

**NEAR EAST UNIVERSITY**  
**INSTITUTE OF GRADUATE STUDIES**  
**DEPARTMENT OF EDUCATION ADMINISTRATION AND**  
**SUPERVISION**

**JOB SATISFACTION AND PERFORMANCE**  
**ASSESSMENT OF ACADEMIC STAFF IN HIGHER**  
**EDUCATION**

**MASTER'S THESIS**

**TONZEAH N. ZARWOLO**

**Nicosia**

**January 2024**

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**January 2024**

## APPROVAL

We certify that we have read the thesis submitted by TONZEAH N. ZARWOLO, titled "JOB SATISFACTION AND PERFORMANCE ASSESSMENT OF ACADEMIC STAFF IN HIGHER EDUCATION " and that in our combined opinion it is fully adequate, in scope and quality, as a thesis for Master's of Educational Sciences.

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## **DECLARATION**

I so confirm that the thesis I am presenting for my Master's degree in "Education Administration and Supervision" at the Graduate School of Educational Sciences is unique with my original idea and execution, as well as proper citation of all sources used. I have not previously turned in this thesis to this university or any other for a degree.

Tonzeah N.Z. ( Mr.)

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God deserves the maximum credits and honors for preserving my life and providing every possibility for my academic career. This research honors my late father, Mr. Leelamen D.Y. Zarwolo and I dedicate it to him. He sacrificed his comforts to provide me with a better upbringing. I appreciate him for giving my siblings and me the opportunity that he never had. I will go beyond what he could have become.

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Finally, I made it with the CLASS 2024!

Indeed, nothing is impossible and to God be the glory.

**ABSTRACT**  
**JOB SATISFACTION AND PERFORMANCE ASSESSMENT OF**  
**ACADEMIC STAFF IN HIGHER EDUCATION**

**TONZEAH N. ZARWOLO**

**MA, DEPARTMENT OF EDUCATION ADMINISTRATION AND**  
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Employees receive feedback on their work via a formal procedure called a performance assessment or evaluation, which also serves as a basis for subsequent compensation and advancement. Employee satisfaction and performance are vital to an organization. Increased productivity and better performance would follow from happier employees. A university is a place where students can learn and develop their expertise in a range of areas. It is essential to understand that academic happiness creates exceptional performance for the university. Research on job satisfaction and performance thus becomes more well-known. This study discusses both intrinsic and extrinsic factors that influence job satisfaction, such as advancement, connections with coworkers, the working environment, job security, and pay. Both written and contextual performance will be considered in the assessment of work performance. The three areas into which the evaluation standards for academic employees at universities and colleges can be separated are teaching, research, and service. Teaching is the academic staff member's primary responsibility. Both the content and the method of instruction are part of teaching. Because academic staff at universities are not evaluated based on students' evaluations of teachers' effectiveness (SETE), the attitudes and actions of the staff members toward students in the classroom, which ought to be the focus of performance appraisals and evaluations, are not assessed. University lecturers work in an emotionally demanding field that demands a high degree of emotional literacy and intelligence to foster an environment favorable to learning and teaching. As a result, it is important to evaluate these individuals' emotional competence. Furthermore, the study investigates the impact of information technology (IT) via a performance management system (PMS) on the operational and financial performance of higher education institutions. Only if it is done through a PMS will the use of IT capabilities be noticeable. PMS has the power to intervene and

change how an organization performs. This study's contribution to the advancement of science relates to the empirical evaluation of IT capabilities. Theoretically, to accomplish the aims and objectives of higher education institutions (HEI, some components of IT and PMS must be enhanced. This is consistent with the principle of goal-setting. The practical benefit of this research for HEI management is to raise productivity through the creation and application of an ideal PMS backed by IT.

**Keywords:** Job Satisfaction, Performance Assessment, Academic Staff, Higher Education, Information Technology.

## ÖZET

### YÜKSEKÖĞRETİMDE AKADEMİK PERSONELİN İŞ MEMNUNİYETİ VE PERFORMANS DEĞERLENDİRMESİ

TONZEAH N. ZARWOLO

Yüksek Lisans, EĞİTİM YÖNETİMİ VE DENETİMİ BÖLÜMÜ

Ocak 2024

Çalışanlar, performans değerlendirmesi veya değerlendirme adı verilen resmi bir prosedür yoluyla çalışmalarını hakkında geri bildirim alırlar; bu, aynı zamanda daha sonraki ücretlendirme ve ilerleme için de temel oluşturur. Çalışan memnuniyeti ve performansı bir organizasyon için hayati öneme sahiptir. Daha mutlu çalışanlar, artan üretkenliği ve daha iyi performansı takip edecektir. Üniversite, öğrencilerin çeşitli alanlarda uzmanlıklarını öğrenebilecekleri ve geliştirebilecekleri bir yerdir. Akademik mutluluğun üniversite için olağanüstü bir performans yarattığını anlamak önemlidir. Böylece iş tatmini ve performans üzerine yapılan araştırmalar daha çok tanınır hale geliyor. Bu çalışma, ilerleme, iş arkadaşlarıyla bağlantılar, çalışma ortamı, iş güvenliği ve ücret gibi iş tatminini etkileyen hem içsel hem de dışsal faktörleri tartışmaktadır. İş performansının değerlendirilmesinde hem yazılı hem de bağlamsal performans dikkate alınacaktır. Üniversiteler ve kolejlerdeki akademik çalışanlara yönelik değerlendirme standartlarının ayrılabilmesi üç alan öğretim, araştırma ve hizmettir. Öğretim, akademik personelin öncelikli sorumluluğudur. Hem içerik hem de öğretim yöntemi öğretimin bir parçasıdır. Üniversitelerdeki akademik personel, öğrencilerin öğretmen etkililiğine ilişkin değerlendirmelerine (SETE) göre değerlendirilmediğinden, performans değerlendirme ve değerlendirmelerin odak noktası olması gereken personelin sınıftaki öğrencilere yönelik tutum ve eylemleri değerlendirilmemektedir. Üniversite öğretim görevlileri, öğrenme ve öğretmeye uygun bir ortamı teşvik etmek için yüksek derecede duygusal okuryazarlık ve zeka gerektiren, duygusal açıdan zorlu bir alanda çalışırlar. Sonuç olarak bu bireylerin duygusal yeterliliklerinin değerlendirilmesi önemlidir. Ayrıca, çalışma bilgi teknolojisinin (BT'nin bir performans yönetim sistemi (PMS) aracılığıyla yükseköğretim kurumlarının operasyonel ve finansal performansı üzerindeki etkisini araştırmaktadır. Yalnızca bir PMS aracılığıyla yapılırsa BT yeteneklerinin kullanımı fark edilebilir olacaktır. PMS, müdahale etme ve bir organizasyonun performansını değiştirme gücü. Bu çalışmanın bilimin ilerlemesine katkısı, BT yeteneklerinin ampirik değerlendirmesiyle ilgilidir.



