boost the overall performance level of a university academic staff it should be provided regularly or when necessary.

However, in Nigeria, some academic staff of universities are hardly promoted, although they merit it. Also, some academic staff though issued promotion letters, get no benefits or receive partial promotion benefits. Promotion benefits include salary increment, allowances, and severance benefits. The practice of non-promotion or promotion without benefits has existed in Nigerian universities for years and has been widely studied by many scholars (Bello and Mela, 2022; Akah, Owan, Aduma, Onyenweaku, Olofu, Alawa, Ikutal, and Usoro, 2022; Jawabri, 2017; Okrasin and Olukotun, 2015; Akinfolarin, Abiodun, and Akinfolarin, 2015; and Bamigbola,

Fakomogbon, and Popoola, 2015). Non-promotion, delayed promotion, and promotion without benefits means a lot to the recipients and their families. These issues reduce the morale, dampened, and hamper job satisfaction of academic staffs in Nigerian universities. Abdulmumini (2021) declared that when employees are motivated, they become more productive, more efficient, and are willing to work towards the achievement of the organizational objectives than those with low level of motivation (e.g. non-promotion or promotion without monetary rewards) and this is applicable to all organizational settings including Nigerian universities.

Essien (2018) states that non-promotion of academic staff of universities is rampant in Nigerian universities and contributes significantly to heightened stress levels, job dissatisfaction, and decreased morale among university academic staff in Nigeria. Bamigbola et. al., (2015) state that the ailing promotion policy in some Nigerian universities impacted on the morale of academic Staff in Nigerian Universities. The author further posited that the absence of a fair and transparent promotion policy fosters a negative work environment, leading to reduced morale and engagement among Nigerian universities academic staff.

Promotion without benefits is a big issue in Nigerian universities. It has been observed that many academic staffs are dissatisfied with the promotion policies and procedures and the situation worsens when they are denied the accompanying benefits of promotion and hence tend to exhibit lowered commitment to their respective institutions (Jawabri, 2017). Reduced commitment due to promotion without benefits can decrease lecturers' willingness to go the extra mile to ensure excellence in teaching and research responsibilities, which would result in a steep decline in the overall quality of education in Nigerian universities. Moreover, the demoralization resulting from promotions without benefits can lead to a negative work atmosphere within the academic community. Bello and Mela (2022) declared that discontented academic staff may express their frustration through reduced cooperation with colleagues, leading to a decline in team dynamics and collaboration among the teaching staff. The lack of a cohesive and supportive environment can further exacerbate the challenges faced by universities in achieving academic excellence.

Motivational factors, especially regular promotion and regular provision of other non-financial benefits to academic staff of Nigerian universities, can go a long way to motivate and boost job satisfaction and achievements of Nigerian university teaching staff which will, in turn, help universities in Nigeria to fulfill their mandate of educating and improving quality of life in Nigeria. Due promotion and promotion with all benefits provided can be labeled an academic "morale booster" and can facilitate the growth and development of academics in institutions of higher learning. Where governments come and go without promoting staff due for promotion or fixing the promotion issues of academic staff, like promotion without benefits, in Nigerian universities spells doom and casts shades on the hope and quality of education in Nigeria today and in the future.

Statement of Problem

The academic staffs constitute a key factor in the success and growth of university education in Nigeria. However, from observation and reports, over the years, there has been a general lack of dedication and apathy among some academic staff in the Nigerian university system. Many lecturers and non-teaching staff appear not to be satisfied with their jobs and hence their low performances on the job. There is a general reduction to commitment to scholarship tasks by many academic staff of Nigerian universities. The overall quality of teaching is gradually dropping while the decay in academic staff job performance in Nigerian universities is proceeding unabated. This is evident in frequent strike actions embarked on regularly by Academic Staff Union of Universities (ASUU) to demonstrate their aggravation. These strikes and low commitment by academic staff of Nigerian universities continues to hamper academic activities on university campuses across Nigeria. This is a major problem affecting tertiary education in Nigeria that demands urgent attention.

The general poor performance, high apathy and low morale among academic staff of universities in Nigeria may be as a result of lack of job satisfaction related issues especially promotion-related factors. Non-promotion of academic staff when they are due for promotion or promoting academic staff of universities without the statutory benefits that accompany it can hamper job satisfaction of university workers. It is against the need to forestall the consequences of job satisfaction problems that this paper examines promotion and job satisfaction of academic staff of university in Nigeria with a focus on University of Uyo. This study became necessary after careful research revealed that no study has been done so far to examine promotion and job satisfaction of academic staff of University of Uyo thereby leaving a gap for research. The limited research on the problem in the study area is what necessitated this study which aims to validate, or otherwise, the effects or impacts of promotion problems among academic staff of University of Uyo and suggest solutions for managing, preventing, or solving the problem.

Research Questions

To achieve the purpose of the study, the study is guided by the following research questions:

1. What is the nature of promotion of academic staff in University of Uyo?
2. What is the impact of non-promotion on the job satisfaction of academic staff in University of Uyo?
3. Does promotion-without-benefits affects job satisfaction of academic staff in University of Uyo?

Theoretical Framework

2.1.1 Two-Factor Theory of Motivation by Herzberg, Mausner and Snyderman (1959)

Herzberg, Mausner and Snyderman's (1959) two-factor theory also called the "Motivation-Hygiene Theory," "Two-Dimensional Theory," "Motivation maintenance theory," or the "Dual-factor theory" has received wide publicity in the area of motivation.

