
IMPROVING BASES OF JOB SATISFACTION AMONG EMPLOYEES OF TERTIARY INSTITUTIONS THROUGH EFFECTIVE LEADERSHIP: NATIONAL DEVELOPMENT PROSPECT.

Dr.Meesua Udeeme,

&

Dr.Eze Ohaka

Department of Educational Management, Faculty of Education
Ignatius Ajuru University of Education, Port Harcourt

E-mail: uedememeesua2018@gmail.com

Tel: (+234) 8138821693,

ezeohaka7@gmail.com

08036823498.

Abstract

Bases of job satisfaction among employees of tertiary institutions are improved through effective leadership. The paper examined various bases of job satisfaction among employees as physiological or physical, employee relations, economic, effective communication or employee voice, psychological and the social bases. In improving the various bases of job satisfaction, the paper stated the strategies adopted by effective leaders which include assigned tasks should be based on areas of specialization, informal structures should be encouraged, reward for hard work and development opportunities, pay, working conditions, job security among others. The paper suggested among others that those who emerge as leaders of tertiary institutions should be visionary, creative, flexible, motivational and participative in order to secure the commitment their subordinates; private tertiary institutions should key into adopting effective leadership for the improvement of employee job satisfaction in their domains, salaries and other fringe benefits should be improved or reviewed upward and paid at the appropriate time by the government and institutional leadership for improved commitment of employees in the goals of tertiary institutions.

Keywords: Improving, Bases, Job, Satisfaction, Among, Employees, Tertiary, Institutions, Through and Effective leadership.

Introduction

Interestingly, organizations are formally or informally established with expectations to be achieved through the attraction, retention, commitment and motivation of the people working with the organizations. Organizations such as tertiary institutions are some of the organizations formally formed with the desire of meeting their expectations of producing quality and employable graduates for the education, economic and political sector. This mandate of higher education requires the recruitment and selection of qualified academic and non-academic staff into the institutions; motivate them to input positively in the goals of the institutions. Especially, the academic staff are expected to be carefully and systematically selected, well empowered and motivated, so as to put in their best in actualization of goals of tertiary education which include relevant manpower training for national development, intellectual capability development of individuals, acquisition of physical and intellectual skills for self-reliance in the society among others.

Put aside the fact that, salaries alone cannot constitute job satisfaction of an employee it is required of a leader of an organization to ensure that workers are adequately remunerated to be regularly paid, and committed to tasks. This gesture is expected of an effective leader in a tertiary institution to wield sufficient interest in ensuring that his staff and most especially the academic staff also referred to as lecturers are given a first lift in the salary system, and improving various bases of job satisfaction as ineffective or poor leadership; inadequate basic biological or physiological needs including food, water, clothing, sexual satisfaction, air, shelter and inability to provide psychological needs can bring about job dissatisfaction.

Effective leadership is appropriate in understanding the importance of salaries or wages and other bases of job satisfaction as means of retaining and motivating employees in educational institutions. Noting that, irregular and under pay can lead to several cases of job dissatisfaction and unhappiness among the staff of tertiary institutions resulting in low productivity due to ineffective teaching and learning as well as occasional industrial actions and strikes among academic and non-academic staff of tertiary institutions including universities, colleges of education, polytechnics and monotechnics. According to Amadi (2008), salaries and wages are paid for the following under listed reasons:

5. To fulfill legal obligations
6. To provide a fair reward to those who carry out specified tasks
7. To keep pace with inflation
8. To provide an incentive for employees

Conceptual Clarifications

Concept of Job

Job as a concept may be defined as an activity normally performed for the purpose of payment to earn a living. This means that the performance of job is necessarily to make life meaningful

irrespective of the kind of job done. It also, means that a job could be temporary (odd jobs) or permanent depending on the term of assumption. An individual who starts a job can become an employee which requires some level of satisfaction. A trained person for a particular type of job can become a professional (John, 2014). This means that a job is a subset of someone's career, according to John.