Teorik olarak, yükseköğretim kurumlarının (HEI, BT ve PMS'nin bazı bileşenleri) amaç ve hedeflerini gerçekleştirmek için Bu, hedef belirleme ilkesiyle tutarlıdır Yükseköğretim Kurumu yönetimi için bu araştırmanın pratik faydası, BT tarafından desteklenen ideal bir PMS'nin oluşturulması ve uygulanması yoluyla üretkenliğin artırılmasıdır.

**Anahtar Kelimeler:** İş Doyumu, Performans Değerlendirme, Akademik Personel, Yükseköğretim, Bilgi Teknolojileri.

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## **ABBREVIATION**

**AMEZU:** African Methodist Episcopal Zion University

**SETE:** Student Evaluation of Teacher Effectiveness

**IT:** Information Technology

**PMS:** Performance Management System

**HEI:** Higher Education Institution

**MSQ:** Minnesota Happiness Questionnaire

**UNZASAS:** University of Zambia Staff Appraisal System

**USA:** United States of America

**LMS:** Learning Management System

**IS:** Information System

**WePMS:** Web Performance Management System

**KPI:** Key Performance Indicators

**USD:** United States Dollar

**R:** Regression

## **CHAPTER I**

### **INTRODUCTION**

According to a meta-analysis, there could be both advantages and disadvantages to the association between employee satisfaction and performance, according to W. Chandrasekara (2019). Nhung, T. T. K., & Do, N. T. (2020) demonstrated the positive association frequently linked to the human relations movement between performance assessment and work happiness. Job satisfaction and work performance are positively connected, and several variables, including autonomy, moral responsibility, norms, self-concept, and cognitive accessibility, may have an impact on this relationship. Bargsted et al. (2019). Academic personnel and the institution itself are necessary to create a positive campus environment that promotes student cooperation and benefits the overall educational process (Reduan, I. et al., 2023). A pleasant campus environment will boost productivity, enhance the university's learning environment, and make faculty members happier in their jobs. Academic productivity and career success will improve in conjunction with a rise in job happiness. Academic professionals' job satisfaction and performance assessment have a good and substantial relationship. H. I. H. Abdirahman et al. (2020). Historically, higher education policymakers and administrators have given performance management, especially the element of academic performance appraisal inadequate consideration. It appears, therefore, that its role in improving organizational performance and standards remains overlooked. Higher education institutions took a loose stance on assessing how well staff performed, failing to adequately evaluate the effectiveness of academic staff members in the classroom. O. F. Al-Kurdi, O. F. et al. (2020). The key success labels for academic staff that prioritize research publications and paper presentations at conferences over in-class performance are insignificant, according to the study's authors. The observation that enforcing these criteria has led academics to overlook their primary duty, which is providing top-notch instruction, supports this position. Hearing from students about all facets of their experiences in postsecondary education is crucial since they are the ones who directly use the services that universities provide Rashidi et al., (2023). In the United States, student feedback on a faculty member's instruction plays a factor in the evaluation of that member's performance. This also holds for countries across Europe, according to Yidana et al. (2023). In Liberian higher education, the use of student evaluations of teachers has not yet occurred. Many



institutions take into account a variety of variables when evaluating academic staff for tenure and promotion, including credentials, instruction, recent studies, publications, and community and school engagement. However, most academic development and incentives programs in underdeveloped nations focus on high-quality research Chatio, S.T., et al. (2023). These ethical standards, along with other relevant contents and situations, should be taken into consideration for job satisfaction and performance evaluation of university instructors. They must possess an extensive understanding of both the content they are instructing and successful tutoring techniques because teaching is their primary concentration, along with the institutions. The study also highlighted the importance of information technology (IT), which is crucial for managing knowledge management, financial performance, and worker productivity in the face of modern performance evaluation in organizations. Despite the widespread use of IT, many organizations still do not make use of all that it can offer to improve internal operations. Prior research has demonstrated that utilizing IT to support organizational resources such as a performance measurement system (PMS) can offer guidance on low-cost solutions, enhance product efficiency, and fortify organizational abilities. Higher education management may benefit from using performance data and PMS to their advantage to take the right actions toward achieving organizational success, according to Hsiao, P. C. K., et al. (2023). This study investigates how Higher Education Institutions (HEIs) might improve their IT proficiency through the use of the Performance Management System (PMS). To increase academic staff efficacy and institutional growth metrics like graduate rates, research production, and teaching quality, it highlights the necessity of effective job satisfaction and performance assessment models.

### **1.1 Statement of the Problem**

Job satisfaction and academic staff performance assessment in higher education are the issues that this study aims to solve. Because it overemphasizes conference paper presentations and publications while ignoring student assessments of teachers' efficacy and in-class performance, M. Nederhand et al. (2023) as well as Information Technology IT through a Performance Management System PMS, the existing evaluation system is faulty Hsiao, P. C. K. (2023). Assessing the performance and job satisfaction of academic staff members is a major challenge for the higher education sector, particularly in developing nations. Before the pandemic, for example,

universities and colleges in most underdeveloped countries, particularly in Africa, were renowned for providing effective and efficient higher education services. However, due to several factors, including EBOLA in 2013 and COVID-19 in 2019, the staff assessment process has not yet adapted to the new evaluation mechanisms. These mechanisms include the information technology performance management system, job satisfaction, performance assessment, and student evaluation of teachers' effectiveness. This has led to a decline in emotional intelligence, subpar academic performance, and a rise in university graduates who are underqualified for the workforce. The higher education sector must enhance job satisfaction and performance assessment methods based on the findings of this research. Extended waiting periods negatively impact educational satisfaction and trust, resulting in mistrust of higher education and financial loss. Additionally, its competitive position in the academic market and ranking may also be permanently impacted by the deteriorating reputation of universities in underdeveloped countries in terms of high-quality services. Improving student and parent expectations, meeting student and revenue growth targets, and maintaining a positive institutional image all depend critically on allocating the required resources as outlined in this study to address these issues.

## **1.2 Purpose of the Study**

The primary objective of this research is to enhance public awareness regarding the resources and tools needed to assess academic staff members' job satisfaction and performance in higher education.

Among them are the particular objectives that follow:

- Assessing shortcomings of the current performance assessment system.
- Enhancing the assessment procedure, which serves as a standard for downsizing, employing, and elevating competent individuals who can stimulate creativity, enhance customer contentment, and meet faculty and student requirements.
- The objective is to develop an extensive assessment plan that explains in detail how all worker's actions help the higher institution achieve its goals.
- Tracking and analyzing key performance indicators to evaluate the effectiveness of higher education institutes' growth strategies, such as job

satisfaction, information technology, performance evaluation systems, and student assessments of teachers' effectiveness.

### **1.3 Research Question**

Several research questions are examined in this study. Some of the main questions that guide the investigation are listed below:

1. What is the significance of job satisfaction and academic staff performance assessment in higher education?
2. How do job satisfaction and academic staff performance assessment contribute to university student's academic achievement?
3. What factors may influence the performance and work satisfaction of academic staff members?

