

LECTURERS' JOB SATISFACTION IN NIGERIAN UNIVERSITIES: CHALLENGES AND WAY FORWARD

BY

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Abstract

This is conceptual paper of a future study based on the review of literature related lecturer's job satisfaction in Nigerian Universities. Job satisfaction has become a topical issue over decades among the scholars. However, scholars on organizational job satisfaction have pointed that for organization to succeed in goal actualization, the employees employ to work for organization must be motivated. The objective of this study is to examine lecturer's job satisfaction in Nigerian universities: challenges and way forward. The paper analyzed the issues, concepts and objectives for the forthcoming study through several literatures of various disciplines. The conceptual paper signifies to supplement literatures for academics as reference for their research. The paper provides information to university management on how to motivate lecturers for the goal achievement. The study concluded that job satisfaction is a desirable element needed by lecturers to perform at peak levels. Based on the extensive discussion of the study, the study recommended that management of university as well as government should increase lecturers' satisfaction by focusing on the intrinsic and extrinsic parts of the job such as high and equitable pay in order to keep the lecturers motivated and committed to drive organizations vision and goals domain.

Keywords: Lecturers' Job Satisfaction, organizational job satisfaction Nigerian Universities, Public Secondary Schools, Nigeria

Introduction

Numerous researchers all over the world have been trying to articulate and explain individual behaviors and their aspirations to attain tasks given in different area. Some individual face problems and joy where as some people work in an environment with difficulty task with anxiety and helplessness. One of the crucial psychological constructs that determine people to attain success in an organization is the goal achievement. Achievement goal can encourage lecturers by utilizing purposes to accomplish university goals (Abdulkadir & Abdulkalam, 2015; Lawal et. al., 2025; Onwumere et. al., 2025). The Federal Republic of Nigeria (2013) in the National Policy on Education stated the goal of university in Nigeria must accomplish. Some of the goals are promotion of national unity, development of high-level manpower in the country and intellectual development etc. thus, for all these goals to be attainable in university, lecturers job satisfaction must be improving and workload need to be reduced (Abdulkareem, et al., 2020). Job satisfaction of lecturers is paramount in an organization like university.

Job satisfaction has become a topical issue over decades. Researchers on organizational motivation have pointed that for organization to succeed in goal actualization, the employees employ to work for organization must be happy. Job satisfaction has focus on the two main area which include the environment where the employees are working that sense of joy while the second one focus on the feeling of employees on the particular job. Job satisfaction is important to the growth and development of university in any country if emphasis is place on the workers working for that institution. AbdulKareem, et al., (2020) opined that when employees discovered that their expectations are

not met in the job environment, job dissatisfaction emerges, resulting in a decrease in workforce productivity, organization commitment, and an increase in the optional discontinuation of the job. The goal setting of the university need to be communicated along with the strategies for the promotion of job satisfaction of employees. The provision of conducive environment of key factor of lecturers working in the university which lead to high productivity and discourage truancy (Daly, 2006; Ravesangar et. al., 2025; Uzu et. al., 2025). Conducive environment plays a useful role in bring more qualified and knowledgeable lecturers into the system (Adesina & Adebola, 2026; Casaper. 2014). Ibrahim (2009) added that enthusiasm and willingness of staff to work towards accomplishing an organization's goal depends on the consistency and persistence of promotional prospects. An environment that brings happiness and joy without stress and high workload improve productivity of lecturers and enables fulfilment of university goals (Jones, 2008).