As a concept, according to Denga (2015), job may mean a discrete work activity or work schedule for which a reward is received in form of pay or not. It means also that, job can be paid or unpaid and categorized by the level of experience needed. Some jobs require specific training or educational requirements; some jobs are seasonal, temporary, self employment; consulting and odd jobs. Several individuals need a job for extra incomes and benefits. By so doing, they need some happiness and satisfaction. For instance, moonlighting becomes an additional job for a person who has a main job to earn extra income due to his being awake at night while he moonlights. The additional pay in this case becomes his source of job satisfaction since happiness and satisfaction are derived.

Concept of Job Satisfaction

Job satisfaction is the fulfillment derived from certain job activities done and rewards while motivation is associated with goal directed behaviour. Gibson, et al. in Peretomode (2006) asserted that job satisfaction is a relevant concept like motivation to the study of organizational behavior in that both concepts are inseparably related terms but are not synonymous in meaning. The ground of relationship between job satisfaction and motivation is adjudged due the fact that satisfaction is an important variable in the process of motivation in an organization.

Despite the relevance of the above definitions of job satisfaction, Weiss (2002) stressed that there are several definitions of job satisfaction as there are several authors and writers. According to Weiss, Locke definition of job satisfaction is considered most acceptable. Locke (1969) defined job satisfaction "as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values. On the contrary, job dissatisfaction is the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's values" (Locke, 1969, p.317). It means therefore, that job satisfaction is the fulfillment and happiness derived due to rewards for a job that is well done as well as the high values attached to the employee.

Sang, Ison and Dainty (2009) identified some factors that determine job satisfaction of individual employees in an organization such as tertiary institutions which include

5. Regular pay
6. Cooperating with colleagues,
7. Job security,
8. Rapid promotion,
9. The nature of tasks,

10. Organizational environment,

11. Supervisors and working conditions.

Rutherford, Bole, Hamwi, Madupalli and Rutherford (2009) added that co-workers, overall job, supervision, pay, customers, organizational policy, advancement, support and promotion are good determinants of job satisfaction. Importantly, an effective leader ensures that these determinants are taken very seriously into account for attainment of institutional goals.

Hellriegel and Slocum in Peretomode (2006) defined job satisfaction as the feelings about various aspects of the worker's work setting. For Middle-Mist and Hitt in Peretormode (2006), job satisfaction means the feelings of good or bad that one has about the environment and the work in particular. In his word, Hoppock in Peretornode (2006) considered job satisfaction as any combination of physiological, psychological and environmental circumstances that make a person to say, I am satisfied with my job.

Denga (2015) emphasized that job satisfaction is judged against the employee's physiological, social, economic and psychological needs. Accordingly, it is based on the satisfaction of these needs that an employee is motivated; the employee becomes satisfied and happy with his job. Therefore, employee's motivation is based on human needs.

Concept of effective leadership

While leadership is the process of directing and influencing others to obey rules and regulations of an organization, effective leadership simply means applying interpersonal intelligence in getting others to obey certain rules and orders of an organization or institution. By this definition, it is expected that those who are given leadership opportunities must have the exceptional quality of building good relationship and effective communication with others. According to Setiawati (2016), effective leadership is concerned with having interpersonal intelligence to communicate effectively with others and maintain good relationship for the purpose of achieving the expectation of an organization. According to Setiawati, in maintaining effective communication, the leader tries to exhibit active listening, creates awareness, involves people, collaborates and consults with the majority to success in all ramifications. In actualizing effectiveness, leaders commits and motivates others to the rules and goals of the organization; they share vision and also understand that it is only through collective interests that success can be made, therefore, leaders also comply with the rules and regulations that govern the organizations they lead. They subscribe to any idea or development that enhances change and innovation in line with global best practices (Nanjudeswaraswamy & Swamy, 2014).