### **1.4 Hypothesis**

For this study, the research hypothesis is as follows:

1. Hypothesis 1: Academic Job Satisfaction positively affects Academic Staff Performance at AMEZU in Liberia.
2. Hypothesis 1a: Authority concerning Academic Job Satisfaction directly affects Academic Staff Performance at AMEZU in Liberia.
3. Hypothesis 1b: There is a positive relationship between Supervision in Academic Job Satisfaction and Academic Staff Performance at AMEZU in Liberia.
4. Hypothesis 1c: There is a direct relationship between Academic Job Satisfaction in Policies & Facilities and Academic Staff Performance at AMEZU in Liberia.
5. Hypothesis 1d Work Itself in Academic Job Satisfaction Positively Affects Academic Staff Performance at AMEZU in Liberia.
6. Hypothesis 1e Interpersonal Relationships in Academic Job Satisfaction Directly Affects Academic Staff Performance at AMEZU in Liberia.
7. Hypothesis 1f Commitment Relationships in Academic Job Satisfaction Positively Affects Academic Staff Performance at AMEZU in Liberia.
8. Hypothesis 1g There is a direct relationship between Academic Job Satisfaction in Salary and Academic Staff Performance at AMEZU in Liberia

## 9. Hypothesis 1h Workload in Academic Job Satisfaction Directly Affects Academic Staff Performance at AMEZU in Liberia

### 1.5 Significance of the study

Historically, performance management has received little attention from policymakers and tertiary institution managers, especially regarding the academic side of higher education. Consequently, it seems that its contribution to raising the quality and performance of institutions has been overlooked.

The study's findings offer some significant insights that may help university management and higher education administrators better comprehend work happiness and instructional staff performance assessment in tertiary education practices. The findings of the investigation

may also help managers in higher education effectively handle the obstacles and difficulties that arise in the course of the academic staff assessment procedure. The study also provides a significant addition to the body of existing literature in the general field of HR management and further advances the frontier of knowledge, particularly on the subject of Job Satisfaction and Academic Staff Performance Assessment in Higher Education, both locally and internationally.

### 1.6 Research Limitation

The study was conducted at African Methodist Episcopal Zion University. The two campuses of the university are situated on Benson Street in Monrovia and Po-River in Bomi County. They provide programs for both regular and continuing education. The academic institution is an establishment under private management. Due to time constraints and limited funding, the researcher had to overcome obstacles and could only carry out her work at one university. Consequently, although the results are valid for this study, they might not apply to other higher education institutions.

The findings of this study are so important that further research be conducted with consideration for various universities as well as political, social-cultural, and regulatory factors.

### 1.7 Definition of Terms

**Job Satisfaction-** the degree to which people like and value various aspects of their occupations as well as how well their expectations are realized is known as job satisfaction. Job satisfaction is the favorable attitude toward one's work that arises from

assessing a quality. Positive sentiments about their work are experienced by those who have high job satisfaction, whilst negative feelings are experienced by those who have poor job satisfaction. It is a general perspective on the task at hand.

**Academic Staff-** those who work for universities as instructors, researchers, or academic support providers are referred to as academic staff. In addition to faculty and university personnel, this can also refer to professors, lecturers, researchers, and other faculty members who occupy academic posts with responsibilities and appointment types largely related to higher education institutions.

**Higher Education-** tertiary education that culminates in the awarding of an academic degree is known as higher education. After secondary school, there is an optional last step of formal study called higher education, which is a part of post-secondary, third-level, or tertiary education.

**Performance Assessment** – the measurable tasks, behaviors, and mindsets that comprise "the proper method for completing the task" are called performance assessments. Following the performance assessment, the manager and staff collaborate to create a strategy that will assist the person in strengthening any capacities in which they might be lacking.

**Information Technology-** a set of guidelines, procedures, and resources for using computers properly to evaluate and determine a faculty member's prospective value in higher education.

## **CHAPTER II**

### **LITERATURE REVIEW**

To prevent duplication and unnecessary repetition, the first step in every research project should be a survey of the details of knowledge now available regarding the research's subject. A thorough assessment of earlier academic works that are relevant to the research topic is known as a literature review. With the help of such a review, the researcher can improve the theoretical basis of the research. A literature review can also help a researcher assess the study's applicability or potential to add new knowledge Snyder, H. (2019). As a result, the researcher will discuss earlier studies in the area, offering her perspective on how to corroborate and supplement the results of other researchers through conceptual work and other means.

#### **2.1 Job Satisfaction**

There have been numerous studies conducted on the topic of job satisfaction. This has given rise to several theories regarding job satisfaction. Most studies find that job happiness may be explained by two factors: motivation and hygiene, which were developed by Frederick Herzberg. One must begin with the widely recognized idea of work happiness, the two-factor Herzberg hypothesis. Job-related fields benefit from an understanding of Herzberg's two-component theory. Sitopu, Y. B., et al. (2021). Frederick Herzberg investigated why individuals continue in their jobs and tried to ascertain the motivation behind such behavior (Jones, D., et al., 2020). The following are the primary motivations and hygienic elements that Herzberg separated into work components: position, protection, individual growth, and interactions with followers; control; supervisor-subordinate relationships; job requirements; pay; and interactions with coworkers. Furthermore, business administration and strategy are included. The following list of ten hygienic factors affects how happy workers are at work. Peterson, D. R., & Pattie, M. W. (2022). However, the division is as follows: Rewarding factors and motivators that created incredibly positive feelings were praise, accomplishment, the work itself, obligation, advancement, and improvement. According to Julia, J. (2020), when asked about particularly unfavorable situations, they brought up the following areas: workplace culture, compensation, relationships with coworkers, boss relationships, managerial behavior, and business management and policies. A connection exists between the hygienic characteristics and the external variables related to labor. Motivations are the core components of the work that give it value.

This idea applies to any business. Academic instructors who are content with their work can also reap advantages via this same concept. Motivation and hygienic factors can be advantageous to higher education.