The Nigeria private universities were established to improve the quality of education, students' unrest, strike and problem of entrance into university. National Universities Commission, (2019) expressed that these universities education established was to disseminate knowledge, skills and ideas and produce high level manpower in the country. Similarly, as private universities established in the country, the lecturers that will disseminate the knowledge and skills need to work under conducive environment. Since private universities increase, the lecturers were satisfied the condition of the job. It has been reported that high turnover rate has occur where lecturers leave one university to another university due to better condition of service. The level of job satisfaction and workload are affecting most of private universities lecturers. Job dissatisfaction of lecturers in private Universities resulted in low productivity, intentional absenteeism, and detrimental to the realization of set goals (Anho, 2015). This scenario has created more attention among the parents, stakeholders as well student themselves on what has actually happen to job satisfaction of lecturers. Lecturers play a vital role in the dissemination and nurturing of students to the successful someone in the country. Abdulkadir & Abdulkalam, (2015) opined that lecturers for in the university to perform very well, there is need to improve their job satisfaction. Abdulkareem, Ishola and Suleiman (2020) pointed that the low level of job satisfaction of some of the academic staff in institutions may lead to doubt if the institutions failed to set mechanism for lecturers' satisfaction. Given this scenario, workload of these lecturers is enormous and increasing every day. Some of this private universities refused to employ more academic staff but continue to increase workload for lecturers without helping hands. As a matter of that, no lecturers can improve and deliver under that condition. Researchers such as (Harris, Kinner & Griffen, 2004; William and Hazzar, 2006; Rosser (2007; Jafa, 2010; Naqif, 2010; Wall, 2011; Adenike, Oluwaseun, and Sunday, 2017) jointly expressed that lecturers in the university derive pleasure from the job they do when their job satisfaction improves and able to contribute their quota to the goal and development of the university. Based on these aforementioned problems, this informs the researchers to investigate lecturer's job satisfaction in Nigerian universities: challenges and way forward.

Herzberg theory

This study was based on two factor theory also known as Herzberg's Motivation-Hygiene Theory. The key proponent of the theory was Herzberg (1959). The theory postulates that there are certain factors at the work place which cause job satisfaction while another set of factors cause dissatisfaction. Herzberg (1959) asserts that job satisfaction and dissatisfaction act independent of each other. The two factors are motivators (intrinsic) which results in positive satisfaction arising from intrinsic conditions of the job itself and Hygiene factors (extrinsic) that do not give positive satisfaction although dissatisfaction results from their absence. Motivators may include: challenging work, recognition, achievement, promotion, professional growth among others. Also, hygiene factors may include: company policy, supervision, relationship with the boss and colleagues, work conditions, salary, security among

others. The theory assumes that at high levels, motivators“ results in satisfaction while at low levels, hygiene result in dissatisfaction (Murinova, Sinovsky and Horak, 2010). The theory argued that meeting the lower needs which are hygiene factors does not necessarily lead to satisfaction but meeting higher level intrinsic or motivation factors results in job satisfaction (Yusoff, Kian & Idris, 2013). The theory strength comes from recognition that motivation comes from within the person and not as from external factors. The theory has provided a practical application by managers on employee satisfaction and commitment (Baah & Amoako, 2011). Wan and Tan (2013) observed that employees have differences in their intrinsic and extrinsic motivation factors hence the need for employers to modulate their operations and procedures to satisfy employees. Applying the two-factor theory to enhance lecturers' commitment, the private universities in south west should strike a balance between motivation factors and hygiene factors. There should be adequate compensation which should take the form of basic pay, medical cover for police and family, attractive retirement package, fringe benefits among others. The promotion procedures should be achievable for lecturers. lecturers should not stagnate in certain job groups for long (Yusoff, Kian & Idris, 2013).

The two-factor theory is a concept that states the factors that affect an individual's satisfaction and motivation level. These two factors are: Job satisfaction (affective/hygiene) and Job dissatisfaction (motivational). When American psychologist Frederick Irving Herzberg developed this theory in 1968, it quickly became the most requested article in the Harvard Business Review. Herzberg believed that these two factors impacted employees' performance in different ways. Motivational factors tend to influence people differently even as an individual is satisfied with their role, they may not be motivated enough to work towards their goals.