In education, the success of any policy analysis is dependent on effective leadership as those in leadership positions who also analyze those policies are needed to feature their personal values in the process of making policies and important decisions. That is why Ololube (2017) said that effective leadership is attained through the definition and application of values. For Ololube, those who bring their values to bear can always distinguish themselves as leaders who lead by example and without compromise. In tertiary institutions, effective leadership style is

indispensably necessary to bring about technological innovation as complex system. This is in tandem with the perception of Nanjudeeswaraswamy and Swamy (2014) that effective leaders are needed to understand the rapid change in the global environment and economy. In doing this, the leader develops good relationship with the faculty through the participative means rather than centrally and autocratically undertake the affairs of the institution. This means that an effective leader depends largely on teamwork by involving everyone in the decision-making process of the institution. This goes a long way to improve the performance of the employees as they are exceptionally motivated and their values as human beings not taken for granted by the leader.

Setiawati (2016) expressed that it is through effective leadership in universities, colleges, polytechnics and monotechnics that the internal quality assurance mechanisms can be improved. According to Setiawati, quality assurance in tertiary institution is important as stated below:

1. Quality assurance is needed to embrace by all tertiary institutions.
2. Tertiary institutions need to incorporate quality assurance into their long-term policies.
3. Quality assurance enables higher institutions of learning to carry out innovations in teaching and learning as well as managerial system.
4. Higher educational policy change affects quality assurance for tertiary institutions.
5. Policies of most countries are implemented in line with quality assurance of higher education (Shah, Nair & Wilson, 2011).

Okorie (2009) stressed that effective leadership in education is measured by the achievement of the goals of the institutions; staff satisfaction and commitment to the goal of the institution; development, motivation, promotion and their continued survival in the institution as an organization. This is factual in the sense that, the leader integrates every member of the institution and ensures that their psychological growth and professional development are taken into account.

Factors influencing effective leadership

In the study of effective leadership, there are different external and internal factors that are taken into consideration. These environmental or external factors which include political, economic, social, ethical and technological factors while internal factors are the personality of the leader, leadership styles, supervisory skill, and personal qualities or characteristics or attributes of effective leaders.

External or environmental factors:

12. Political factors: Politics which is the superstructure of any system wields significant influence on effective leadership. In tertiary institutions, political factor influences effective leadership such that the government and laws of the state play important roles.

The government makes laws which affect employees' salaries, price of goods, levies, employment of staff among others. This, in most cases affects educational policies and decisions of educational leaders. Most times, institutional leaders who are by the civil service rule neutral politically are forced to the policy and programme of the party in government in order to survive. The principle of objectivity in the system is thrown to the dog as politicians confuse expertise knowledge with politics (Agi & Adiele,2015). Some of these policies and decisions affect the recruitment, selection and development of staff and their salaries as they run contrary to the interest of educational leaders and that of the National Universities Commission (NUC) benchmark for minimum academic standards. It should be noted, that the NUC ensures that education standard is maintained or improved; planning and development of universities and other issues like finances are in line with national development (Chidobi, 2017).

In Nigeria, the ruling would always expect tertiary institutions to carry out their policies and support their programmes devoid of consideration to the interest and welfare of their staff. That is why the government may decide to sack staff of higher institutions at will without recourse to the employment guidelines of the institutions. A study carried out by Uriah and Oruwari (2017) showed that even when the recruitment of staff at the Ken Saro-Wiwa Polytechnic in Rivers State followed the due process of the institution that brought on board qualified employees, the Rivers State government deemed it to lay off the staff for political reasons. There is no gainsaying in the fact that, some of the actions of political parties and their influential members coerce school leaders to accept the offer of becoming card carrying members of political parties in power. Nwogu (2006) added that allocation of educational resources such as teaching and learning facilities; buildings and other equipment needed in institutions is mostly politicized contrary to the interest of the institutions. However, leaders of educational institutions depend largely on Nigerian government and politics for their funding.

13. Economic factor: As essential as the development and funding of higher education is, leaders must be able to rally round external agencies to source for funds in addition of allocations from the government and internally generated revenue. Thus, it requires an effective leader to sustain his relationship with external economic agencies for economic support. Koontz in Denga (2015) opined that educational institutions need the capital for their development and described it as the machinery, equipment, buildings, different kinds of tools, cash and goods needed in the institutions. In achieving this, leaders must maintain effective relationship with the economically viable external agencies.