## **2.2 The Hierarchy of Needs, developed by Maslow**

The Maslow hierarchy of needs provides more insight into the reasons why people find happiness at work. The hierarchy of needs, according to Maslow, affects how motivated people are. Shi, Y., & Lin, X. (2021) distinguished five primary tiers of human desires, which are presented as follows: (1) Lower-order needs include the desires and requirements for food, drink, air, sex, and sleep. (2) Higher-order needs include those for respect (both one's own and that of others); (3) personal development, or the need for one's identity or consciousness; (4) requirements for safety, or the need for protection and security from danger; and (5) societal requirements, or the need to satiate attachment, love, and related needs. These prerequisites have a direct correlation with job happiness. Sucuoglu, E., & Karnley, W. A. (2022) quote Maslow's (1954) theory of one's own needs, which defines employee satisfaction as the condition in which an individual's needs are satisfied by his or her work and environment. This has a range of effects on how satisfied workers are with their jobs. According to Nalini, Y. C., and Basavarajegowda, A. (2022), this perspective places a strong emphasis on the action itself as the main source of job fulfillment. Determining the relationship between workplace contentment and Maslow's hierarchy of demands is crucial. Jidapa's (2021) study found that job happiness is highly dependent on Maslow's hierarchy of requirements. Jidapa 2021 states that a basic theory of work satisfaction is Maslow's hierarchy of needs. Based on the research, the Maslow hierarchy is helpful to businesses in developing initiatives that will motivate and inspire employees, reduce attrition, identify qualified candidates, and ultimately increase productivity and net revenue, all of which will increase job satisfaction. The study makes use of Maslow's theories to increase workplace satisfaction among employees. A different study by Pandey, A. et al. (2022) claims that using Maslow's hierarchy of needs in the workplace can increase worker satisfaction. According to the Pandey, A. et al. (2022) study, managers should implement a hierarchy of demands to address different kinds of requirements. Given that the literature review focuses on faculty work satisfaction in the higher education sector, the application of Maslow's hierarchy of needs is essential to academics. Let's examine what it means for college instructors to be happy

at work. Many studies have demonstrated the connection between work contentment and Maslow's hierarchy of needs. There is a correlation between the Maslow hierarchy of needs and job satisfaction. Akhter, M. et al. (2022). This implies that a professor's needs vary according to where they fall on Maslow's hierarchy of wants. The criteria are still necessary for even lower-level teachers to feel content in their professions. Professors with more experience should have their needs met to a greater extent.

### **2.3 Conceptual Framework**

Research on academic staff jobs happiness and the nature of the employment, satisfaction of professors and gender, and further examination of the satisfaction and discontent of faculty members are all included in the conceptual framework. Research on faculty satisfaction and its associations with gender, age, and ethnicity; investigation of variables related to job happiness; investigation of factors influencing work satisfaction; investigation of elements capable of influencing morale in the workplace; investigation of variables influencing job satisfaction; investigation of variables having the potential to influence work happiness at the job; An examination of the elements affecting one's level of job satisfaction; an investigation of the factors influencing work happiness at the job.

### **2.4 Contentment of Instructors and Their Gender**

The association concerning the gender of faculty members and their degree of contentment has been the subject of numerous studies by researchers. Research by Sucuoglu, E., & Karnley, W. A. (2022) on factors impacting instructors' work satisfaction at the State of Ohio University's Environmental Faculty, Agricultural, and Nutrition indicates that men predominate at the institution. Male faculty members are extra charitable as compared to several female faculty members besides possessing a greater number of years of expertise and occupying the highest positions at the institution. Most of the time, the food, agriculture, and environmental department instructors communicated their delight in different ways. Compared to female teachers, male teachers had greater satisfaction ratings. This indicates that the opinions held by female faculty members are not taken into account by the administration. The administration should use the study's findings to determine the best way to handle the issue of gender equality in the workplace. According to the results, each teacher was most satisfied with the subject matter of their work but less pleased with the setting in



which it was finished. The research found that there was a slight or considerable correlation between the overall job satisfaction of faculty members and every "job motivator" and "hygiene" element of the institution. Spoon, K. et al. (2023) investigated if gender disparities existed in the job satisfaction scores of university faculty members utilizing index directories of American schools and universities and conducted a study at the University of Brain Track. The study found that while women were extremely satisfied with their jobs overall, men were not as happy with their overall work satisfaction. The results also demonstrated that rankings served as a major contributor to the respondents' perceptions of the gender gap and work satisfaction. The findings of this research also guide administrators of colleges and universities, managers of businesses, and human resources specialists, helping them with the recruitment, advancement, retention, and compensation of female faculty members. The outcomes also make it clear that issues about the academic careers of female faculty members require government attention. Research on gender differences in work satisfaction was carried out by Redondo et al. (2020). They selected 470 Spanish professors as a sample for their analysis. The factors that can affect a person's level of job satisfaction were subjected to a factor analysis. An eleven-item questionnaire is used to find out how satisfied employees are with their jobs. They argue that one element adaptable to organizational improvement is the contentment of the Spanish faculty members with their work. They also stress that the four elements that determine one's level of job satisfaction are working circumstances, personal fulfillment, interpersonal relationships, and financial concerns. As a result, while we assumed that men and women had identical research conditions, an examination of the worker's gender shows that each subsample had different effects from each dimension. The study's conclusions highlight factors that impact factory management practices and employee benefits and satisfaction. These results are also good—even better at helping organizations seize a competitive advantage and inspire and motivate committed staff members. Zhang, L., et al. (2021) investigated work satisfaction with high education, gender roles, income disparity, and academic tenure. They studied academic tenure, labor relations, and the economics department at Wisconsin University's Graduate School of Human Resources. They found that academic staff in the science department had lower levels of satisfaction than teachers in other departments. Furthermore, the study found that both genders were satisfied. Researchers studying a group of highly educated professors found that expectations for their work were identical for both

genders. They found that a plethora of typical conclusions from certain data show well-qualified academic members are concerned about the role that their status of marriage, salary, health constraints, and many other fringe benefits play, among other things. They also found that there is greater complexity in their organizational gender patterns. Furthermore, they found that scientists working in the business sector had validated the long-standing tendency of women teachers to be more content, whereas scientists working in academics found the opposite—that is, that women are less content in academia. It was also shown that the duration of work has an impact on the growth in job satisfaction of academicians as well as quasi-educators. Additionally, they found that their pay in organizations is higher, with variations based on the different roles they play throughout the company and not simply in the employees' department. The researchers also found notable distinctions between the jobs in each industry and division. Their study on professor job satisfaction discovered that across gender and subject, male academic staff members are content more than female academic employee members across each faculty, according to research by Szromek, A. R., & Wolniak, R. (2020). The inclusion of some career-focused and demographic elements in this edition was institutionalized; however, this significantly alters the interaction between them. When they become too defensive about such types of traits, it is anticipated that men will be more content compared to their female peers. Interestingly, no indication of confirmation or prediction was seen in any of the correction categories. In the fields of science and health, women were found to be much less satisfied than men. In social science and engineering, however, faculty members' satisfaction scores are almost equal for men and women. According to a study by Bello, S., and Nasiru, M. (2021), male instructors were happy with their work, but female lecturers were frequently unhappy. Work satisfaction was directly or correlated with every "work hygiene" and "work motivator" attribute. It was found in this study that the most fulfilling aspect of the job was the "work itself," while the less important factors were "the principles of work" and "work circumstance". The issues that lead to faculty dissatisfaction require close attention from SALU management, particularly when it comes to the deployment of intellectual strategies. It is recommended that specialized training and development programs be established for faculty members to enhance their skills, knowledge, and capacities while also bridging the dissatisfaction gap. Among the various factors that could contribute to a person's level of contentment or discontentment was the company's "working conditions. The

administration ought to endeavor to improve the workplace atmosphere within the organization by furnishing faculty members with supplementary resources for research and development. To restore the classroom environment, they also need to make the necessary adjustments.

