Employee Participation and Job Satisfaction of Non-Teaching Staff in Public Universities in Lagos State Nigeria

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Abstract: Few research has been done on the use of employee participation strategies in Nigerian higher education, especially when it comes to resolving the complaints of non-academic staff at public universities in Lagos State. The aforementioned amounts to a void that has caused an unaddressed loss of inclusivity. As a result, public university strikes and impasses in negotiations between the government and the Non-Teaching Staff (NTS) Union are typical. In light of the aforementioned context, this study looked at NTS's job satisfaction and employee participation policies in the public universities in Lagos State. 4,800 NTS from Lagos State University and the University of Lagos made up the study population. The study successfully collected 357 copies of the administered questionnaire using a survey research design and a multi-stage sampling technique. The results of the tested hypotheses demonstrated that non-teaching staff members' job satisfaction in Lagos State's public universities was insignificantly impacted by employee participation. The study comes to the conclusion that NTS employees' job satisfaction was insignificantly impacted by their participation. To quell the agitations of NTS, the study suggests that university management review their employee participation policies (i.e., participation in work planning, idea generation, welfare decision, goal setting, and involvement in suggesting improvement).

JEL Classification: M10; M12; M19.

Keywords: Employees; Participation; Job; Satisfaction; University.

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Introduction

Even in tertiary institutions, the global environment is growing more unpredictable and complex. More so in regard to the problems that agitate non-teaching staff, and the level of intensity is constantly rising, particularly in Nigeria. As a result, modern institutions demand careful consideration. Given this, it is necessary to investigate and evaluate the problem of non-teaching staff distress. Consequently, it is critical to shed light on staff inclusivity and its possible impact on job satisfaction, especially when it comes to non-teaching staff, in order to help dissolve ingrained fears. This may increase the chances that institutions will be able to access the benefits that go along with the indicated staff members’ job satisfaction, particularly in public universities. When established and carried out consistently, workforce involvement practices may lead to the realization of projected benefits (Joyce and Vijai, 2021).

Nigeria is among the African nations endowed with a wealth of natural and human resources (Brown and Stephen, 2017; Rotimi and Uffie, 2018). Two types of employees work in Nigerian universities: teaching staff and non-teaching staff. Non-teaching staff members are employees who support academic institutions without carrying out academic duties but nevertheless make a positive impact on the universities’ future. Nigerian public universities are those in which the Federal or State Governments of Nigeria are the founding and primary funders. Every state-or federally-owned university strives to fulfill its stated purpose. The following groups of people are involved in Nigerian public universities: government (Ministry of Education, National University Commission, Ministry of Labour and Empowerment, Ministry of Finance, University Governing Council, and University Management), alumni, donors, consultants, contractors, media, industries, non-teaching staff, academic staff, grant organizations, award organizations, and scholarship boards. A stakeholder's action or inaction may have an impact on other stakeholders at public universities (Langrafe, et al., 2020).

Taking the aforementioned into account, the government's actions and inactions as a stakeholder in Nigeria's public universities are leading to a number of issues. There are worries that representatives of the government are insensitive to the pain of stakeholders within Nigeria's public universities. Furthermore, there are rumors that the children of government appointees running Nigeria's public universities are studying abroad; as a result, the predicament of those who cannot afford these extravagances seems to be of little to no concern to them.

The organizations that comprise the Non-Teaching Staff (NTS) in Nigeria's public universities are the National Association of Academic Technologists (NAAT), Joint Action Committee (JAC), Non-Academic Staff Union (NASU), and Senior Staff Association of Nigerian University (SSANU). In the event of a non-teaching staff strike caused by the government's failure to implement the agreement, stakeholders that would suffer consequences include parents, students, the government, and the general public (Agbakwuru, 2022).