14. Social factor: Educational institutions are socially influenced due to the existing culture, traditions, values, attitudes and values are transmitted to the new or younger members of the society by the school (Mba, 2019). The role of the school makes the relationship between the society and the school to be more cordial and inseparable. Therefore, leaders must be conscious of this social environment when establishing and managing tertiary institutions to avoid conflicts.

- **Ethical factors:** The code of conduct, principles and ethics of higher education also influence its effective leadership. This is because tertiary institutions as formal organizations are established with ethical standards for their members to behave accordingly and work towards achieving goals. According to Denga (2015), organizational ethics include copyright or plagiarism laws, confidentiality among others.
- **Technological factor:** This is another environmental factor that influences effective leadership in tertiary institutions. Since technology involves the adoption of technical knowledge modern organizations use it in designing, producing, distributing and managing their products for the consumption of the public. That is why technology is important to organizations like educational institutions, and requires leaders to hold grip of it for their effectiveness. For example, the use of information and communication technology (ICT) is critical to education for the general good of the globe. Therefore, more computers are needed in educational institutions for both teachers and students to gain access (Tom-George, 2018).

Internal factors

These are the intrinsic factors that influence effective leadership. They include:

15. **The personality of the leader:** This is an innate or intrinsic or personal factor that determines the personality of a leader. This includes personal ways of life of an individual, personal behavior, personal characteristics or attributes and humane attitude which affect the perception of the people about him. It means that a personal humane attitude of a leader can enhance good relationship between him and his followers. According to Jung in Iwundu (1995), personality is of two types, namely; integrated and disintegrated personality. According to Jung, individuals with integrated personality are introverted, reserved, well composed, intelligent and confident but do not interact and share problems with others, therefore, they are bound to meet challenges and fail.

16. **Qualities of an effective leader:** Setiawati (2016) maintained that for leaders of higher education to be effective, they are required to possess some important personal qualities and characteristics or attributes including vision, creativity inspiration as a role- model, interpersonal intelligence, flexibility, planning skill among others.

Vision: Effective leaders of tertiary institutions envision or predict the future and what will be needed for the success of the institutions. Leaders share vision and mission of the institutions in order to actualize set goals (Setiawati, 2016).

Creativity: Since innovation, transformation and change are necessary in achieving the dynamic objectives of higher education, leaders are needed to think and have the competence in being creative and initiative to evolve strategies to carry out tasks in the institutions (Denga, 2015).

Inspiration: Due to the complex nature of higher institutions of learning, leaders are expected to inspire other members of the institutions; motivate and influence rather than coerce them to support the activities that are directed towards achieving educational goals in the institutions (Borstein, 2009). By so doing, academic staff members are spurred to cultivate greater interests in research which also bring to bear the technological know-how in the interest of the modern time and change in the society. Such leaders have courage, integrated and behave like servants for them to success. This, therefore, means that effective leaders are role-models as they inspire people to greater heights.

Interpersonal intelligence: It is also, expected that leaders of tertiary institutions develop and maintain professional relationship with other members of the institutions, thereby, giving opportunities for people to be involved in the affairs of the institution. Leaders do this, also, through active listening which characterizes effective communication.

Flexibility: Effective leaders in higher education are meant to be flexible and accommodating, and not being stiff and hard-hearted. Leaders respond to ideas that are beneficial and utilize them for the success of the institution concerned.

Planning skill: In order to pursue the goals of an institution, leaders must be able to determine in advance what is to be achieved. This also associates with clearly setting of goals, strategies and procedures for actualizing the set goals of the institution. Amadi (2008) said that the planning skill of a leader requires high level intelligence in foretelling the future events.

Evaluating skill: It is also said that leaders of tertiary institutions must be able to evaluate programmes planned so as to achieve predetermined goals of the institutions. Okoroma (2007) extolled the ground of an institutional leader having the mastery of evaluation due to the necessity of improving on past achievements for changes to be made where necessary. This also gives the leader to personally examine his performance for improvement if there is perceived weakness.

Professional Knowledge: Leaders of higher education are needed to reserve wider knowledge in education as a profession; they are required to acquire the professional knowledge in planning the curriculum and perform supervisory functions for actualizing educational goals. In achieving this, an effective institutional leader is required to bag higher degrees in education such as Ph.D, ME.d, PGDE, BE.d and NCE(Elechi, 2010).