### **2.5 The Dichotomy Between Employers in the Public and Private Institutions and Faculty Member Satisfaction**

Investigating to what degree university instructors in both the public and private sectors are content with their positions has led to some intriguing findings. Tsigilis, N. et al. (2020) found that among public and private sector employees, the conditions of their employment and their supervisors cause them to be the least satisfied with their salary, following early Greek educators in terms of work satisfaction and stress. Further research revealed that, compared to their private sector counterparts, public school teachers had lower levels of satisfaction with their direct supervisors and compensation. A public sector early educator's emotional depletion can be predicted, least of all, by contentment with one's work and the type of employment. Sevilmis A. et al. (2023) found that the primary aspects of work satisfaction and the profiles of dissatisfied educators were identified in their research; these comprised the motivational elements that instructors were worried about pay, performance reviews, recognition, and advancement. It is thought that addressing these problems could lessen the extent and severity of the unhappiness experienced by teachers. There exists a clear discrepancy between the compensation systems of Bangladeshi public and private universities. There are notable variations among private universities. Compared to their public university counterparts, faculty members at private colleges expressed less dissatisfaction with salary justice. They advise government colleges to focus on making these kinds of changes to the teacher compensation structure. The Government Pay Commission developed this structure from the ground up, so making changes can take some time. At private universities, however, things are different. Lessening teacher pay discrepancies can be achieved by swiftly altering the compensation structure. Restructuring salaries should take teachers into account. Above all, private university administrators ought to seriously consider offering increased compensation for administering tests. This should include paying for viva voices, validating test scripts, and paying for invigilation staff at testing centers. When asked about prospects for research and fair promotion procedures, staff members at

both types of higher education institutions voiced comparable concerns. As well as human psychological factors that often have detrimental impacts, this may be largely caused by unethical promotional practices. True, the policies and processes for promotions are the same at all public universities, but promotions in public colleges have been known to spark contentious discussions. This controversy has anomalies and political bias. While most private institutions lack clear policies and procedures for promotions, their processes also fluctuate widely and are frequently biased, making them considerably different from public universities in this regard. Both kinds of colleges are advised that making equitable promotion decisions is the ideal method to increase academic staff satisfaction in this regard. A common promotion policy should also be developed by every private university and properly communicated to its faculty. To find out how job satisfaction and life fulfillment are related, researchers in Jammu studied instructors at both public and private institutions. At the University of Jammu, researchers Sharma, Bakhshi, Kumar, and Sharma (2008), as cited by Mohammadi, S., and Karupiah, P. (2020), found a significant difference in the job satisfaction of staff members at private colleges vs. those in government colleges. Compared to their counterparts at public colleges, faculty members at private universities report lower work satisfaction. They found that academics at government colleges and private colleges rated their life happiness about the same, with no discernible variation. For every participant in the study, they found a strong positive correlation between life satisfaction and job satisfaction. Satisfaction at work within the public and private domains: a comparative analytical study of teachers in the city of Dhaka Instructors have a wealth of important experience with compensation and claims. Hossen, M. M. (2021) In Bangladesh, state and private college pay rates range significantly from one another; nonetheless, the government ought to adjust the pay scales for both types of institutions. Pay improvements ought to take teachers into account. The availability of research possibilities and transparent promotion procedures in government and private institutions are other issues that irritate instructors. In actuality, all of the rules and standards for promotions are the same as those at public universities. Conversely, private colleges have a slightly diverse problem since not every one of them has set rules and norms for elevation. Faculty members' satisfaction in this area can be increased by having an obvious option for promotion. Furthermore, research indicates that faculty members at private universities acquire greater benefits than those at public universities from modern

technology and classroom amenities, and this is a major factor in their overall job satisfaction. According to the results, most participants feel that the government doesn't know enough about the problems and benefits of teaching. Procedures that cause authorities to take longer to respond to faculty members' demands and requests are common in government institutions. For faculty members to voice their opinions and be taken seriously, authorities ought to arrange regular meetings with them. Concerning the amenities on campus, private college faculty members are less satisfied with their jobs. The only way this problem can be fixed is if private colleges try to increase the amenities available on campus. Another reason for dissatisfaction is the routine of work due to a shortage of teaching opportunities in different courses. By planning the organization's curriculum, extra curriculum, and courses, this dissatisfaction might be lessened. Once more, the group voiced their general discontent with the company's lack of performance feedback.

The management should help the employees develop confidence. Shahid, M. et al. (2022) it is imperative that authorities endeavor to provide faculty members with precise performance evaluations within this field. They can produce an assessment mechanism for performance incorporating non-cash rewards as well as monetary ones. Lastly, the association with age group has started to be highlighted by the respondents as an important component. However, compared to their public college counterparts, instructors at private universities are more encouraging in this way. Respondents' opinions regarding a sense of professional pride were overwhelmingly positive, even in the face of numerous other sources of varied degrees of unhappiness. It faithfully captures the conviction of the teachers, who still regard this as a noble profession. College instructors take pride in the core educational ideas they preserve, even despite their meager salaries. Thus, to foster future positive attitudes in faculty members, college administrations should consider enhancing faculty members' happiness. This is demonstrated by the study on the employment happiness of academic personnel: a logical comparison of higher education schools in Punjab, Pakistan—both private and public—found by Malik, N., & Qureshi, T. A. (2021) that academic institutions in Pakistan pay differently from one another. Additionally, faculty members in government institutions expressed lower levels of satisfaction with their job security and colleagues' behavior, while those in private institutions expressed higher levels of satisfaction with their supervision. Teachers at government and private higher

education institutions show notable differences in their overall job satisfaction, but they also have better resources and career progression chances than those of public institutions of higher education. These differences are attributed to a variety of reasons, including relationships with coworkers, pay, behavior, and opportunities for advancement.

## **2.6 Satisfaction and Discontent among Teachers**

A significant amount of study has been done on employee dissatisfaction and satisfaction. The contentment of the employees as well as their aspirations for academic achievement were examined by the researchers. A review of the study's effects on employees' performance at work and the self-reporting tools for measurement of participants' job happiness and unhappiness were downplayed, according to Polatcan, M., & Cansoy, R. (2019). They weighed the claims for the research result against the advantages and disadvantages of their study's design. Self-report is a valid and helpful data collection approach, although the writer believed that evaluation and judgment played a key role in the work satisfaction study. One further powerful factor is the high response rate of this study. Observations from respondents may not agree, which could affect the study's conclusions and make them inapplicable to a wider audience. All businesses in the public sector, including education, can benefit from the study's conclusions, which are applicable nationally. This kind of study was never authorized in Rivers State to this extent. even though the author used the terms contentment and dissatisfaction. The outcomes of this study will inform future investigations. We plan to distribute this research to a wider audience. As a result of an academic staff's unfavorable conduct towards their jobs and discontent through their labors, it also comprises a variety of alliance states. Although it is highly advised to take into account alternative perspectives about job satisfaction and discontent and the causes that drive them, the distinctive characteristics of the criteria used in this study also make this possible. The following variables were used in Shaikh, S. B., & Wajidi, A. (2021) in Lahore, Pakistan, to examine work-related stress and contentment among teachers at higher education institutions: professionalism, respectable work environment, satisfaction with institutions and profits, administration-staff relationships, a more physically and mentally fit workforce, work distribution, colleagues compensation force, and satisfaction with the institution's administration. There were also several anxious workers present. However, the