Table 1: Two-Factor Theory Suggested by Herzberg (1968)

Hygiene issues (dissatisfies)	Motivators (satisfiers)
Company and administrative policies	Work itself
Supervision	Achievement
Salary	Recognition
Interpersonal relations	Responsibility
Working conditions	Advancement

Job Satisfaction Conceptualized

Job satisfaction can impact on employee productivity at most work places. If an employee is happy with how they are being treated and the rate of pay they are receiving, then they are more likely to be more productive and take time to do their job more accurately. The issue of employee well-being and job satisfaction has been discussed in a broad sense in connection with the happy/productive worker thesis (Wright & Cropanzano 2007). The issue has also been viewed more narrowly as the connection of job satisfaction and job performance. Job satisfaction is a narrower measure of well-being than happiness because it covers only well-being that is related to the job. Due the popularity of job satisfaction within the field of occupational, organization and education various researchers and practitioners have provided their own definitions of what job satisfaction is. Nonetheless, the two most popular one which describe job satisfaction as the pleasure one derives from the job or achieving satisfaction

from the job and the degree to which someone like the job or dislike their jobs. In general, most definitions cover the affective feeling an employee has towards their job. This could be the job in general or their attitudes towards specific aspects of it, such as: their colleagues, pay or working conditions. The work outcomes meet or exceed expectations may determine the level of job satisfaction. Taber and Alliger (2020) also found that other measures (such as, level of concentration required for the job, level of supervision, and task importance) all had no impact on satisfaction. This study demonstrates that the accumulating enjoyment of work tasks added up to overall job satisfaction. However, the low relationship does suggest that other factors, besides enjoyment, contribute to how satisfied employees feel at work.

Afanjo (2002) suggested that the way employees experience their work would be reflected in organizational performance. Thus, organizational productivity and efficiency is achieved through employee satisfaction and attention to employees' physical as well as socioemotional needs. Human relations researchers further argue that employee satisfaction sentiments are best achieved through maintaining a positive social organizational environment, such as by providing autonomy, participation, and mutual trust. Based on this logic, employee satisfaction is believed to influence the development of routine patterns of interaction within organizations. Through mutual interactions, employees develop relationships with coworkers that also prescribe behavioral expectations and influence behaviors (e.g., norms or informal standards of acceptable behavior). For example, an unhappy employee could be prevented from lowering their performance by control mechanisms (e.g., standards of measurement, supervisory influence); however, widespread dissatisfaction among employees could lead to a strike or sabotage that might hinder an organization's effectiveness. Alternatively, dissatisfied employees might choose to maintain performance levels (due to control mechanisms) but neglect to inform supervisors of important information that, over time, would result in lower organizational effectiveness or efficiency. Thus, employees' job satisfaction opinions are important because they can determine collaborative effort.