According to Herzberg et al, two factors are at play with regard to motivation: factors for satisfaction (motivators/satisfiers) and factors for dissatisfaction (hygiene factors/dissatisfiers). Motivators are achievement, recognition, responsibility, advancement, the work itself, growth. Herzberg posited that these factors can induce an individual to put in adequate effort towards the accomplishment of organizational goals. The hygiene factors or dissatisfiers include relationship with supervisors, working condition, relationship with peers, personal life, compensation (money), status, security and relationship with subordinates.

Herzberg et al. (1959) observed that an improvement in the hygiene factors (company policies and administration, supervision, working condition, inter-personal relations, personal life, money, status, and security) would help to remove the impediments to positive work attitudes. When these factors deteriorate to levels below that which the employee considers acceptable, then job dissatisfaction sets in. However, the reverse does not hold true. When the job context can be characterized as optional the worker will not be dissatisfied. However, the management should not expect to get adequate positive attitudes from the worker.

Herzberg et al. (1959) did not advocate the elimination of hygiene factors. Instead, he felt that hygiene factors are "housekeeping chores" that must be done. If hygiene factors are absent, motivators will not work as employees will complain and find unnecessary faults. To encourage motivation, it is advocated that employers must encourage job enrichment. This involves making job meaningful to the worker so as to enable the worker derive satisfaction from the work. According to Herzberg, good job design helps the employee to derive recognition, a sense of achievement, growth, and responsibility from the work.

Herzberg et al., (1959) pointed out that the opposite of dissatisfaction is not satisfaction but "no dissatisfaction." Both hygiene factors and motivators are important but in different ways. Applying these concepts to education and to the present study, the attainment of a university's goals depends, fundamentally, on the efforts and contributions of the university's academic staff. Hence, to get the best from the academic staff, the school management must make effort to increase or constantly motivate lecturers especially through prompt promotion and payment of all due benefits to the deserving lecturers. These motivational strategies can create a good social, psychological and physical climate between the school management and the lecturers thus reinstating the place of the hygiene factors of motivation. Motivated lecturers could integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) while lecturing or while assessing students' research works when satisfied with the job. Thus, in line with the two-factor theory academic staffs' commitment to teaching and the workplace as well as improved management-academic staff relationship could be enhanced by regular promotion and payment of benefits to qualified academic staff.

Conceptual Framework

The Concept of Workers Motivation

Motivation is an engaging force that induces or compels and maintains behaviours. It is an inter-psychological process whose presence or absence is inferred through observed performance. Thus, Cherry (2023) defined motivation as the process that initiates, guides, and maintains goal-oriented behaviors; it is what causes an individual to act or behave in a certain way. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. It is the driving force behind human actions. Hellriegel in Ajalie, Nwannebuife, Ogunnaiké, Oluseye, Ofuonyebuzor, Chucks, and Onayemi (2020) viewed motivation as any influence that portrays, directs, or maintains peoples' goal directed behaviors. It refers to the driving force that makes an individual to act in a specific way. It is an inner drive that causes an individual to behave in a certain manner.

Motivation may be measured or quantified in terms of incentives given. Incentives are the means by which people can be motivated to perform better (Kazmi, 2019). Incentives are divided into two groups: monetary and non-monetary Incentives. Monetary incentives are provided in the form of money, salary bonus, profit sharing plans, etc. while non-monetary incentives are in the form of rewards, recognition, commendation, etc. Both types of incentive are important and are used by all types of organizations. Promotion may be regarded as a non-monetary incentive. However, it may (or, usually) also involve the financial incentive. Like Kochitty (2019) posited, when workers are promoted their psychological needs are fulfilled as they get more authority, the status increases but at the same time, get monetary benefits through salary increment.

Generally, motivation is a driving force; that makes a worker to work, while the driving force may be the conduciveness of the work environment (Abiodun-Oyebanji, 2012). If the work environment is perceived conducive, workers could be encouraged to put in their best and make sure that the organizational goals are achieved (Olorunsola, 2010). In other words, if academic staffs of Nigerian universities are properly motivated especially with prompt promotion when they are due for it and promotion with all entitlement paid, the university workers would be encouraged to put in their best to achieve the university's goals in society.

The Concept of Workers Promotion

Promotion is an increase of a labour or employee to a level or status with greater responsibility, achievement, higher status and which demands higher proficiency and commitment. Usually, this accompanies increment in wages or salaries and/or other allowances/benefits. However, Gupta (2011) defined promotion as a higher post carrying greater responsibilities, higher status, and better salary. To the author, promotion is the upward movement of an employee in the organization's hierarchy. Promotion is the move from one position to another which has a higher status and responsibility. In other words, promotion is the advancement of an employee's rank or position in an organizational hierarchy system.