majority of workers were usually satisfied according to every poll criterion that measured their level of job satisfaction and workplace stress. They also found that there was a link between job satisfaction and employment stress. Faculty in the fields of leadership, teacher preparation, communication, and other education fields who specialize in agricultural studies were generally happy in their positions, according to research by Jora, R. B., and Mehra, S. (2022). Faculty with the most experience in agricultural communications reported the highest level of overall job satisfaction. The boundaries of policy, administration, and financial prosperity only partially satisfied faculty members. To offer more significant and eloquent conclusions to the field of study, he also recommended that future educators be acknowledged for their accomplishments in identifying methods to gather data on staff professional careers through job satisfaction surveys that use the three-parameter work contentment instrument. A deeper, more comprehensive understanding of faculty members' job satisfaction, for instance, can be obtained through phenomenology research. Within the Engineering College of Technology in Uttar Pradesh, Bakthavatchalam, V. P. (2019), carried out a research project to determine the level of job satisfaction among engineering teachers. It became clear to him that academic instructors were expected to be impartial, independent, and upgradable. Ensuring the participation of academic staff in the development of administrative guidelines is crucial. They ought to have greater opportunities for advancement and greater autonomy at work. It has been found that most teachers are happier in their occupations because of their interactions with students, social standing, compensation and support from colleagues, creativity and variety, as well as job stability. Consequently, faculty members must always reply to inquiries regarding these measures. Enhancements should be made to the working environment, as well as their participation in changes to the curriculum and administrative choices that affect other academic matters. In research on academic personnel at Bahawalpur Colleges' employment satisfaction levels, the majority of participants expressed happiness with their salary, the actual work, job security, employment conditions, and attention from colleagues. Individuals possessing vast expertise and areas of specialization value independence in coaching because it helps them feel fulfilled in their profession. Young faculty members find public university salaries remarkable and acceptable for their qualifications. A sizable portion of the sample consists of faculty members who work a great deal, have greater expertise, and generally have more free time. Even though the financial situation that exists now does

not present college students with attractive packages, Faculty personnel at public schools are also afforded sufficient latitude to deliver their lectures as they deem fit. Their expertise in this field is greater, and they are not in jeopardy because of college administration. Faculty members enjoy working with their coworkers since they allow them to get ample assistance whenever needed and collaborate with them. Still, most academics are dissatisfied with the way promotions are handled in the workplace. Since public sector educational institutions hire mostly through contracts, one main reason newly hired faculty members frequently express discontent with the promotion process is the employment strategy currently in place at those institutes.

### **2.7 Contentment level Among Faculty Members and its Correlation with their years of Service**

Considerable investigations have been carried out concerning aging by researchers. Instructors at Jammu's Sher-e-Kashmir University of Agricultural Sciences and Technology who specialize in veterinary sciences and animal husbandry were asked to rate their degree of work satisfaction. Singh, R., et al. (2023) conducted a study to examine this variation. Overall, it was discovered that work satisfaction is best understood as a multifaceted phenomenon involving several variables operating at once. Veterinary science and animal husbandry instructors at SKUAST-J describe a generally positive work experience. Notwithstanding the nonlinear nature of the link between the two, younger faculty members express greater levels of pleasure than their more experienced peers. There is not much of a difference between people with a Ph.D. and those with a master. Additionally, burnout is not eradicated because of the strength of a degree as a motivator. However, to fully comprehend the dynamics of occupational pleasure, the researcher recommended further study.

### **2.8 Contentment among Faculty Members and its Correlation with Their Race**

The relationship between work happiness and ethnicity has remained the subject of some interesting research. As they examined the job satisfaction degrees of technical professors at a research institute of Chinese and Indian descent, Sucuoglu, E., & Karnley, W. A. (2022) found that teachers who are "Indian-born" and Chinese-born face few significant challenges at work. These difficulties include any partiality that might lead to confusion among peers, seniors, and juniors; gender-related issues; and variations in cross-cultural communication. These problems may cause



unpredictability and a lack of "fit," which may leave these educators feeling uneasy, irritated, and annoyed. Should they find their occupations unsatisfactory, they may decide to go back home. work for companies and other organizations, or enroll in another school. The institution administration must be cognizant of the national origins of faculty members as well as their perceptions of their workplace, degree of job satisfaction, professional standing, and degree of personal integration. You must use this understanding to create a project that facilitates the change and takes care of any needs or concerns that could come up among foreign-born professors to support and keep them on staff.

## **2.9 The Satisfaction of Faculty Members with their Supervisors**

Scholars have examined the proportions of superiors and faculties. Sucuoglu, E., & Karnley, W. A. (2022) researched teachers' satisfaction and its organizational research involving twelve liberal arts colleges. The sample size he employed for his study consisted of 685 teachers from 12 liberal arts universities. Metrics that quantify the impact of administrative influence on the dean, faculty, and faculty satisfaction have been put into place by him. According to their findings, faculty members are the happiest in colleges, with the strongest overall persuasiveness across all academic levels. Comparative studies on job satisfaction between academic managers and their staff, carried out by Ha, T. T. N. et al. (2023), showed that administrators who compiled high standards for university activities also had an impact on university honor, as opposed to legal power and force, receiving the highest levels of support. By assessing academics' and their supervisors' job happiness, the research aimed to ascertain if faculty members who hold positions in administration are happier with their jobs than educators who do not hold the same institutional positions. The poll indicates that even though there are aspects of university faculty members' jobs that they detest, overall, they are satisfied with their careers. Through the application of various statistical tests, it has been determined that there are notable differences in the satisfaction levels that higher education staff and their managers have with most of the duties they complete. It is commonly accepted that superiority based on age, tenure, and rank are the primary determinants of administrative posts. These differences have been found to have a favorable impact on the job satisfaction levels of university faculty members. It's crucial to assess the factors that are revealed and affect faculty members' job satisfaction to preserve a thorough and long-term development plan.