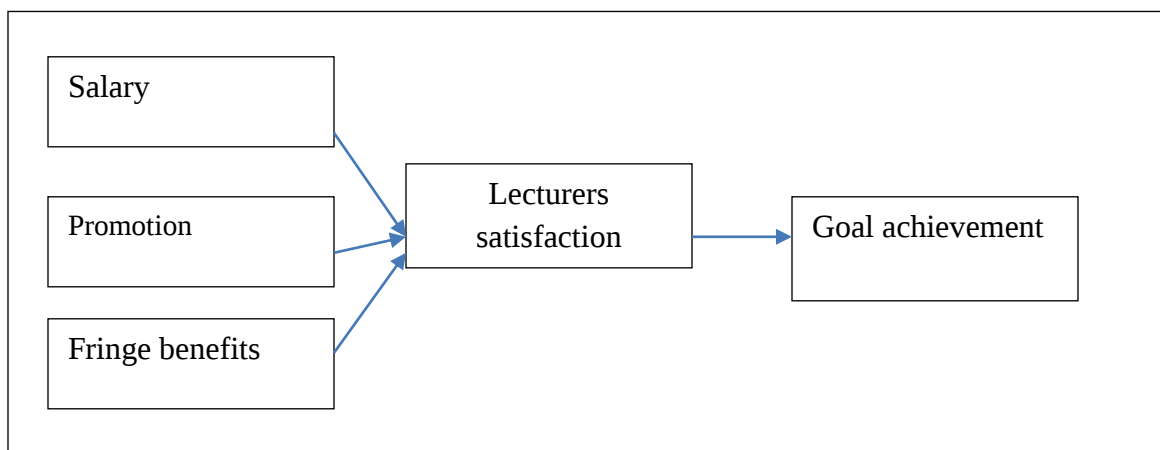


Figure 1. Element of job satisfaction

Benefits of Job Satisfaction in Nigerian Universities

Job satisfaction is very essential as it has many positive organizational outcomes, as well as vital positive outcomes to individual employees. Job satisfaction creates positive high staff morale among employees (Cranny, Smith & Stoner 1992). When an employee is dissatisfied, he directly or indirectly spread his dissatisfaction to the rest of the staff. This can cause a heavy decrease in the morale of the entire staff and can bring about a heavy decrease in productivity. In fact, a dissatisfied and unmotivated employee is a serious threat to the wellbeing of any organization. Job satisfaction increases a lecturers' commitment to an organization. A lecturer who is satisfied will want to remain in the job to give his best to his employing organization, whereas an unsatisfied employee will always be on the look-out for another job, and will leave the organization at any slight chance or opportunity. Additionally, job satisfaction improves the intensity of motivation among employees, as well as enhances the quality of the job and productivity level of employees (Ahmad, Jafar, Zainab, Khulood,, Eman, Asia, & Erika, 2012; Seema & Maryam, 2013; Aaron, Anusorn, & Vivian, 2015). Noe, Hollenbeck, Gerhart and Wriht, (2003) noted that satisfied workers are more eager and willing to apply new knowledge and innovation to their job performance and this always help organizations develop good competitive advantages in business arena. Job satisfaction also serves as a strong strategy for recruiting great worker. This is because, employees who are satisfy with their total job facets in an organization will attempt to recruit people they know who have the skills and competencies necessary to help the company. Moreover, when existing staffs speak favourably and positively about their organization, these verbal make prospective employees see the organization as a destiny of choice. This helps to attract talented and experienced individuals to their organizations. Additionally, job satisfaction creates favourable lecturers' attitudes that are associated with lower rates of personal turnover and less absenteeism. This is because lower turnover means lower recruitment and lower training costs. Kasim and Ghaffar (2012) note that job satisfaction generates loyalty, self-confidence and high commitment to the organization and also lead to productivity.

Concept of Goal Achievement

Goals provide the direction you need to reach your destination, the motivation to sustain you on your trip, and a way to measure your progress. Furthermore, the goal connotes the long-term plan which an organization aims at actualizing. It is ancestral to the fact that no organization is established without having a specific goal set to achieve. Bello (2014) affirmed that goal achievement is the fundamental reason for universities' establishment as the shortage of goals will render the institutions meaningless. Goal achievement as viewed by Draft (2009) refers to the degree to which an organization actualizes the set targets. An achievement goal refers to a future-focused cognitive representation that guides behavior to a competence-related end state that the individual is committed to either approach or avoid (Hulleman, Schrager, Bodmann, & Harackiewicz, 2010). In the past three decades, there has been a large body of literature published on achievement goals (Hulleman et al., 2010). Existing research shows that individuals differ in their behaviors and preferences in pursuit of achievement goals (Harackiewicz & Sansone, 1991; Harackiewicz, Barron, Tauer & Elliot, 2002). In the university, one may note certain lecturers worked hard and performed well on students, demonstrating high achievement goals. In contrast, other lecturers were not strongly concerned regarding academic performance, student students' performance which denoted low motivation for achievement goals. Achievement goals can activate intrinsic motivation (Cury, Elliot, Sarrazin, Da Fonseca, & Rufo, 2002). Based on this Lee, Sheldon, and Turban (2003) argue that achievement goals promote academic enjoyment when motivation technique is put in place.

Challenges Facing Lecturers in Nigeria Universities

The lecturers in universities are strong members of the universities' community. The place of the academic staffs are irreplaceable. In Nigeria, these academic staff are facing many challenges. These challenges are as follow:

1. Strike Actions: Strike actions by different union groups in the Nigerian universities is also frustrating the activities of academic staff of Nigerian universities. Many academic staff cannot function or discharge their responsibilities whenever there is strike actions either by the NASU or ASUU. Strike actions affect the teaching and research programme of academic staff. Strike actions caused unstable academic programme. Okoli, Ogbondah, and Ewor (2016) observed that it has become a known fact that students across various universities in Nigeria are constantly faced with industrial actions embarked upon by the Academic and Non-Academic Staff Unions of various institutions. The disagreement or lack of understanding between government and unions arising from non-implementation of agreement reached, often results in deadlock that usually disrupts academic calendar. As academic activities are suspended for a long period, the students reading abilities fell. Even the previous knowledge acquired is even forgotten by some students. This mostly turns some students into certificates seekers than knowledge seekers. During the strike action, both the students, academic staff and non-academics staff are displaced from carrying out their functions. Students will not be learning and lecturers will not teach and all academic services are put to hold. The implication of strike actions on the academic staff is that they waste their academic time while on the students is prolong their academic programme.

2. Insecurity: Insecurity problem is another problem facing many academic staff and non-academic staff of Nigerian universities. Many academic and non-academic staff have been killed and kidnapped by criminals especially the activities of the Islamic sect (Boko Haram) within the educational institutions where they are working. Insecurity have affected the entire education system in some part of the country. Many universities have been shut down in North-east part of Nigeria due to insecurity. Many higher institutions have also been closed down due to continuous attack on the school human and materials resources. Obi (2015) observed that insecurity and terrorism has been a major challenge to the Nigerian government in recent times. The activities of the Islamic sect (Boko Haram) had led to loss of lives and properties in the country especially in the Northern part of Nigeria. Some of these activities include bombing, suicide bomb attacks, sporadic shooting of unarmed and innocent citizens, burning of police stations, churches, kidnapping of school girls and women, etc. Kidnapping, rape, armed robbery and political crises, murder, destruction of oil facilities by Niger Delta militants alongside the attacks carried out by Fulani Herdsmen on some communities in the North and South have been another major insecurity challenge facing the country. Nigeria has been included among one of the terrorist countries of the world. Many lives and properties have been lost and a large number of citizens rendered homeless. Families have lost their loved ones. Many women are now widows. Children become orphans with no hope of the future. This has implications for national development.

3. Poor Computer Literacy: Another problem the lecturers of the Nigerian universities are facing is the problem of inadequate ICT facilities. Adeyemi and Mary (2013) observed that the information and Communications Technology (ICT) is the technology that has brought excitement to teaching, learning and research. It has become a major educational technology. In its simplest form, it can be used to prepare and reproduce handouts or make presentations of learning materials as slides in lecture rooms. At a higher level, ICT could be used in such instructional modes as e-learning. It is unfortunate that many lecturers in the Nigerian universities are not have adequate ICT facilities in their offices to be used for delivering of lecture or teaching. Research showed that access

of staff to computers in a faculty of education within Nigerian tertiary institutions, specifically academic staff needs ICT for their numerous tasks which includes: students' assessments; exams and records, administration for managerial purposes, design and development of tertiary institutions website; and etc. (Beda, 2012; Umar, & Rosnaini 2018).

4. Inadequate Infrastructural Facilities: Inadequate infrastructural facilities are another fundamental challenge facing the academic staff of Nigerian universities. Infrastructural facilities refer to that social capital that aids delivering of teaching, researching and other academic services in the educational institutions. Infrastructural facilities include classrooms, offices, lectures halls, sport ground, light, water, good roads, ICT facilities etc. Many academic and non-academic staff in the Nigerian universities do not have offices to discharge their academic services effectively due to inadequate infrastructural facilities in the many universities in the country. Many academic staff share offices and some do not even have while many non-teaching staff seats under the trees and roam about from one office to the other because they don't have office to sit. Many academic staff do not have constant light in their offices and internet services to support their online teaching programme. Obemeata (1991) submitted in his study that office spaces for academic staff and lecture rooms or halls are inadequate in our universities. Fatuzzo (2017) observed that the tertiary institutions in Nigeria seem to be grappling with the challenges of engaging their workforce especially the academic staff due to frustrating work conditions arising from inadequate or lack of teaching and research facilities, poor remuneration, unfavorable policies like high imposition of taxes, and poor job security with non-pensionable salary. These challenges may have culminated into poor performance in the University ranking.