Barman (2023) outlined four types of employee promotion: horizontal promotion, vertical promotion, dry promotion, and open and closed promotion. Horizontal promotion

rewards an employee with a pay increase but little to no change in responsibilities. It is also regarded as an up-gradation of an employee. In the educational sector, an example of this is the move from lecturer to senior lecturer. Vertical promotion is an upward movement of employees with a change in skills and experience. It brings a change in salary, responsibility, status, benefits, etc. In the marketing industry, this can be the promotion of a marketing supervisor to the marketing manager. Due to its nature, it can change the nature of the job as well. This can be a shift from functional head to the chief executive, both being very different jobs. Dry promotion is an increase in responsibilities and status without the benefits. It means no increase in pay or any financial benefits for that matter. Employees do not like this type of promotion. Open and closed promotion is a situation wherein every individual of an organization is eligible for the position (Open promotion) or wherein only selected team members are eligible for a promotion (Closed Promotion).

Salmuni, Mustaffa, and Kamis (2007) asserted that perhaps promotion (except, dry promotion) is the most attractive reward perceived by the staff and that promotion will improve the staff objective and performance. Turk in Archibong, Effiom, Omoike, and Edet (2010) upheld this position and stated that a good and well-functioning performance appraisal system (i.e., promotion) would help the educators to make their mark in the organizational setting of their faculty. In this context, therefore, promoting academic staff of Nigerian universities would improve the staff objectivity and performance on their job.

The Concept of Workers Job Satisfaction

Job satisfaction is so important to an organization that it is considered a strong reason for staffs leaving a job (Suadicani, Bonde, Olesen, and Gyntelberg, 2013; Ahmad, Jaber, and Albanna, 2022; Annamalai, 2022). So, the concept of employee job satisfaction must be treated seriously as it is pivotal to not just enhancing workers retention but achieving the overall organizational goals. Job Satisfaction is a positive feeling about one's job resulting from an evaluation of its characteristics (Robbins, Judge, and Vohna, 2017). Kreitner and Kinicki (2012) see job satisfaction as a reflection of the extent to which an individual likes his or her career. Locke (1976) stated that job satisfaction is the pleasurable or positive, emotional state resulting from the appraisal of one's job experiences. Thus, job satisfaction may be conceptualized as the level of fulfillment a worker gets through engagement with various job activities and the rewards from these activities. Job satisfaction can affect a worker's physical, mental (psychological), and social well-being.

Job satisfaction can be affected (enhanced, induced, or reduced) by several factors. These factors include salary, good working conditions, work insurance, acknowledgement, job position, and future prospects (Kapur, 2018). Besides, motivation, work culture, and work stress can affect job satisfaction. Sutoro (2020) posited that motivation mediates job satisfaction, work culture influences a worker's behavior and shapes work morale, and low stress levels affects worker's behavior to work better. The author declared that workers who are in a good mood can work better. Koorella and

Perumal (2019) categorized job satisfaction factors into three broad categories namely personal factors, factors in job, and factors controlled by the management. Personal or demographic factors that affect job satisfaction are worker's sex, education, age, and time of jobs. Factors in job include the type of job, skill required to do the job, occupational status, and responsibility. Also, factors controlled by the management include wages, security, benefits, working conditions, and promotion.

Likewise, Kathure (2018) opined that factors affecting job satisfaction include basic pay, working conditions, training programs, and empowerment. Sub-factors of basic pay include meeting daily needs, size of base salary (pay level), pay administration, pay structure/system, and amount pay raise. Working condition factors include satisfactory work space, appropriate lighting, thermal environment, communication, presence of clear goals, adequate security, relations between peers, and clarity of role. Sub-factors of training programs may include training opportunities, career progression, induction and orientation, and training policy. Also, empowerment factors include higher employee commitment, loyalty, and employee satisfaction, understanding of goals and values, and employee involvement. From these factors that affect job satisfaction, this author declares that the main factors that can affect job satisfaction are the workers demographic traits, the conditions of the workplace (i.e., good working conditions), and motivational factors like promotion, prompt payment of good salary and benefits, and job position given. A job which ensures these main factors could attract and retain competent and highly motivated workers and enhance the growth and development of the workplace or organization.

Job satisfaction can be measured by the amount of positive feedback an employee receives from coworkers (Sutherland, 2015). Also, positive feedbacks from customers as well as summarized positive customer feedback delivered by managers have positive relationships with intrinsic reward, extrinsic reward, and job satisfaction (Tsai, 2018). These conceptualizations show that feedback, responses, or nature and quality of interaction between co-workers, customers, and management affects workers' job satisfaction and the desire to retain the job or quit. When an employee in an organization, like the school system, claims to have job satisfaction, it implies, therefore, that the employee likes and values the job highly and feels positive or positively motivated about the job. Thus, it can be implied that low job satisfaction among academic staff of Nigerian universities comes from poor interactions between the school management and the academic staffs regarding important issues like promotion and this negatively influences the academic staff capacity to perform their functions at the optimal capacity. On the other hand, if academic staff of Nigerian universities are satisfied with their job, they could exhibit high level of productivity.