### **2.10 Faculty Members' Satisfaction, encompassing their State, Demography, and level of Fulfillment**

Studies on the state dimension, demographic characteristics, and satisfaction have been conducted in substantial numbers. Does the work satisfaction of Greek university teachers depend on factors such as demography, academic standing, and problems or concerns in higher education? Happy faculty members were found to be less accurate in assessing obstacles in higher education than less happy faculty members (Szromek, A. R., & Wolniak, R., 2020). Regression analysis alone has at least demonstrated that the single major issue that substantially predicts Greek academic members' overall work satisfaction is the institutions' reliance on the state and political parties. It was also shown that these factors, while potentially responsible for postponing restructuring and resolving weaknesses in Greek organizations, had minimal influence on how satisfied individual academics are with their employment. No statistically significant impacts of age, marital status, gender, and work expertise, among other demographic factors, were observed, and all Greek academics seemed to be rather satisfied with their careers. Most of the problems being studied are classified as severe or extremely uncomfortable. Those faculty members who were happier were perceived to have less significant issues with higher education than their less happy counterparts.

### **2.11 Studies on the Degrees of Contentment and Discontent among Faculty Members**

A study was undertaken in 2019 by Rao, K. S., and Karumuri, V. to investigate the satisfaction levels of content engineering instructors at the technical institutes in Uttar Pradesh. He finds that when it comes to independence, career advancement prospects, and administrative processes, faculty members are viewed as being objective. It is imperative to guarantee that faculty members participate in the development of policies related to management. They must have more freedom and more opportunities for advancement at work. In addition to their interactions with students and job stability, the majority of faculty members expressed satisfaction with their employment's innovation, diversity, status in society, peer support, income, and responsibility. Consequently, faculty members must always reply to inquiries regarding these measures. Their participation in administrative choices, curricular changes, and other academic matters should be increased, as should the working environment. Hee, O. C. et al. (2020) found that most individuals involved with their

research assessing the degree of educational staff employees in Bahawalpur institutions reported feeling satisfied with their pay, the work itself, job safety, working environment, and coworkers' support. Individuals with deep experience and specialized knowledge value independence in their coaching approach, which contributes to their job satisfaction. Young faculty members find public university salaries strikingly low and incredibly reasonable given their qualifications. The majority of the sample's faculty members are more experienced and have worked a great deal, but faculty members at public universities are free to deliver their talks however, they see appropriate, unrestricted by the state of their finances at the moment, that fails to present college students with a bright future. There is no fear of losing their jobs because of college management, and they have a greater understanding of this field. Academics are happy with their colleagues Since their colleagues get along well and enable them to get enough assistance whenever they need it. The majority of faculty members, however, are dissatisfied with the process by which promotions are made at work. Considering that educational institutions in the public sector usually employ people on contracts, the recruitment process now in place at these institutions may play a significant role in the recently hired academic members' outward dissatisfaction with advancement procedures. Researchers have extensively studied the components of motivational and hygienic elements that influence job satisfaction. However, certain aspects of hygiene do affect job satisfaction. Mehrad, A. (2020) showed that all incentive components are associated with job discontent within their research of determinants impacting work contentment at two Malaysian organizations. According to Herzberg, Malaysian faculty members placed little emphasis on the task itself, accountability, growth, recognition, or accomplishment, indicating a tendency towards job dissatisfaction. Two "hygiene" categories, administration, policy, and salary, were given low values in Herzberg's model; however, faculty members from Malaysia thought highly of these values, indicating a tendency towards work contentment. The way Malaysian faculty members feel about their jobs differs from the Herzberg work satisfaction model, which is another piece of evidence that a worker's response to job satisfaction may be influenced by their cultural upbringing. To sum up, the investigation gave academics a way to figure out the elements that Malaysian university faculty members utilize to measure their job happiness. It is advised that the research findings be implemented by each selected institution to enhance faculty members' job happiness in line with their expressed preferences.

Maintaining a thorough and long-term growth strategy necessitates assessing the elements reported and affecting instructors' work happiness. Deas, A., & Coetzee, M. (2020) of the University of South Africa researched the variables impacting academics' job contentment in higher education and discovered that salary, research, tangible circumstances, assistance, and further benefits offered through the university everyone had significant correlation per happiness at work. Higher education institutions must continue to offer the elements that currently contribute to satisfaction. To ascertain the level of job satisfaction among content engineering lecturers in Uttar Pradesh's technical institutes, Das, J. K., & Roy, A. (2019)), performed a study. They learn that academics are viewed as independent, unbiased, and fair when it comes to professional advancement prospects and administrative processes. It is essential to make sure that academic members participate in developing management plans. Faculty require autonomy at work, including more opportunities for advancement. The majority of faculty members expressed satisfaction with their jobs' creativity, diversity, pay, peer support, responsibility, and social standing, in addition to their contacts with students and job security. Faculty members must thus constantly reply to requests for these measures. Enhancements should be made to the working environment and their participation in choices about administration, curriculum changes, and other academic matters. As part of their research to investigate the level of contentment with how happy faculty members are with their jobs at Bahawalpur Universities, Shaikh, A. U. H., and Khoso, I. (2021), found that most respondents' salaries, work environment, occupational safety, the actual job, and coworkers' support were satisfactory. Individuals who possess deep knowledge and specialize in a certain field value autonomy in their coaching approach, which contributes to their job satisfaction. The pay scale in public colleges is shocking to young faculty members yet astonishingly reasonable for their skill level. Although academics at public universities are not restricted by the current financial situation and are allowed should deliver their courses anytime it is appropriate, this does not provide college students with encouraging outcomes. The majority of the study population includes academic staff who have further experience and a significant amount of jobs. They are not in fear of losing their jobs because of university management, and they have a greater understanding of this field. Academics are happy with their peers Since their colleagues get along well and enable them to get enough assistance whenever they need it. The majority of faculty members, however, are dissatisfied with the process by which promotions are made at

work. Given that public universities typically hire as per a contract, the recruitment process now in place at these institutions may play a significant role in the recently hired academic members' apparent discontent with elevation procedures. Researchers have extensively studied the components of motivational and hygienic elements that influence job satisfaction. While certain factors related to hygiene do affect job satisfaction, Hee, O. C. et al. (2019) showed that all incentive components are linked to job discontent during their examination of elements impacting Happiness at work in two universities in Malaysia. According to Herzberg, Malaysian faculty members placed little emphasis on the task itself, accountability, growth, recognition, or accomplishment, indicating a tendency towards job dissatisfaction. Two "hygiene" categories, administration, policy, and salary, were given low values in Herzberg's model; however, faculty members from Malaysia thought highly of these values, indicating a tendency towards job contentment. The way that Malaysian faculty members' job views differ from the Herzberg job satisfaction mode is further evidence that cultural origins may have an impact on how workers react to work happiness. To sum up, this investigation gave researchers a means of determining the factors that faculty members at universities in Malaysia utilize to measure their job happiness. It is advised that the research findings be implemented by each selected institution to enhance faculty members' job happiness in line with their expressed preferences. Maintaining a thorough and long-term growth strategy necessitates assessing the factors that are reported and affect faculty members' job happiness. The study conducted by Jackson, J. F. (2023) on the factors influencing higher education academics' job satisfaction discovered a significant correlation between job satisfaction and the university's research, salary, physical conditions and support, and other benefits. Higher education institutions must continue to offer the elements that currently contribute to satisfaction. These include maintaining the academic freedom of lecturers, allowing them to continue studying and conducting their research, providing research leave, and supporting flexible work schedules. Dissension was caused by several things, including government meddling in coaching, issues related to research, such as a dearth of research investigators, students' subpar work, confusion about the best ways to perform research and the quality of their work, political opinions regarding the standards for promotion, the amount of time dedicated to managerial responsibilities, the volume of documentation necessary and the degree of dialogue that takes place in meetings. The Bucharest-based Academy of Economic Studies