Participative management: In managing tertiary institutions, it requires an effective leader to involve other members, especially the academic staff in decision-making (Amanchukwu, 2013). This is because as they interact with students in the classroom, it is possible to identify those students whose attitudes are not in accordance with rules and regulations of the

institution. In other words, human management requires collective efforts as leaders are less blamed for any failure as a result of poor performance and low productivity (Denga, 2015). Note, that participation gives other members of an organization who are not directly in the management cadre a sense of belonging.

Potential for solving problems: Leaders of higher education must reserve the potential for proffering solutions to staff and educational problems. In doing this, leaders are urged to incorporate other employees with higher knowledge and ideas in conflict resolution; delegating authority to capable members of the institution will enable talented subordinates to contribute their best in term of problem solving (Denga, 2015).

Recognition: To effectively discharge the function of leading tertiary institutions, leaders must be able to recognize those who contribute to the well-being of the institutions, and reward them for hard work. This, in most cases, spurs workers to do more for the success of the entire system.

Motivation: As motivation becomes the driving force, needs and mechanism for maintaining the activity of individual employees towards achieving goals, leaders must be able to satisfy those needs of individuals in order to attract them and gain their commitment to set goals. Leaders must understand the complex nature of higher education and their faculty, therefore, satisfying their basic or biological needs (Okorie, 2009). Denga (2015) asserted that the possession of these qualities or factors will further enhance leadership effectiveness with the goals of educational institutions attained.

Supervisory skill/ leadership styles: It requires an effective leader to possess the skill of carrying out supervision of the staff for them to rise to their tasks for the achievement of educational goals in the institution. In undertaking supervision, supervisory leaders are expected to be humane, help subordinates or academic staff to solve their classroom problems and adopt supervisory techniques that are adequate including demonstration, conference, classroom visitation/ observation, clinical supervision, micro-teaching, eclectic model and research as techniques (Koko, 2006; Anuna, 2004; Okoroma, 2007; Ahiakwo, 2003; Mahuta, 2009). Therefore, supervision should be carried out regularly for the success of the institution concerned.

In actualizing the above objective of effective leadership, leaders of tertiary institution adopt a variety of leadership styles. A leader who adopts the democratic leadership is capable of directing and influencing others to obey rules and regulations of an organization through the participation of others in decision-making process and wide consultations (Okoroma, 2007). This is the direct opposite of autocratic or authoritarian style of leadership that does not create room for the majority of the employees to participate in decision-making but high degree of dictation and direction. Leaders may decide to adopt the Laissez-faire leadership style for individual employees to perform their tasks freely devoid of direction and control.

Also, a leader who deserves laid down rules and procedures to be followed strictly may prefer the bureaucratic leadership style. By doing so, hierarchical authority and structures are set,

division of responsibilities for specialization and expertise to be achieved in the institution becomes a necessity.

Theories of job satisfaction

Maslow's needs hierarchy theory

It is worthwhile to note that, the theory of Maslow's needs hierarchy is appropriate in that it emphasizes job satisfaction of employees in organizations due to their motivation, empowerment and development. The needs hierarchy theory was propounded by Abraham Maslow, a clinical psychologist and developed it in 1943 for the study of motivation in organizations. Maslow viewed that human beings have needs and wants, which are not randomly needed but hierarchically needed based on propensity and complexity (Denga, 2015). According to Maslow, job satisfaction is influenced by extrinsic and intrinsic factors. They are physiological, psychological and socio-economic factors that influence individuals at workplace or organizations. Armstrong (2012) who extolled the position of Maslow's needs theory stated that, extrinsic motivation occurs when individual employees are motivated through rewards like increased pay, incentives, praise, promotion, punishment and disciplinary action; withholding of salaries while intrinsic motivation is derived from the work itself. The various needs can be stated as follows:

Physiological needs: These are also bodily needs for an individual to be satisfied on the job he does. These are needs for food, water, shelter, elimination of waste, sleep, clothing and sexual satisfaction. In the hierarchy they are the lowest category of needs, and continues from birth to death; they are the strongest motivators of people that require initial satisfaction for motivation. It should be understood that, no higher need can be satisfied if the basic needs and factors are not satisfied or taken into consideration. This makes it an unending process as man is a wanting animal, according to Maslow, the proponent (Denga, 2015).