Non-teaching staff (NTS) have not participated in decision-making processes, but rather have observed university affairs. For example, the Registrar and Bursar of the university are the only non-academic representatives at university council meetings; their primary role is not to safeguard and promote the interests of non-teaching staff. Employee participation can take the form of inclusive information sharing that is free from discrimination, providing open access to performance evaluation feedback, and involving staff members in decision-making. In public universities in Lagos State, Nigeria, the absence of a voice and exclusion from the decision-making process are sufficient grounds for dissatisfaction among non-teaching staff and other stakeholders. It makes sense that NTS and academics are not on an equal footing; that being said, providing them with a sense of inclusion may help to further foster a friendly relationship and encourage NTS to provide academics with strong support services. The knowledge economy appears to be assuming a central role on a global scale; clearly, any institution facing internal oppositional dispositions will find it challenging to make a remarkable impact.
Considering the body of research already available for this study, the mismatch in terms of variables, scope, and location is one of the missing pieces in the majority of studies on employee participation. As an illustration, nearly all research on employee participation has focused on job commitment, job performance, and organizational productivity; however, job satisfaction comes first. The absence of job satisfaction as a dependent construct in the research created a variable gap concerning the job satisfaction of non-teaching staff in Lagos State's public universities.

In light of the aforementioned, the following research question surfaced:

What impact does employee participation have on non-teaching staff members' job satisfaction at Lagos State's public universities in Nigeria?

The structure of this study basically comprised of abstract, introduction, literature review, methodology; data analysis; discussion of findings; conclusion and recommendations. The study's main goal was to determine how employee participation affected non-teaching staff members' job satisfaction at public universities in Lagos State, Nigeria. The stated research objective necessitated the following research hypotheses:

H0: Employees' participation has no significant effect on job satisfaction of the non-teaching staff in Public Universities in Lagos State, Nigeria.

Literature Review

Employee Participation

According to Abdulkadir, Isiaka, and Adedoyin (2012), employee participation is what motivates workers to voluntarily contribute to the achievement of the set organizational goals and objectives. Employee participation, as defined by Odero and Makori (2018), is a tactic whereby workers actively participate in the formulation and execution of organizational policy. Odero and Makori (2018) held the opinion that employee participation could plan an increase in output for both individual and group workers, which is a measure of worker performance. Employee participation, according to Rohlfer (2018), is the act of involving and including workers in decision-making. The researcher contends that an organization is underutilizing its labour force if it does not institutionalize the idea of employee participation. Conversely, underutilizing staff members is a wasteful and careless move on the part of the manager or management group as a whole. Using a combination of the aforementioned definitions, the researcher defines employee participation as an instance in which an organization’s leadership extends a hand to its rank and file to solicit their input in choosing and implementing a course of action that will benefit all parties involved.

Zopiatis, Constanti, and Theocharous (2014) looked at the causal relationships between job involvement, organizational commitment, and job satisfaction. The data analysis for the study was done using SPSS software. collected data through a survey administered to a randomly chosen group of hotel employees in Cyprus. The data was analyzed using SPSS software. The findings demonstrated a positive relationship between job involvement, affective and normative commitment, and intrinsic job satisfaction. The study found that affective and normative organizational commitment were positively correlated with both intrinsic and extrinsic job satisfaction. It also claimed that there was a negative correlation between affective organizational commitment, extrinsic job satisfaction, and turnover intention. A study conducted by Cheema and Asrar-ul-Haq (2017) looked at the impact of employee participation on organizational performance in the US. The study used statistical tools to collect and analyze data. Large cross-country variations in the impact of staff participation, morale, and shortage on organizational performance were found in the empirical results. The study also found that employee involvement improved organizational performance. Furthermore, Odero and Makori
(2018) conducted a study on the performance and involvement of employees and produced empirical extracts. Sixty staff members from four public universities in western Kenya made up the study sample. Data were gathered for the study using a structured questionnaire and basic random sampling methods that were stratified. Regression analysis and Pearson's Product Moment Correlation test were employed inferentially in the study. The findings showed a significant and positive relationship between employee involvement and performance. Additionally, in a few different industries, Amosa, Omolabi, and Suleiman (2019) conducted an empirical analysis of participative management and worker job satisfaction. Copies of the questionnaires given to respondents who were chosen at random provided the study's data. Inferential statistics were used to analyze the collected data. The results showed that employee work performance was significantly impacted by participative management. Additionally, a correlation between employee job satisfaction and indirect participation dimensions was found. The study came to the conclusion that one crucial management tactic for raising worker performance was participative management. The study suggested that through the implementation of participative management, organizations should prioritize comprehensive task and contextual performance behavior strategy.