The Concept of Workers Fulfillment in the Workplace

Workers' fulfillment in the workplace is a very important issue that should not be taken lightly or swept under the carpet for any reason. Workers who feel unfulfilled in the workplace may become less productive, hamper the organization's reputation, display

bad attitude, become truant, disrespect management/authority, steal workplace tools and money, waste company time discussing their unhappiness than focusing on their duties, and become hostile to customers (Baharom, Bin Sharfuddin, and Iqbal, 2017; Boatman, 2021; Carpenter and Berry, 2017, Sayeed and Nazir, 2019; Cohen, Panter and Turan, 2013). These Counterproductive work behaviours (CWB) are inimical to the organizational growth. Thus, it is important to keep workers fulfilled at all times to keep work going smoothly. Several factors affect workers' fulfillment in the workplace. One main factor is the working environment climate of the workplace which Elaho and Odion (2022) noted as the most basic factor in keeping a worker fulfilled in the present business world. Harner (2012) stated that workers' fulfillment in a workplace is affected by money, culture, interesting workplace, rewards, low stress, respect, trust, and job security. Money, is sometimes the main cause of workers' fulfillment, when employees spend a majority of their waking hours in the workplace, they need more money to satisfy them.

Hence, Ndulue and Ekechukwu (2016) declared that using worker' talents, engaging workers in challenging projects should be compensated with good pay, good incentives, and creating a friendly and respectful environment with less stress. The author noted that if these remunerations and good working practices and principles are put in place workers would be glad to show up to work daily to contribute to the company's ultimate success. Workers who feel continuous stress and pressure to perform at work may develop apathy, fatigue, muscle tension, headaches, substance abuse problems and high blood pressure. Job fulfillment increases when workers can enjoy a stress-free environment in which they know they're appreciated and they're not in fear of losing their jobs if they make a mistake. Hence, workers can employ techniques to take care of themselves, such as eating a healthy diet, eliminating negative thinking and resolving conflicts as they arise (Harner, 2012).

Prompt reward (i.e., perks, bonuses, incentives) is one of the things that constitute to a workers' fulfillment in the workplace. When workers receive rewards for a job well done, they often feel more satisfied with their jobs. Incentives such as getting a better office space, a few extra paid vacation days and other perks can significantly increase workers' job satisfaction (Ray, 2019). However, to ensure workers are fulfilled in a workplace, employers should be able to balance the objectives of the organization with workers' right to work unreservedly without issues that may control them from performing up to the degree of their maximum capacity.

Promotion Procedures in Nigerian Tertiary Institutions

Almost all higher educational institutions in Nigeria have adopted same procedures and criteria for promotion of academic staff. A call for promotion is usually done by the registrar of institutions to all departments to submit the names of those eligible for promotions, recommendation for promotion comes from heads of departments and deans then to promotion committee whose secretary is the registrar of the institution and headed by the head of the institution these can be Rector/Provost/V.C.

If finally approved then a letter of promotion will be issued to the individual

lecturer concerned. The state institution of higher learning has adopted same procedure and criteria which is used nationwide in the promotion of its academic staff which is centred on three areas that is research, teaching, and service.

Abdulmumini (2021) listed the criteria for the promotion of academic staff in higher educational institutions in Nigeria, including universities as follows:

1. Loyalty to the institution and display of good character.
2. Certificate of conference presentation.
3. Effective teaching, service to the College
4. Publications in recognised journals
5. Progress or reports of research undertakings
6. Chapters in books relevant to the candidate's discipline;
7. Seminar papers based on research

Moreover, Achibong (2010) listed the promotion process for academic staff in most Nigerian public universities as follows:

1. **Evaluation by the Departmental Appointments and Promotions Committee (Academics).**

This committee has the Head of Department as chairman and all lecturers from the rank of senior lecturer upward who are not candidates as members. The assessment made by the Head of Department for individual candidate along with the recommendations of the Departmental Appointment and Promotion Committee based on established criteria is forwarded to the Dean.

2. **Evaluation by the Faculty Appointments and Promotions Committee (Academics).**

This committee consists of the Dean as chairman, all Heads of Departments and all Professors in the faculty as members and the Faculty officer as secretary. This committee assesses the candidate based on the guiding criteria putting into consideration the recommendations from the Departmental Appointments and Promotions Committee. The committee's recommendations are forwarded to the Central Appointments and Promotions Committee (Academics).

3. **Evaluation by the Central Appointment and Promotions Committee.**

Deans present staff due for promotion after assessment, physically of their published papers after last promotion in accordance with the condition of service of the institution on attaining the required minimum point as shown in the template to Appointment and Promotions Committee usually headed by the Provost/Rector/Vice Chancellor with the Registrar as the Secretary.

General Promotion Criteria

The guiding criteria for promotion apply to all cadres of academic staff in the promotion procedure of Nigerian universities, according to Achibong (2010) are:

1. A favourable report from the Departmental Appointment and Promotion Committee and the Head of Department.
2. A favourable report from the Faculty Appointment and Promotion Committee.
3. A waiting period of three years at each rank before qualification for promotion.

4. Possession of Ph.D. degree is mandatory for candidates for Readership and Professor. Promotion to other ranks below Readership can be attained with a Masters degree with course work and thesis and four years of teaching experience at each level.
5. Stipulated number of publications in reputable journals and/ or in standard texts.
6. Two positive reports from external assessors are required for candidates up for promotion to either Reader or professor.

Thus, an academic staff that satisfies these criteria would be due for promotion when it's time for staff promotion.