Safety or security needs: Higher level needs emerge if the basic needs are sufficiently satisfied to affect the behavior of the worker. These are needs for security, protection against danger and accidents, protection from physical or psychological harm; economic disaster, protection against all forms of threat and deprivation, needs for job security and stability; protection from ill-health and pain (Okorie, 2009). In the educational system, leaders of educational institutions who are effective try to satisfy these needs for employees to be committed through the provision of safe and conducive working conditions, job security and fringe benefits to avoid unnecessary retrenchment or sack.

Social needs: These needs emerge to influence employee behavior if the psychological and safety needs are met. Social needs are also referred to as belongingness and love needs. They are the needs for love or affection (not necessarily sex), the need to feel belong or needed; needs for association, friendship, interaction and acceptance by others in an environment of work (Hoy & Miskel, 2008). These needs are departure from the physical or psychological levels of needs (the first two needs). They are very important needs in motivating people at work place like the school system in which relationship and interaction among members of

staff are indispensably needed. Any deviation from satisfying these needs also affect employees mentally and may results in absenteeism, discontentment, poor performance, breakdown in emotion, low job satisfaction among others. It becomes necessary for leaders of organizations such as universities, colleges, polytechnics and monotechnics to put in place measures that could provide opportunities for employees to relate together and feel belong, for them to be happy also and show job satisfaction. This is what Amanchukwu (2013) termed as accommodating informal groups in formal organizations for employees to interact and share ideas that also affect their job performance and organizational goal achievement.

Esteem needs or Ego: These are needs at the fourth level in the hierarchy. They are in two ways. This is a need for an individual to feel important and be organized by other people (the stage of feeling important among others). McGregor in Okorie (2009) identifies two kinds of egoistic or esteem needs as:

17. Needs of a person's self-esteem: The needs for self-confidence, for independence, for achievement, for competence and knowledge.
18. Needs for a person's reputation: These are needs for status, for recognition, for independence, for appreciation, and to be respected.

Self- actualization needs: These are the highest needs to be attained in Maslow's hierarchy of needs. According to self-actualization is the desire of an individual to become everything he wants to become. The stage of an individual to be skilled and able to know his potentialities as the best human being; being creative for his self-development and acquires problem solving abilities to all challenges.

Bases of job satisfaction

Recruiting people into an organization is not end in itself but providing the measures for retaining employees since high productivity is very indispensable. The following are the bases of job satisfaction that could lead to high productivity.

Physiological or physical bases: These are basic needs expected to be satisfied for the human body to derive satisfaction. Those needs are food, oxygen (unpolluted) water, shelter, rest, ventilation in a conducive environment, exercise; physical exercise and game facilities(Denga, 2015). If high productivity is expected, the leader of the organization should see these needs as fundamental to be provided for employees with the absence of disturbances and air pollution. This enables individuals to contribute positively to goal attainment.

Employee relations bases: this means putting in place and maintaining the good relationship between employees and employers in an organization. The leadership of an organization should ensure that the interest of employees is taken seriously into account knowing their psychology either collectively through their trade unions or individually; also taken into account employment practices, terms and conditions of employment. Since employees usually want a "fair day's pay for a fair day's work" and a voice in their terms and conditions of employment and the manner in which their job is arranged, leaders should be able to manage this relationship

very effectively in the good interest of employee; workers unions should be allowed to organize their members. This will contribute to high productivity (Armstrong 2012)

Economic bases: it also means instrumental bases. Since most employees depend on monetary income as the basis of job satisfaction, leaders should ensure that salaries are paid regularly, and additional benefits like fringe benefits, retirement benefits, housing benefits, health allowances and many other needs be taken into full consideration for employees to derive their contentment and happiness (Denga, 2015). Noting that, a “satisfied person is a happy person”

Effective communication or employee voice bases: In order to attain job satisfaction, there should be adequate exchange of employees voice whether directly or indirectly should be considered by the leader to contribute positively to decision-making in the organization. For Boxall and Purcell (2003), employee voice empowers employees directly or through unions (indirectly) to contribute to the decision making in the firm. It is further stressed that, employee voice is important due to the necessity to recognize a plurality of interest and interest groups which need to learn how to live and work together and expected to adopt means of communicating the rules of the organization to the employees and the strategies for achieving goals. This also means that, lack of information may clog the system.