Additionally, Uribetxebarria, Garmendia, and Elorza (2021) looked into the connection between worker participation, worker well-being, and worker productivity within the organization. The study was conducted in a few Spanish organizations. Copies of the questionnaire were given to participants in the study who were chosen at random in order to collect data. Statistical tools were used to analyze the available data. The findings showed a strong correlation between worker well-being and decision-making participation. The authors presented their findings on employee participation based on their individual studies, based on a review of the existing literature. While some used mixed methods, others tested for regression and correlation.

An empirical study conducted by Alas (2007) looked into job satisfaction and employee participation. A subset of Estonian businesses was the subject of the study. The results demonstrated a favorable correlation between job satisfaction and employee participation. The study found that employees who are happier in their positions are more likely to be receptive to changes within the company. Similar to this, Barden (2018) conducted an empirical survey in the United States of America to examine the relationship between job satisfaction and employee engagement in the Social Security Administration. The findings showed a positive correlation between employee engagement and job satisfaction. Mohsen and Sharif (2020) conducted an empirical investigation into job satisfaction and employee participation at Afghanistan International Bank. Results indicated that work satisfaction is positively impacted by employee involvement. Additionally, the relationship between job satisfaction and employee engagement was empirically investigated by Reisssova and Papay (2021). In the Czech Republic, the study was carried out by the researchers. The findings demonstrated that job satisfaction was positively impacted by employee engagement. More specifically, at snack food distributors in Surabaya, Sidoarjo, and Gresik, Indonesia, Aristotelin (2022) conducted an empirical study on the relationship between job satisfaction and employee performance using employee involvement as a mediator variable. Results indicated that job satisfaction moderates the impact of job satisfaction on employee performance and that job satisfaction has a major impact on employee engagement. Oyebanji and colleagues (2023) conducted an empirical investigation into the correlation between job satisfaction, employee engagement, and organizational performance in two chosen companies located in Lagos State, Nigeria: Lipo Microfinance Bank and Khmedan Global Services. The results showed that there were positive and significant relationships between organizational performance, employee engagement and job satisfaction.

Nevertheless, there is always room for more research. For example, the empirical studies that have already been done focus more on employee engagement, job performance, and work commitment than on organizational effectiveness. There is no connection between non-teaching
staff at public universities in Lagos State, Nigeria, and the studies that connected participation with job satisfaction that took place outside of the university system.

**Job Satisfaction**

According to Hari (2017), achieving job satisfaction involves making all facets of an employee's work simple for them while also giving it purpose, significance, and challenge. According to other authors, motivational and hygienic factors are useful measures of job satisfaction (Rahman, Akhter, and Khan, 2017). Moreover, Azumah, Mohammed, and Tetteh (2017) described job satisfaction as the result of a human resource manager making sure that workers don't have an excessive amount of work, that salaries are reasonable, and that all rewards and benefits—both monetary and non-monetary—are given out on time and to those who deserve them. Moreover, job satisfaction is a significant determinant of an organization's overall performance, according to Oravee, Zayum, and Kokona (2018). It is concerned with an individual's level of job satisfaction. Yaya (2019) asserts that enhanced employee recognition, effective leadership, and better human capital development initiatives all contribute to increased job satisfaction. Furthermore, Mir (2017) maintained that an organization's greatest asset is a contented, joyful, and diligent workforce. Furthermore, Sam (2018) explained that job satisfaction is the result of improvements made by management and employers in certain areas related to human resources, such as staff promotions, salaries that are commensurate with performance, workplace justice, and general compensation administration to inspire workers.

Additionally, Ngeny (2017) defined job satisfaction as the extent to which employees are happy with the roles, responsibilities, tasks, and functions that have been assigned to them within an organization. According to the cited researcher, among the factors influencing non-teaching staff members' job satisfaction are compensation and opportunities for advancement. According to Ngeny (2017), compensation significantly and favorably affected workers' job satisfaction. Ngeny (2017) supported management “non-teaching staff should be equitably remunerated and be paid by federal government, like other civil servants, working in juicy Ministries, Departments, and Agencies (MDAs)” in addition to the aforementioned submissions. Furthermore, Ngeny (2017) argued that in order to improve worker job satisfaction, an employee's experience and qualifications should match their salary at all organizational levels. Furthermore, according to Nawi, Ismail, Ibrahim, Raston, Zamzamin, and Jaini (2016), job satisfaction is the condition in which workers are content with their positions and the company they work for. According to Nawi et al. (2016), a state of job satisfaction is one in which workers have no resentment or grievances against their employer's management style or the organization that employs them, meaning that there is no chance of unrest.