5. Poor Research Programme: One of the cardinal programme and core functions of the lecturers is carrying out research. Over the world, lecturers are known for carrying out research frequently, it is unfortunate that academic staff of many Nigerian universities are not carrying out research due to poor funding of research programme and lack of conducive environment. This is confirmed by Okoli, Ogbondah, and Ewor, (2016) who affirmed the poor attitude of governments towards research and inadequate funding of research programs. Mercy and Wali (2021) also pointed out that research programs in Nigerian Universities have not given enough priorities it deserves. One of the functions of the Universities is to engaged in research programs and solve the social, economic, and political challenges affecting the Nation through their findings. Due to the poor research programs and lack of research capital, many young researchers are discouraged to embark on researches.

Way Forward to Improve Lecturers' Job Satisfaction in Nigerian Universities

Job satisfaction play a monumental role in the realization of goal achievement of education. For goal achievement to be attainable by the lecturers, there must be a well conducive environment for lecturers. Therefore, pay and benefits, work environment, top management leadership and reduction in workload play significant role for the goal achievement in the private universities.

1. Pay and Benefits: Pay and benefits is one of the strategies to encourage lecturers in the private universities to actualization of goal attainment. Pay and benefits are common financial incentives (Tessema, Ready & Embaye, 2013). Pay and benefits are essential elements that used to motivate lecturers in the university. It helps to increase lecturers' performance and productivity. Makena and Muguongo (2015) reported that basic salaries and allowances affects academic staffs' job satisfaction. The finding shows that pay and benefits are significantly related to job satisfaction. Dulebohn and Werling (2007I) noted that salary not only allows individuals to meet their fundamental needs but provides job satisfaction at a higher level as well. Further stressed that pay and allowances, fringe benefits

influence one's job satisfaction. On the same note, Linh (2018) confirmed that rewards and benefits are significantly associated with job satisfaction. However, poor compensation and benefits will have negative impacts on job satisfaction (Hee, Cheng, Yaw, Gee, Kamaludin, & Prabhakaran, 2016). Thus, Pay and benefits must be encourage by the private university management.

2. Work Environment: Work environment also play useful role for the promotion of university goal achievement. Work environment is explained as the setting, situation and environment in which people work (Oludeyi, 2015). It is also referred to the environment where it comprises people, tools, and other workplace physical components. Oludeyi, (2015) expressed that that academic staff's job satisfaction is related to work environment. Similarly, Anastasiou and Papakonstantinou (2014) echoed that good work environment contributes towards academic staffs' job satisfaction regardless of types of schools, colleges and demographics. Likewise, Naz (2017) opined that emphasized that supportive working condition improves academic staffs' job satisfaction. With this submission, working environment must be provided for lecturers so as to set goal of university.

3. Top Management Leadership: Top management also constitute part of what can facilitate goal achievement in the university if it is exhibited by the management. Top management is referred to a group of individuals at the top level who are managing an organization (Ghani & Khamis, 2008). Top management leadership is seen as a social communicating process between the leader and his followers. Generally, leaders influence the achievement of an organization's goals via change, innovation, engagement and motivational activities (Glamuzina, 2015). Top management's leadership style is important in influencing academic staffs' job satisfaction (Glamuzina, 2015). Top management is responsible to improve academic staffs' job satisfaction. You, Kim & Lim (2017) stated that if top management provides positive feedback, it will have positive impact towards academic staffs' job satisfaction. Top management's capability to allocate work equally has direct effect on job satisfaction as well. Top management leadership is one of the significant determinants in predicting teachers and academic staffs' job satisfaction and it also proved that academic staffs who work with supportive top management have higher job satisfaction (Ghani, & Khamis, 2008).

4. Workload: Workload constitute element that can enhance goal achievement of private universities in south west, Nigeria if it is reduce for lecturers. Workload is defined as the number of tasks given to an individual over a specified period of time (Dasgupta, 2013). Workload is generally referred to the intensity of the job assignments (Saad, Shah, Jaffari, Aziz, Ejaz, Ul-haq, & Raza, 2011). Lam, and Yan (2011) mentioned that heavy workload and tremendous administrative work will cause job dissatisfaction among academic staffs. The work itself may also contribute towards job satisfaction if minimal. Anghelach (2014) stated that lower workload will increase job satisfaction level among academic staffs. Anghelach (2014) further argued that tremendous workload would have negatively influenced academic staffs' performance and job satisfaction likewise, the goal achievement. The lower the workload, the higher the job satisfaction and goal achievement.