Non-Promotion of Academic Staff in Nigerian Universities

The issue of non-promotion among academic staff has been a persistent issue in Nigerian universities that affects the motivation and performance of academic staff. Okrasin and Olukotun (2015) stated the challenges of Staff promotion and development in Nigerian Universities as lack of transparency, nepotism, and administrative delays, which hinder deserving faculty members from securing promotions based on their merits. Similarly, Ibeto, Ngozi, and Ezeuduji (2016) found that promotion and tenure system in Nigerian universities is a big issue and is fraught with complexities and subjective evaluations, leading to inconsistencies and dissatisfaction among academic staff. Akinfolarin, *et al.*, (2015) stated that non-promotion affected the morale and dedication of faculty members South-Western Nigeria, and affected the overall motivation and commitment within the academic community.

Furthermore, Esien (2018) stated that non-promotion is a major issue among academic staff in Nigerian universities and contributed significantly to heightened stress levels, job dissatisfaction, and decreased morale among faculty members of academic staff in Nigerian universities. Bamigbola, *et al.*, (2015) highlighted that the absence of a fair and transparent promotion policy fosters a negative work environment, leading to reduced morale and engagement among faculty members. Thus, despite their dedication and contributions to teaching and research, many deserving academics find themselves stagnated in their careers due to systemic challenges within the promotion processes.

Academic Staff Promotion without Benefits in Nigerian Universities

Bello and Mela (2022) stated that promotion without benefits is a big problem confronting academic staff in Nigerian universities that affects the morale and motivation of faculty members. In many instances, promotions in Nigerian universities are not accompanied by salary increments, improved working conditions, or other perks, leaving faculty members feeling undervalued and unappreciated for their efforts. Also, Akah *et al.*, (2022) stated that many faculty members in Nigerian universities view promotions without benefits as a reflection of the institution's lack of appreciation for their contributions. Jawabri (2017) analyzed the promotion and employee benefits practices in Nigerian universities and found that many faculty members anticipate salary increments, increased research grants, sabbatical leaves, and other professional development opportunities upon promotion.

However, in numerous cases, these benefits are not provided, leading to discontent and disappointment among the academic staff. The author pointed that the criteria for promotion are not always clearly defined, and the selection process is often based on subjective factors such as seniority or political connections. As established by Abdulmumini (2021), the significant consequence of promoting academic staff without corresponding benefits is the adverse effect on the quality of education and research output. Inadequate recognition and rewards following promotions can hamper research activities and reduce the production of quality academic publications. Academic staff, burdened by financial constraints and limited resources, may find it challenging to carry out research projects effectively, hindering the advancement of knowledge in their respective fields.

Additionally, some universities may lack well-defined policies regarding promotion benefits, leading to inconsistencies across departments and faculties. This lack of clarity often results in promoted staff members receiving different benefits or none at all, undermining the morale and motivation of academic staff. It was asserted that once promoted, academic staff may receive a small salary increase, but they may not receive any other benefits, such as increased research funding or administrative support. This can make promotion less attractive to academic staff, and it can lead to a decline in the quality of teaching and research.

Objectives of the Study

The main objective of the paper was to examine the effect of promotion on job satisfaction of academic staff of universities in Nigeria: a case study of University of Uyo. However, the study specifically seeks to:

1. Examine the nature of promotion of academic staff in University of Uyo.
2. Ascertain the impact of non-promotion on the job satisfaction of academic staff in University of Uyo.
3. Determine how promotion-without-benefits affects job satisfaction of academic staff in University of Uyo.

Research Design

The descriptive survey research design was used for this study. According to Kothari (2011), descriptive research is a research method that describes the characteristics of the population or phenomenon that is being studied. Also, McCombes (2019) defined descriptive research design as a design which aims to accurately and systematically describe a population, situation or phenomenon. The author further remarked that descriptive research can answer what, where, when and how questions, but not why questions. Thus, descriptive survey research was adopted for this study as it the study attempts to describe the problem of promotion and job satisfaction of academic staff of university in Nigeria and infer or show the relationship between promotion and job satisfaction of academic staff of university of Uyo.

Area of the Study

The area of under study is the University of Uyo, Uyo. The university comprises living and non-living components. The living components include the staff, students,

visitors to the university, and people operating micro businesses on the campus besides the trees and animals on the campus. The non-living components include the university buildings, furniture, equipment, open spaces, etc. This study considers only the living components particularly the academic staffs comprising the lecturers, the heads of departments (H.O.Ds), and the deans of faculties.

Population of the Study

The population of this study comprised all the 1240 academic staffs across all the faculties and campuses in University of Uyo, Uyo. (Source: General Admin Unit, University of Uyo, Uyo, 2022).

Sample and Sampling Technique

A sample size of 30 academic staffs which represents about 2.4 percent of the study population was selected for the study. Three campuses in the University of Uyo were purposively sampled from which one faculty was picked per campus using simple random sampling technique. To ensure effective administration of the instrument, 10 academic staff each from the selected faculty were randomly chosen for the study, thereby giving a total of 30 sampled respondents. This sampling technique was deployed to enable easy and equal representation of all the research respondents and research interests.

Instrumentation

The researcher developed a 12-item multiple choice instrument titled "Promotion and Job Satisfaction of Academic Staff Questionnaire (PJSASQ)". PJSASQ is based on selected test items set by the researcher in line with the scope and objectives of this study. The items are rated on a 4-point scale of Strongly Agreed - SA; Agreed - A; Strongly Disagreed - SD; and Disagreed - D.