An empirical study on job satisfaction was carried out by Shah, Monahan, and Shumaker (2019). United States of America was the study's location. Google Form copies of the questionnaire were used in the study. The responses underwent quantitative analysis. Increased pay was found to result in higher levels of satisfaction. Furthermore, Ramos et al. (2021) looked at traits and contrasted the job satisfaction of fitness professionals in Portugal based on factors like gender, age, professional experience, title, and educational background. Respondents to the online survey were involved in the study. The empirical findings suggested that grades are related to satisfaction. The results also indicated lower levels of job satisfaction with regard to pay, advancement potential, and job stability. Additionally, Brenninger (2015) looked into the relationship between employee satisfaction and business value empirically. The United States of America (USA) and Germany were the sources of data used in the study. Employee satisfaction and company value are positively correlated, according to the results of the SPSS data analysis. Additionally, at Lonmin Rowland Shaft in the North West Province of South Africa, Motlou, Singh, and Karodia (2016) assessed the effect of job satisfaction on employee retention. The findings suggested that employee performance is influenced by job satisfaction.
Additionally, Rahman et al. (2017) looked into the variables influencing workers' job satisfaction, paying particular attention to a comparison of Pakistan's conventional and Islamic insurance. The analysis's conclusion showed that financial motivation is the only factor that influences job satisfaction. Furthermore, Azumah, et al. (2017) conducted an empirical investigation into university staff members' job satisfaction. The study used a cross-sectional study design with 100 respondents to examine the overall job satisfaction of university staff at Sunyani Technical University in Ghana (Azumah, et al. 2017). The study's findings, which were derived using the standard ordinary least square (OLS) method, demonstrated that workers are content with their jobs overall and with the survey's identified elements of satisfaction, with workload and salary being the most highly satisfied (Azumah, et al., 2017). The authors cautioned higher education administrators to consider the study's findings when encouraging staff members to improve performance. Additionally, Mir (2017) evaluated bank workers' job satisfaction with an emphasis on Srinagar City, India. The study's findings showed that a number of factors, including the working environment, the nature of the work, employee participation, and relationships with coworkers, had a significant impact on job satisfaction.

Furthermore, Ngeny (2017) investigated the job satisfaction and working environment of non-teaching staff in secondary schools located in Kenya's Keiyo South Sub-County. 408 non-teaching staff members made up the targeted population. Both descriptive and inferential statistical methods were applied to the analysis of the quantitative data collected for the study. According to the study's findings, compensation significantly and favourably impacted job satisfaction. Furthermore, Sam (2018) examined the job satisfaction and performance of a subset of the bank employees in Cape Coast City. The findings demonstrated the positive and significant impact that job satisfaction has on workplace performance. Saliu, Gbadeyan, and Olujide (2015) looked at how organizational commitment affected security officers' job satisfaction at a few Kwara State universities. Data were gathered for the study by randomly assigning a questionnaire to 300 security personnel. Utilizing regression analysis and Spearman rank correlation, the data was examined. Positive correlations between organizational commitment and job satisfaction were demonstrated by the results. There was very little correlation between job satisfaction and affective commitment. Chieze et al. (2017) also carried out a survey on the job satisfaction and working conditions of Nigerian bank employees. For the analysis, statistical software was utilized, specifically SPSS. The outcome demonstrated that the workplace had a positive impact on workers' job satisfaction. Both job satisfaction and employee participation have been the subject of a great deal of research. Odero and Makori (2018), Uribetxabarria et al. (2021) Zepositis et al. (2014), Au (2016), Cheema and Asrar-ul-Haq (2017), Amosa et al. (2019), and Odero and Makori (2018) were the authors who had the closest questions.

However, not one of those studies ever looked at how employee participation affected job satisfaction, specifically concentrating on the non-teaching employees of Lagos State's public universities in Nigeria. As a result, this study's main focus was that gap.