5. Adequate Infrastructural Facilities: The government should provide more adequate infrastructural facilities in the universities. This will enable academic and non-academic staff have adequate offices. Sullivan and Sheffrin (2003) infrastructure is a term used to refer to products, services and facilities that are needed for an institution to function. It therefore means that the ability of the school system to achieve her objectives depends on the availability of these products. Infrastructures are very important for learning to take place in any educational institution. Eseyin, Okaforand Uchendu (2014) stated that Infrastructures play a significant role in the provision of quality education in any nation. They aid in the dissemination, assimilation and transmission of knowledge. So, the government should

provide adequate infrastructural facilities in all the higher institutions to enable academic and nonacademic staff carry out their functions without any challenges.

6. Capacity Development Programme on ICT: The government through the National Universities Commission should develop policies and programme to ensure that training and retraining programme on ICT are provided for both academic and non-academic staff in the Universities. Basil, Felix and Eno (2013) recommended that ICT training of lecturers in universities should be accorded a top priority by university authorities. This should be done by providing ICT facilities as well as sponsoring lecturers to participate in the training both within and outside the campus. This has become necessary because ICT is relevant in virtually every academic work, ranging from classroom teaching and management of students' results to research productivity. Therefore, exposure to training in ICT on the part of lecturers will enable them carry out their job responsibilities uninterruptedly and without hindrance as well as sustain their interest in their respective university jobs.

7. Adequate Funding of Research Programme: Research programme is the second cardinal programme of the universities and it is use to rank the universities performance. Effective research development in the higher institutions is key to the development of the entire country (Jacob, Jegede & Musa, 2021). So, the government should increase the funding of research programme in the universities to allow more academic staff carry out researches in their various field.

Conclusion and Recommendations

Job satisfaction is a crucial factor that enables employees to perform at their highest potential. When individuals feel satisfied with their jobs, they are more likely to remain stable, focused, and emotionally connected to their work. Such employees tend to demonstrate stronger commitment and are more willing to contribute meaningfully toward the achievement of organizational goals. Job satisfaction therefore plays a significant role in enhancing productivity, efficiency, and overall organizational success. Several factors contribute to employees' job satisfaction. These include adequate and competitive remuneration, recognition for efforts and achievements, and a supportive and conducive work environment. In addition, opportunities to engage in challenging and meaningful tasks, as well as maintaining positive relationships with employers and colleagues, are essential in fostering a sense of fulfillment at work. When these elements are present, employees are more motivated and likely to perform their duties with dedication and enthusiasm. In the context of Nigerian universities, lecturers who experience a high level of job satisfaction are better positioned to deliver quality teaching, engage in research, and contribute to institutional development. Over time, this enhanced commitment and performance can lead to the successful realization of the university's goals and objectives. Based on the review of literature and the conclusion, these following recommendations are offer:

1. Employers of private should be interested in their employees' attitudes because attitudes give warnings of potential problems and because they influence behavior.
2. Employers of private should raise lecturers' satisfaction by focusing on the intrinsic and extrinsic parts of the job, such as making the work challenging and interesting, and also high and equitable pay in order to keep the lecturers motivated and committed to drive organizations vision and goals domain.
3. Employers of private should also put in place structures that enhance lecturers job satisfaction in order to induce positive subsequent lectures positive outcomes that may lead to maintain, and supported organizational competitiveness in today's highly competitive global era.
4. Employers of private should know that creating a satisfied workforce is hardly a guarantee of successful organizational performance. Therefore, effort should be made to position the organization to take an

advantage of opportunities that abound of that rises in the environment through effective environmental scanning, and effective corporate planning.

5. Management of private university should also focus on all facets of job satisfaction and not only on any one factor in order to enhance the lecturers' performance and goal achievement for the organization.

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