Psychological bases: Also involve the needs for praise, love or affection, job security, belongingness, status, self esteem, needs to be integrated and self-actualized. These are not purchased with money but they are psychological needs that should be taken into account by leaders of organizations to realize job satisfaction and high productivity (Hoy & Miskel, 2008). Most human beings need love to be integrated into a working system; be recognized and carried along.

The social bases: an employee is expected to work diligently. A diligent worker works without damaging the machinery or tools. It becomes contrary when leaders are not able to meet the social needs of employees like needs for interaction, social status, needs for social recognition and belong to social clubs (Iwundu,1995). All these factors contribute to job satisfaction and high productivity. Leaders should understand these factors and ensure that they are satisfied.

An employee who is under pressure to meet some social demands at home cannot deliver tasks allocated to him and therefore, cannot input in the actualization of organizational goals. Thus, making provisions for a worker to be stable and take care of the home demands can positively affect his job; such an employee will contribute largely to the expectations of the organization. Academic staff who avoids a troubled home is likely not to perform adequately in the classroom setting; maybe he is frustrated socially and not being hopeful to be given consideration by his leader. Leaders should learn how to carry their followers along in the face of conditions that are likely to cause frustration.

Strategies for improving bases of job satisfaction

The success of any organization is dependent on the ability of the leader to increase the morale of the people working in the organization. Some of the strategies or ways of doing that are x-rayed below:

Assigned tasks should be based on areas of specialization: In order to gain the positive contributions of staff in educational institutions, leaders are expected to understand that such a system is formal and structured based on expertise and merit, therefore, responsibilities be distributed in line with staff expertise knowledge so they can bring their professional and high performance to bear. This shows that, in tertiary institutions non-academic staff should ensure the implementation of policies in the administrative offices rather than venture into the classroom where they are not oriented. Even in the academic cadre, teaching staff are needed to teach courses in their own disciplines of specialization for student high learning outcomes to be achieved (Peretomode, 2006). In other words, the principle of division of labour should be made practicable in higher institutions of learning. This, in most cases reduces workloads from leaders and staff in general.

Informal structures should be encouraged: Formal organizations such as tertiary institutions, informal groups are required to be created for employees to work as a team as they interact and share ideas that will enhance the progress of the institutions. Get together; staff clubs, staff associations and other recreational areas are required for staff to occasionally chart their personal and academic problems for solutions to be proffered. This situation in institutions reduces boredom and other anti-social thinking among employees. Staff grievance is addressed through meetings since their voices are heard and cautions are made where necessary (Armstrong, 2012). Employee voice is important to enhance high productivity in organizations.

Reward for hard work and development opportunities: Another good way of satisfying employees is when they are rewarded for jobs well done, and get dissatisfied when they are not appreciated for high performance. Therefore, even when the credit goes to the leader, he should keep rewarding and appreciating the staff; give them new and challenging roles to perform. Employees such as the faculty in tertiary institutions should be supported and given the opportunities to undergo professional development through in service training programmes, on-the-job training among other to keep them a breast of current trends which has beneficial effects on the student (Amaele, 2010).

Pay-Pay is the most indispensible obligation an employer owes an employee. It may be in the form of salaries or wages. There are 3 reasons for paying wages or salaries.

- To attract suitable employees sufficiently
- To retain productive employees
- To reward employees who show loyalty, effort and experience for achievement of goals. According to Herzberg in Okorie (2009), if the stated factors or rewards are not provided, the workers will not be satisfied. It means that the absence of pay or any

underpay can lead to job dissatisfaction. The difference between wages and salaries is that wages may be paid weekly to employees on manual grades usually while salaries are payments made monthly. A salary system is a mechanism for an organization to plan how to attract, retain, reward and motivate the salaried employees.