Method of Data Collection

The researcher visited the study respondent (i.e., academic staff) during official working hours, introduced herself, and stated that the purpose of visit was to collect data for the study. Afterwards, the researcher presented the research instrument, PJSASQ, to the study respondent who quickly filled and handed them over to the researcher.

Method of Data Analysis

Data collected was analyzed in tables using the mean and standard deviation for research questions. A cut-off point of 2.50 was used for decision making. Mean scores from 2.50 and above were considered to have positive impact and the item taken as having accepted, while mean scores below 2.50 were considered to have negative impact and the item not accepted (i.e., rejected).

Results and Discussion of Findings

Research Question One

What is the nature of promotion of academic staff in University of Uyo?

Table 1: Mean and Standard Deviation Analysis of General Level of Promotion of Academic Staff in University of Uyo.

Variable	n	Mean	SD	Remarks
Nature of Academic Staff Promotion	30	2.733	0.636	Accepted

The analysis in table 1 showed that nature of promotion of academic staff in University of Uyo recorded a mean score of 2.733 and a standard deviation of 0.636. Since the calculated mean value is greater than the criterion mean of 2.50, it is accepted that there is a consensus acceptance by the academic staff of University of Uyo that the school administration uses a similar promotion pattern for its academic staff.

Research Question Two

What is the impact of non-promotion on the job satisfaction of academic staff in University of Uyo?

Table 2: Mean and Standard Deviation Analysis of Impact of Non-Promotion on the Job Satisfaction of Academic Staff in University of Uyo.

Variable	n	Mean	SD	Remarks
Non-Promotion of Academic Staff	30	2.908	0.658	Accepted
Job Satisfaction				

Source: researcher's field survey, 2023

The analysis in table 2 showed that non-promotion of academic staff compared with job satisfaction of academic staff in University of Uyo recorded a mean score of 2.908 and a standard deviation of 0.658. Since the calculated mean value is greater than the criterion mean of 2.50, it is accepted that non-promotion of academic staff affects the job satisfaction of academic staff in University of Uyo.

Research Question Three

Does promotion-without-benefits affect job satisfaction of academic staff in University of Uyo?

Table 3: Mean and Standard Deviation Analysis of Impact of Promotion-without-benefits on the Job Satisfaction of Academic Staff in University of Uyo.

Variable	n	Mean	SD	Remarks
Promotion of Academic Staff without Benefits	30	2.975	0.637	Accepted
Job Satisfaction				

Source: Researcher's Field Survey, 2023

The analysis in table 3 showed result of analysis of promotion-without-benefits affect job satisfaction of academic staff in University of Uyo with a recorded a mean score of 2.975 and a standard deviation of 0.637. Since the calculated mean value is greater than the criterion mean of 2.50, it is accepted that promotion-without-benefits affect job satisfaction of academic staff in University of Uyo.

Discussion of Findings

The study findings as shown on Table 1 reveals that University of Uyo follows a similar promotion procedures like other universities and tertiary institutions of education in Nigeria. This study finding agrees with the criteria for the promotion of academic staff in higher educational institutions in Nigeria stated by Abdulmumini (2021) namely display of good character, academic publications, seminar and conference presentation. Also, the study corroborates the promotion criteria for academic staff of universities in Nigeria by Achibong (2010) namely recommendation by a superior authority in rank, and having a stipulated number of publications in reputable journals and/ or in standard texts. In all, academic staffs in University of Uyo must satisfy a waiting period of three years at each rank before qualification for promotion.

Also, as shown in Table 2, non-promotion of academic staff affects the job satisfaction of academic staff in University of Uyo. This is agreement with the findings of Bamigbola *et al.* (2015) that the lack of recognition and reward for their hard work and dedication leads to demotivation and frustration among academic staff. Moreover, the study agrees with the study of Akinfolarin *et al.*, (2015) that found that non-promotion can hinder academic staff from fully engaging in research activities, when faculty members are preoccupied with career stagnation and the associated frustrations, their focus on research pursuits may diminish, leading to a decline in research output and scholarly contributions. Thus, academic staffs who feel undervalued and overlooked may experience a diminished sense of commitment to their roles as educators, potentially impacting their enthusiasm and effectiveness in the classroom. This not only impacts the individual academic staffs but also affects the institution's reputation and potential for generating knowledge.

Furthermore, analysis of study finding shown on Table 3 shows that promotion-without-benefits affect job satisfaction of academic staff in University of Uyo. This study finding agrees with the findings of Adejare *et al.* (2020) that promotion without benefits can contribute to disparities and inequities among academic staff members. Also, it agrees with the findings of Archibong *et al.* (2010) that academic staff promotion without benefits negatively affects not only individual staff members but also the overall quality of education and research output in a university. Thus, promoting some academic staffs of University without rewards while their counterparts are promoted with benefits, can lead to perceptions of favoritism or unfair treatment which can create a sense of mistrust and dissatisfaction within the academic community, potentially leading to conflicts and decreased morale among staff.

Recommendations

Based on the study findings, the following are recommended:

1. Management of universities should implement equitable and motivating promotion policies.
2. Universities should create an environment that attracts, retains, and empowers talented academics, ultimately enhancing the nation's higher education landscape.
3. University authorities should prioritize faculty welfare and institute fair and transparent promotion criteria that are merit-based.
4. University management should regularly evaluate the institution's promotion system to ensure that academic staff are duly recognized and rewarded for their contributions.
5. University management should explore other forms of benefits beyond monetary incentives, such as research grants, professional development opportunities, and improved working conditions, to motivate and retain their academic staff effectively.