**Equity Theory (ET)**

Equity theory was introduced by J. Stacy Adams in 1960. It is assumed that workers want all employees in an organization to receive fair treatment on an equal basis. Employees contribute to the organizations in which they work, and they would like their compensation to reflect the extent of their involvement in the final product. To put it plainly, every employee is interested in the difference between what they brought to a job and the results they get out of it, as well as the differences between what they believed others to be their inputs and results (Adams, 1963). In opposition to this theory, Huseman, Hatfield, and Miles (1987) argued that people's perceptions of fairness and interactions with others are influenced by psychological and demographic factors rather than by how they are treated or rewarded. Fairness, according to
some researchers, is a necessary component for maintaining relationships within an organization (Dajani, 2015; Meta and Alib, 2015; Ndungu, 2017).

Equity theory is very helpful in guaranteeing that parties in an organization interact smoothly, according to Bao and Wu (2017). Furthermore, as has been pointed out, equity theory can be used to douse tension through compensation, equity, stock options, and inequality aversion. After upholding equity theory, Indriani (2015) developed an emphasis on fairness. The author found that it was far more detrimental to not fairly reward those who deserved it than it was to reward those who did not. In line with the equity theory, Balassiano (2012) submitted that in any human-driven corporate environment, affective organizational commitment, perceived justice, and perceived equity require close consideration. Accepting the equity theory, Griffeth, Vecchio, and Logan (1989) found that the nature of official interactions could indicate interpersonal attraction and could be important in determining and providing the workforce with the necessary sense of justice and belonging.

Equity theory is applicable to this study since non-teaching staff members should have fair working conditions, adequate inclusion, and the ability to participate in the decision-making process of the designated establishment. Non-Teaching Staff in Lagos State, Nigeria’s public universities are at odds with their employers over their exclusion from decision-making processes.

Methodology

Research Design

Survey research methodology was employed in this study. The study's sample consisted of 4,800 NTS at two public universities in Lagos State: Lagos State University, Ojo, and University of Lagos, Akoka, Yaba. Those two universities were selected, because, among the six public universities in Lagos; those two were established decades ago; while as at the time of this study, others were recently approved and yet to secure accreditation from National University Commission, which is Nigerian Agency that licenses universities, accredits courses and regulate activities of universities. Using the sample determination table created by Krejcie and Morgan (1970), 357 participants from the 4,800 study participants made up the sample size. In the study, the multistage sampling technique was applied. At the first stage, participating institutions were chosen on purpose. The sample size was reduced proportionately for each institution in the second stage. In the third phase, study participants were selected through randomization.

Proportionate sampling

\[
\text{Propotion of sample} = \frac{\text{population of non-teaching staff}}{\text{total population of staff}} \times 100
\]

\[
\text{Propotion of sample}_{\text{UNILAG}} = \frac{3060}{4800} \times 100 = 63.75\%
\]

\[
\text{Propotion of sample}_{\text{LASU}} = \frac{1740}{4800} \times 100 = 36.25\%
\]

From Table 1, the sample size of non-teaching staff for the University of Lagos is 228, and the sample size of non-teaching staff for Lagos State University is 129, adding up to 228 with 129, the total is 357.
Table 1. Proportionate Distribution of Sample Size

<table>
<thead>
<tr>
<th>S/N</th>
<th>Institution</th>
<th>% of Population</th>
<th>Sample Size (Proportionate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Lagos</td>
<td>63.75%</td>
<td>63.75% of 357 = 228</td>
</tr>
<tr>
<td>2</td>
<td>Lagos State University</td>
<td>36.25%</td>
<td>36.25% of 357 = 129</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
<td>357</td>
</tr>
</tbody>
</table>

Source: Researcher’s Computation (2023).

Methods of Data Collection

Descriptive and inferential analyses were used in the research. The distributed copies of the questionnaire were used to collect primary data. Interpretations from the pilot study were essentially achieved by administering 36 copies of the questionnaire. The exercise was held at two higher education institutions, specifically the Federal University of Agriculture Abeokuta in Ogun State and Olabi Onabanjo University in Ago-Iwoye, Ogun State, which is where the pilot clarifications took place. The researcher had to go back and re-administer some of the question items after discovering during the pilot study that some variables had Cronbach's Alpha values below 0.7. This allowed for the results to be satisfactory, with each variable's Cronbach's Alpha rising above 0.7.