Fringe benefits: These are extra incomes or entitlements paid employees in addition to basic salaries or wages by the management. Fringe benefits are given to all employees of an organization without discrimination; not based on individual performance (Peretomode & Peretomode, 2005). But inability to pay these fringe benefits, employees will be forced to change their attitudes toward job which will lead to reduction in their interest. Leaders of tertiary institutions consider it a tradition to pay staff their fringe benefits on time, to commit them to the goals of the institution.

Status: This is when the responsibilities of the employee are defined in line with the basic employment rights for which employment status are determined (Okorie, 2009; Amadi, 2008). Are you a contract employee or permanent? Are you a self employee? If adequate attention is not paid to the status, there is bound to experience dissatisfaction.

Job security: every employee needs job security but when an employee feels threatened by perceived insecurity of his job his interest or effort may decrease drastically which will also affect productivity adversely (Okorie, 2009). This means that an employee with job security feels valued and satisfied as he envisions the future of the organization with a leader who is also effective.

Working conditions: when the factors within the working environment such as salaries, employee relations, effective communication, etc are not provided or satisfied, it will lead to job dissatisfaction (Agi & Adiele, 2015). Bad working conditions reduce employees' interest in putting their best in the realization of core goals. Job satisfaction is increased by conducive work environment.

Interpersonal relations with superiors: this goes to mean that the leader of an organization creates an effective superior-subordinate relationship. An employee with high quality relationship with his superior is said to have more access to information and he is likely to succeed or be satisfied more than others at work place. But such an employee will show dissatisfaction if the avenue for such a relationship is not provided (Okorie, 2009).

Interpersonal relations with subordinates: Workplace relationship between subordinates or co-workers or peers leads to cohesion, commitment, satisfaction and productivity but job dissatisfaction may ensue if leaders cannot provide the opportunity for interactions within the system (Hoy & Miskel, 2008). Thus, leaders are duty bound to improve on their relationship with their followers in tertiary institutions.

Supervision: Supervision of job is indispensable in every system but when supervisors are not supportive, the good desires of the supervisees will be decreased. Therefore, supervision should be based on cooperation and humane relation between the supervisor and the supervisee. For

Anuna (2004), supervision is a cooperative and team-type service. This means that supervisory job should incorporate others like vice-chancellors, provosts, rectors and other staff for improved productivity.

Policies and administration: Policies of tertiary institutions should be made and implemented to have equal affects on all, both the management and employees; administrative personnel should carry out their functions efficiently to satisfy all concerned (Okorie, 2009). Leaders of higher education should ensure that the aforementioned strategies are held very tenaciously for improved job satisfaction and performance of employees.

Conclusion

Importantly, employees deserve some levels of improvement in terms of income or wages, fringe benefits and other needs which enhance satisfaction, contentment and happiness for their best commitment to organizational goals. In achieving this, leaders of organizations are required to be participative and motivational in all ramifications. In this paper, it is deduced that, in improving the bases of job satisfaction among employees of tertiary institutions as organizations, effective leadership is appropriate. This is because, in securing the commitment of staff in higher education, leaders must be creative, visionary, inspirational, participative and motivational. Thus, effective leadership is important in enhancing improvement of bases of job satisfaction among employees of tertiary institutions, and should be encouraged.

Suggestions

The paper suggests among others that:

- Those who emerge as leaders of tertiary institutions should be visionary, creative, flexible, motivational and participative in order to secure the commitment of their subordinates.
- Private tertiary institutions should key into adopting effective leadership for the improvement of employee job satisfaction in their domains.
 - Salaries and other fringe benefits should be improved or reviewed upward and paid at the appropriate time by the government and institutional leadership for improved commitment of employees in the goals of tertiary institutions.
 - Basic needs such as conducive working environment, shelter (staff quarters), unpolluted water, etc. of employees should be provided since salary alone is not sufficient for satisfying employees in the institutions of higher learning.

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