Conclusion

This study has proved that promotion is a key issue facing academic staff of Nigerian universities. The study found that universities in Nigeria follow a similar pattern or rationale for promoting academic staff. Furthermore, the study validated that non-promotion of academic staff or promoting academic staff without due benefits affects academic staffs negatively by demoralizing and demotivating them which rubs off on the students and quality of education in Nigeria. Thus, fostering a culture of appreciation and acknowledgment for academic staffs' achievements through promotion and regular payment of promotion entitlements can go a long way in boosting academic staffs' morale and commitment to the institution.

References

- Abdulumuni, A. (2021). Impact of promotion on academic staff development in the state higher educational institutions of Borno State. *International Journal of Advanced Research in Public Policy, Social Development and Enterprise Studies*, 4(1), 12-24.
- Abiodun-Oyebanji, O. (2012). Job Satisfaction among Nigerian Universities Academic Staff. Ireland International Conference on Education (IICE), pp. 186-192.
- Abubakar, S., Soba, N., and Yusuf, Y. (2022). Impacts of motivation on academic staff performance in Nigerian Universities: a study of Bauchi State University Gadau. *International Journal of Intellectual Discourse (IJID)*, 5(2), 27-34.
- Adejare, B. O., Olaore, G. O., Udofia, E. E., and Emola, T. B. (2020). Inefficiency among non-academic staffs in Nigerian tertiary institutions: the role of training and development. *Journal on Efficiency and Responsibility in Education and Science*, 13(2), 56-66.
- Ahmad, E., Jaber, M., and Albanna H. (2022). The relationship between job satisfaction and intention to quit a job: mediating factor job burnout. *International Journal of Research in Business and Social Science*, 11(9), 45-56.
- Ajalie, S., Nwannebuife, Ogunnaike, O., Oluseye, Ofuonyebuzor, D., Chucks, and Onayemi, O. (2020). Empirical examination of intrinsic motivation as a predictor of organizational productivity. *The International Journal of Business & Management*. 8(9):173-180.
- Akah, L. U., Owan, V. J., Aduma, P. O., Onyenweaku, E. O., Olofu, M. A., Alawa, D. A., Ikutal, A., and Usoro, A. A. (2022). Occupational stress and academic staff job performance in two Nigerian Universities. *Journal of Curriculum and Teaching*, 11(5), 64-78.
- Akinfolarin, O. A., Abiodun, R. O., and Akinfolarin, M. O. (2015). Academic Career Progression in Nigerian Universities: A Case Study of Two-Universities in South-Western Nigeria, *International Journal of Education and Research*, 3(7).
- Annamalai, S. (2022). Influence of perceived equity, job enrichment, and burnout among educators in Indian private universities on job satisfaction and the desire to quit. *Frontiers in Education*, 7.
- Archibong, I. A., Effiom, D. O., Omoike, D., and Edet, A. O. (2010). Academic staff disposition to promotion criteria in Nigerian Universities. *Journal of College Teaching & Learning (TLC)*, 7(10), 25-30.
- Baharom M. N., Bin Sharfuddin M. D. K., Iqbal J. (2017). A systematic review on the deviant workplace behavior. *Review of Public Administration and Management*, 5(3), 1-8.
- Bamigbola, A. S., Fakomogbon, O. O., and Popoola, O. P. (2015). The Effects of Promotion Policy on the Morale of Academic Staff in Nigerian Universities, *International Journal of Innovative Research and Development*, 4(9).
- Barman, J. (2023). Employee Promotion: The Types, Benefits, & Whom to Promote. Vantage Circle. <https://blog.vantagecircle.com/employee-promotion/> (Retrieved

- on 21st September, 2023).
- Bello, M. F., and Mela, K. (2022). IPPIS Policy and the challenges of its implementation in the Nigerian Universities: a conceptual discourse. *KIU Journal of Social Sciences*, 8(3r), 53-62.
- Boatman, A. (2021). 8 Causes of Job Dissatisfaction & How to Combat It. Academy to Initiate HR. <https://www.aihr.com/blog/job-dissatisfaction/#Effects>. (Retrieved on 21st September, 2023).
- Carpenter N. C., Berry C. M. (2017). Are counterproductive work behavior and withdrawal empirically distinct? A meta-analytic investigation. *Journal of Management*, 43(3), 834-863.
- Cherry, K. (2023). Motivation: The Driving Force behind Our Actions. Motivation: Definition, Types, Theories, and How to Find It (verywellmind.com). (Retrieved on 28th July 2023).
- Cohen T. R., Panter A. T., Turan N. (2013). Predicting counterproductive work behavior from guilt proneness. *Journal of Business Ethics*, 114, 45-53.
- Esien, P. A. (2018). Work Stress, Promotion and Perceived Job Security Among University Academic Staff in Nigeria. *IOSR Journal of Humanities and Social Science*, 23(11).
- Falowo, O. (2022). Performance of academic staff in universities in Southwestern Nigeria. *International Journal of Innovative Approaches in Education*, 6 (1), 01-10.
- Gupta, C. B. (2011). *Human Resource Management*. New Delhi: Sultan Chand & Sons.
- Harmer, G. (2012): The effects of pay level on organization based self-esteem and performance. A field study. *J. Occup. Organ. Psychol.*, 77: 307-322.
- Ibeto, C. O., Ngozi, P. N., and Ezeuduji, J. C. (2016). Promotion and Tenure System in Nigerian Universities: Issues and Challenges, *Journal of Education and Practice*, 7(34).
- Imrab, S. M., Sajid, A. and Qudsia, B. (2012). Factors affecting the motivation of academic staff (a case study of University College Kotli, UAJ&K). *International Journal of Business and Management Invention*, 2(1), 105-112.
- Jawabri, A. (2017). Job satisfaction of academic staff in the higher education: evidence from private universities in UAE. *International Journal of Human Resource Studies*, 7(4), 193.
- Kapur, R. (2018). Factors Influencing Job Satisfaction. University of Delhi, India.
- Kathure, M. B. (2018). Factors affecting job satisfaction among employees in telecommunication companies in Kenya: a case study of horizon contact centre. The Management University of Africa Repository.
- Kazmi, S. (2019). Building Customer Loyalty through Effective Draw/Incentive Solutions. <https://www.linkedin.com/pulse/building-customer-loyalty-through-effective-draw-incentive-syed-kazmi>. (Retrieved on 28th July 2023).
- Kochitty, J. (2019). Incentives. <https://www.toppr.com/guides/business-studies/directing/incentives/>. (Retrieved on 28th July 2023).