The basic tests were successfully completed by the research instrument, such as the validity tests for faces, contents, and constructs, in that order. Experts and academics examined the questions on the survey. Getting confirmation that the research instrument's contents measure constructs appropriately was the main goal of the examination. The research tool was subjected to a reliability test. This is done to ensure that the collection of components that comprise the measuring instrument is internally consistent. The statistical analysis in the study was conducted using SPSS version 26.0, the Statistical Packages for Social Sciences.

Model Specification

The study linear regression model:

\[ Y = f(X) \]  

Where:

\( Y = \) Dependent Construct = Job Satisfaction (JS);
\( X = \) Employees’ participation (EP).

SPSS Version 26 was used for data analysis in this study.

Data Analysis

Analysis of Questionnaire Response Rate

The study administered three hundred and fifty-seven (357) copies of the questionnaire; all were recovered and usable.

The results indicate that 143 (40.1%) and 214 (59.9%) of the respondents were women. This suggests that the majority of respondents were female, raising the possibility of a gender imbalance in the study population. According to Figure 1, 53 (14.8%) of the respondents are under 25 years old, 71 (19.9%) are between 25 and 29 years old, 65 (18.2%) are between 30-34 years old, 65 (18.2%) are between 35 and 39 years old, 41 (11.5%) are between 40 and 44 years old, and 62 (17.4%) are between 45 and over. The age groups of 30-34 years, 65 (18.2%), and 35-39 years, 65 (18.2%), comprised the majority of the respondents. Additionally, the results indicate that 50 (14.0%) of the participants were temporary or contract employees, 136 (38.1%)
were junior employees, 141 (39.5%) were middle-level employees, 22 (6.2%) were senior employees, and 8 (2.2%) were management personnel.

According to the respondents’ educational backgrounds, 119 (33.3%) of them held an SSCE or WASC, 7 (21.6%) an ND or NCE, 107 (30.0%) a B.Sc., BA, or HND, 7 (2.0%) an M.Sc., MBA, or MA, and 4 (1.1%) a Ph.D. The majority of the respondents, according to the findings, held an SSCE or WASC. In addition, the survey shows that 123 (34.5%) of the participants had one to five years of work experience, 112 (31.4%) from six to ten years, 74 (20.7%) from eleven to fifteen years, 46 (12.9%) from sixteen to twenty years, and 2 (0.6%) from twenty-one years and beyond. According to the distribution, 234 (65.5%) of the respondents had worked for the public universities for at least six years. This indicates that most of the respondents had been there long enough to comprehend the problems that their respective institutions are facing.

The descriptive analysis of employee participation responses pertaining to non-teaching staff at particular universities is shown in Figure 2. According to results from Figure 3, 121 (33.9%) of the respondents strongly agree, 138 (38.7%) agree, 61 (17.1%) partially agree, 8 (2.2%) partially disagree, 29 (8.1%) disagree, and 0 (0.0%) strongly disagree that non-teaching staff at public universities engage in “work planning.” The majority of respondents (Mean = 4.88, STD = 1.149) concur that non-teaching employees at public universities engage in “work planning.” Additionally, 146 (40.9%) agree, 99 (27.7%) partially agree, 22 (6.2%) partially disagree, 36 (10.1%) disagree, and 3 (0.8%) strongly disagree that employees engage in “idea generation.” 51 (14.3%) of the respondents strongly agree with this statement. The age and gender of the respondents were representative of the population, considering that the respondents were randomly selected from the population.

Employees participate in “idea generation,” according to respondents, on average (Mean = 4.41, Standard Deviation = 1.166). It is also noted that 73 respondents (20.4%) strongly agree, 113 (31.7%) agree, 116 (32.5%) partially agree, 21 (5.9%) partially disagree, 32 (9.0%) disagree, and 2 (0.6%) strongly disagree that workers participate in “welfare decisions.” Staff participation in “welfare decisions” is, on average, partially disagreed with respondents (Mean = 4.47, Standard Deviation = 1.177). Additionally, 98 (27.5%) of the respondents strongly agree, 120 (33.6%) agree, 79 (22.1%) partially agree, 19 (5.3%) partially disagree, 40 (11.2%) disagree, and 1 (0.3%) strongly disagree that employees engage in “goal setting.” Employees participate in “goal setting,” according to respondents on average (Mean = 4.60, Standard Deviation = 1.267).
The analysis also showed that 77 respondents (21.6%) strongly agreed, 106 agree (29.7%), 84 agree (23.5%) partially agree, 44 disagree (12.3%), 41 disagree (11.5%), and 5 strongly disagree that employees participate in “suggesting improvement.” Employee participation in improvement suggestions is, on average, partially disagreed with by respondents (Mean = 4.33, Standard Deviation = 1.327). With a standard deviation of 1.217 and an average mean score of 4.53, the respondents generally agreed that they make suggestions for university improvement.

The findings of the descriptive statistics on non-teaching staff members’ job satisfaction at the chosen public universities are displayed in Figure 3. The descriptive analysis results showed that 152 (42.6%) of the respondents said that staff participation in determining “responsibility” is very high, 141 (39.5%) said that workforce participation is high, 52 (14.6%) said that workforce participation is high fairly, 7 (2.0%) said that workforce participation is fairly low, 1 (0.3%) said that it is low, and 4 (1.1%) said that it is very low. The majority of respondents (Mean = 5.19, STD = 0.906) said that staff participation in determining “responsibility” is high.
Furthermore, Figure 3 showed that of the respondents, 43 (12.0%) selected “working condition” as very high, 185 (51.8%) selected “high,” 47 (13.2%) selected “fairly high,” 70 (19.6%) selected “fairly low,” 11 (3.1%) selected “low,” and 1 (0.3%) selected “very low.” The respondents generally expressed that “working condition” suitability is fairly high (Mean = 4.49, STD = 1.051). Regarding “health support,” the respondents gave the following ratings: 37 (10.4%) as very high, 106 (29.7%) as high, 92 (25.8%) as fairly high, 30 (8.4%) as fairly low, 38 (10.6%) as low, and 54 (15.1%) as very low. The respondents generally expressed a fairly high level of “health support” (Mean = 3.75, STD = 1.590).

The results of the descriptive analysis also showed that, among the respondents, 45 (12.6%) said that “regular promotion” is very high, 93 (26.1%) said that it is high, 93 (26.1%) said that it is fairly high, 24 (6.7%) said that it is fairly low, 42 (11.8%) said that it is low, and 60 (16.8%) said that it is low. “Regular promotion” was rated as being fairly high by respondents on average (Mean = 3.71, STD = 1.654). Regarding “sense accomplishment,” 81 (22.7%) of the participants expressed a very high level, 96 (26.9%) a high level, 61 (17.1%) a fairly high level, 31 (8.7%) a fairly low level, 34 (9.5%) a low level, and 54 (15.1%) a very low level. The respondents generally expressed a fairly high “sense accomplishment” (Mean = 3.99, STD = 1.736). With a standard deviation of 1.400 and an average score of 4.23 for the statements, the respondents generally expressed a fairly high level of job satisfaction.

Test of Hypothesis

H0: Employees’ participation has no significant effect on job satisfaction of the non-teaching staff in Public Universities in Lagos State, Nigeria.

According to Tables 2 and 3, there is a 2.7% strength of relationship between employee participation and job satisfaction, as indicated by the coefficient of correlation (R) value of 0.027. The aforementioned revealed a weak correlation between non-teaching staff job satisfaction and employee participation in public universities in Lagos State, Nigeria. When all other factors were held constant, the coefficient of determination (R2) value of 0.198 demonstrated that employee participation accounted for 19.8% of the variation in the job satisfaction of non-teaching staff. At the public universities in Lagos State, the p-value of 0.616 indicated a positive, but, statistically insignificant effect of employee participation on the job satisfaction of non-teaching staff was represented by the t-statistic value of 0.502. Hence, there is sufficient evidence to support H0. The result obtained was specific to the selected public universities in Lagos State. However, given the cosmopolitan nature of Lagos, the result might be reflective of the reality in other public university in Nigeria.