- Koorella, G and Dr. Perumal, R. (2019). A study on factors affecting employee job satisfaction. *International Journal of Research and Analytical Reviews Research Paper*. Volume 6, Issue 1.
- Kothari, C. R. (2011). *Research Methodology: Methods and Techniques*. New Delhi: New Age International.
- Kreitner, R., and Kinicki, A. (2012). *Organizational Behavior*. New York: McGraw-Hill Education.
- Locke, E. A. (1976). The Nature and Causes of Job Satisfaction. In M.D. Dunnette (Ed). *Handbook of Industrial and Organisational Psychology*. Chicago: Rand Nally, 1297-1349p.
- Macias, E. and Muñoz de Bustillo, R. (2014). *Job Satisfaction*. Encyclopedia of Quality of Life and Well-Being Research. Dordrecht: Springer. 2735-2743pp.
- Mbon, U.F, Etor, C.R. and Osim, R.O. (2004). Enhancing quality assurance through lecturers' job performance in private and public tertiary institution in Southeastern Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 3(6):837-841.
- McCombes, S. (2019). Descriptive Research.
<https://www.scribbr.com/methodology/descriptive-research/>. (Retrieved on 28th July 2023).
- Ndulue, T. I. and Ekechukwu, H. C. (2016). Impact of job satisfaction on employees performance: a study of Nigerian breweries plc, Kaduna State branch, Nigeria. *Kuwait Chapter of Arabian Journal of Business and Management Review*. Vol. 5, No.11.
- Odusanya, O. (2019). Staff recruitment and promotion processes in public universities in Nigeria: a case study of Federal University of Oye-Ekiti. *International Journal of Academic and Applied Research (IJAAR)*, 3(8), 50-59.
- Okrasin, M. A., and Olukotun, L. O. (2015). The Challenges of Staff Promotion and Development in Nigerian Universities. *International, Journal of Academic Research in Business and Social Sciences*, 5(1).
- Olorunsola, E. O. (2010). Job satisfaction and performance of administrative staff in South West Nigerian universities. An unpublished Ph.D Thesis, University of Ado-Ekiti, Nigeria.
- Onah, F. O., and Anikwe, O. S. (2016). The task of attraction and retention of academic staff in Nigeria Universities. *Journal of Management and Strategy*, 7(2), 9-20.
- Ray, L. (2019). What Are the Causes of Job Satisfaction in the Workplace? Retrieved from <https://smallbusiness.chron.com/causes-job-satisfaction-workplace-21851.html>.
- Robbins, S. P., Judge, T. A., and Vohra, N. (2017). *Organizational Behavior (16th Eds.)*. Tamil Nadu: Pearson India Education Services Pvt. Ltd.
- Robins S. P. (2011). *Organisational Behavior*. New Delhi: Prentice Hall.
- Salmuni, W., Mustaffa, W., and Kamis H. (2007). Prioritizing academic staff performance criteria in higher education institutions to global standards. *Proceedings of the 13th Asia Pacific Management Conference, Melbourne, Australia, 2007*, 1281 -

1288

- Sayed R., Nazir N. A. (2019). Workplace deviance: A review of literature. *International Journal of Management, Technology and Engineering*, IX(I), 2119-2123.
- Suadicani, P., Bonde, J., Olesen, K., Gyntelberg, F. (2013). *Job Satisfaction and Intention to Quit the Job In: Occupational Medicine*. England: Oxford. 63p.
- Sutoro, M. (2020). Factors affecting job satisfaction. *Scientific Journal of Reflection: Economic, Accounting, Management and Business*, 3(4), 361-370. DOI: 10.5281/zenodo.4128547.
- Yean, T. F., Johari, J., Yahya, K. K., and Chin, T. L. (2022). Determinants of job dissatisfaction and its impact on the counterproductive work behavior of university staff. *SAGE Open*, 1-11.