Table 2. Model summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R-Square</th>
<th>Adjusted R-Square</th>
<th>Std. Error of Estimate</th>
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<tr>
<td>1</td>
<td>.027</td>
<td>.001</td>
<td>-.002</td>
<td>1.180</td>
</tr>
</tbody>
</table>

a. Predictor: (Constant), Employee Participation;

Source: researcher’s computation (2023).

Table 3. Coefficient

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t-stat.</th>
<th>Sig.</th>
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<td>B</td>
<td>Std. Error</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Participation</td>
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b. Dependent Variable: Job Satisfaction;

Source: researcher’s computation (2023).
Discussion of Findings

The primary goal of the research was to determine how Employee Participation (EP) affected Non-Teaching Staff (NTS) Job Satisfaction (JS) in Lagos State's public universities. The outcomes showed that EP had a positive and insignificant impact on NTS JS in Lagos State's public universities, which contrasts with the findings of Zopiatis, Constanti, and Theocharous (2014). The authors discovered a favorable correlation between intrinsic JS and job involvement. Furthermore, Mir (2017) discovered a statistically significant positive influence of EP on the JS of Indian Bank employees. Similarly, Amosa, Omolabi, and Suleiman (2019) discovered a correlation between employee JS and indirect participation dimensions. Researchers like (Alas, 2007; Barden, 2018; Mohsen and Sharif, 2020; Reisssová and Papay, 2021; Aristotelin, 2022, Oyebanji, et al., 2023) whose research on EP and JS confirmed positive and significant effect or correlation.

Nonetheless, the results of this investigation align with the research conducted by Cheema and Asrar-ul-Haq (2017), who placed more emphasis on EP and downplayed employee JS. The results of this investigation also contradict those of Odero and Makori's (2018) study, which confirmed a relationship between job involvement and performance among employees, despite the fact that JS was not included in the model. Nevertheless, the results of this investigation run counter to those of Mishra and Dash (2016), who discovered no meaningful connection between JS and empowerment. Furthermore, it contradicts the findings of Mishra and Dash (2016), who conducted an empirical study on employee empowerment, involvement, and satisfaction in India's service sector. The study discovered important connections between worker empowerment, worker empowerment and organizational development, worker empowerment and worker satisfaction, and worker empowerment and organizational development. There is, however, no discernible connection between employee satisfaction and empowerment. Researchers like Brenninger (2015), Saliu, Gbadeyan and Olujide (2015), Motlou, Singh and Karodia (2016), Azumah et al. (2017), Chieze et al. (2017), Ngeny (2017), Rahman et al. (2017), Odero and Makori (2018), Sam (2018), Shah, Monahan and Shumaker 2019; Ramos et al., 2021) are among those whose related studies provided no direct insight on EP and JS.

Conclusions and Recommendations

Conclusions

The purpose of this study was to verify the effect of employee involvement on non-teaching staff members' job satisfaction in public universities in Lagos State, Nigeria. Especially in light of the study's findings, which demonstrated that job satisfaction among non-teaching staff members in public universities in Lagos, Nigeria, was positive, but insignificantly impacted by employee participation. The study found that when non-teaching staff members at public universities in Lagos State, Nigeria, participate in their work, their job satisfaction increase was insignificant.

Recommendations

Empirical findings demonstrated that participation has a positive, but insignificant impact on non-teaching staff members' job satisfaction at public universities in Lagos State, Nigeria. Following a thorough analysis of the data, several recommendations were made, including the inclusion of NTS in the university's work planning, idea generation, welfare decision-making, goal-setting, and policy development processes. When these suggestions are carefully put into practice, non-teaching staff will feel empowered, have a sense of belonging, and easily reach their comfort level of job satisfaction. It is strongly advised to replicate this study in various global geopolitical zones in order to improve the generalizability of the results. Furthermore, prospective researchers ought to think about conducting comparable research in other economic
sectors. Future studies should also look into the possibility that non-teaching staff members holding an M.Sc. or higher would want to leave their current role as NTS and pursue a career in academia, as well as any contributing factors. Potential researchers should also think about looking into the different impacts of NTS's low senior staff availability on having enough representation at the management level. These and numerous other similar subjects or titles make up the majority of the gaps that need to be filled with thorough empirical investigations that would inevitably add to the body of knowledge already in existence, particularly in accordance with the key terms that are stated right after the abstract.

References