discovered that three unique organizational traits control worker happiness degrees in a particular Romanian higher learning institution during their examination of work happiness at the academic level. Todea, S. et al. (2022). For most educational workers, the initial two of the three elements—pay and opportunities for advancement in every academic field, except for full-time professors—are the main causes of dissatisfaction in the field of education. The second and third most prominent factors influencing educational professionals' level of satisfaction are their job atmosphere, work stability, and the quantity of time they spend teaching. Third, there are two types of sources of discontent: working conditions, information accessibility, and teaching resources. The degree to which an individual feels the aforementioned element is good or unsatisfactory depends on how they see other aspects of themselves, such as age, educational background, and work history. These components deal with the faculty members' organizational support.

### **2.12 Academic Staff Satisfaction and the Impact of their Work and Dedication**

The question of job happiness and dissatisfaction among teachers has been extensively studied by scholars. Vuong, B. et al. (2021) investigated how work satisfaction and employee loyalty to an organization were impacted by stress. Three elements were brought to light in the study: diminished personal accomplishments, depersonalization, and emotional tiredness. Her research concentrated on how committed 153 university instructors were to their work and how increased job satisfaction affected their loyalty to different colleges. The job happiness of faculty members was measured in the study using the Minnesota Happiness Questionnaire (MSQ). Factor analysis, GFI, NNFI, RMSEA, CFI, RMSR, and Chi-square/degree of freedom are some of the analytical techniques she uses. According to Todea, S. et al. (2022), there is a substantial correlation between faculty performance and work pleasure. It has been found that faculty members with high job satisfaction are better suited to perform well. As long as these academics are content with their jobs, they appear content and driven to work harder, which could result in a successful conclusion from their hard work. Work satisfaction and good feelings generously foster loyalty to the organization, which is the primary source of this fulfillment. The administration of educational institutions may be at fault for the stress experienced by faculty members. Faculty members may become less engaged in their work, lose interest in teaching, and experience a decline in job satisfaction if they are under constant pressure from the administration.

Furthermore, this could potentially lead to an increase in rates of faculty member turnover and absence. Turnover is increasing in organizations. Stress among staff members is another significant effect of the frequent departure of teaching members.

One of the scariest effects of having less rewarding employment is its influence on health (Todea, et al., 2022). The type of job, the abilities required, and the salary all had an impact on instructors' job happiness, according to a 2012 study by Sucuoglu, E., and Karnley, W. A. (2022), on work satisfaction and institutional commitment in Iranian Islamic Azad universities. Supervisors and teachers have about the same level of satisfaction. It seems that resources like authority, funds, or facilities affect how satisfied teachers and management are. According to the study, there is a relationship between faculty members' job happiness and successful and typical institutions. The study's conclusions show a strong and direct correlation between faculty members' work happiness and their dedication to management. The relationship between work behaviors and staff performance in postsecondary institutions found a positive correlation between faculty work satisfaction and performance. This study can be used by academics at high schools and universities abroad, mostly in developing countries. Torlak, N. G., & Kuzey, C. (2019), assessed the significance of instructors' dedication, employment happiness, as well as output in the classroom primarily in private schooling establishments. The top seven private universities in Uttar Pradesh were the target sample for the survey investigation. The survey participants were supplied by the Department of Management and Information Technology. Cronach's alpha coefficient was used to assess the utilization's dependability. A model was developed to explain how teachers' job satisfaction, work dedication, and performance are related. The study's conclusions indicate that, for faculty members at Indian private universities, contentment is highly connected with performance and dedication, and vice versa. Furthermore, faculty members perform better work, lower absenteeism, embrace the organization's values, participate more in decision-making, and are more dependable and committed to the organization's objectives when there are high levels of satisfaction and commitment.

### **2.13 The well-being of employees, retention assessment, and general satisfaction**

Numerous studies have been conducted. on the variables influencing faculty members' well-being, retention, and assessment. The well-being of faculty members has to be

given more consideration at the organizational and departmental management levels, according to Rinny, P. et al. (2020). The study examined the variables affecting academic faculty members' job satisfaction. Thus, it is more likely that major initiatives to improve safety and job satisfaction will be successful if they are based on department chairs' collaboration and local opinion. These initiatives should also be particularly concentrated on developing more successful guiding households and increasing the accessibility of professional growth opportunities such as inquiry studies. They found that, in the case of clinical track faculty posts, comparable tactics can likewise have a major impact on staff retention and work pleasure.

#### **2.14 Satisfaction among Academic Staff as well as the Achievement of their Students.**

Research has been done on the connection between instructor satisfaction and student successes or remarks. Students who identify as African American men attending community colleges discovered that, on the whole, faculty, and employees at this particular community college are happy about their careers, according to Jackson, J. F. (2023), who conducted a study on the attrition of the quiet voice. The majority of academic staff members who took the survey expressed satisfaction with their opinions of themselves as instructors and believed they had a big say in selecting students who would achieve their goals both personally and academically. The faculty at the institution enjoys mentoring and supporting students in their pursuits, and their level of job satisfaction is ultimately determined by the feedback they receive from students. One of the main determinants of these faculty members' personal satisfaction levels was how closely they followed their students' academic progress. Student communication is therefore the main factor contributing to the formative contentment with their jobs as academic professionals. Mahajan, V., & Kumar, D. (2020) also reported another noteworthy conclusion of this study that is equally worth taking into consideration. Gender and race do interact and have a big impact on the roles of instructional staff that are seen. Research from the college suggests that there are more similarities between white male teachers and black female teachers than previously believed. Because of this, there are more parallels between black male instructors and white female teachers in how they view their various tasks. According to this institution's academics, prior research indicates that community colleges are very different from four-year universities. Many teachers take pride in their pupils'



accomplishments because they see their job as providing underprivileged students with the opportunity to learn. The four groups reported that teachers showed a great deal of concern and felt accountable for their pupils' achievements. It is commonly "claimed that students at this educational facility are neglected and under-prepared." It is OK for teachers to be disappointed in these pupils when they make mistakes in a classroom setting where there is an opportunity for them to succeed. Some teachers quit accepting responsibility for their kids' subpar performance as a result of their disappointment, while others engaged in extracurricular pursuits as a reaction to these pupils' exceptional achievements. These factors led to increased stress levels and role inconsistencies among these teachers. In conclusion, there is much discussion about the degree of contentment and Unhappiness between academic staff at universities across the globe. An overview of relevant books, theses, articles, research papers, and online resources on the subject of university employee happiness is provided in this area. The study compiles the thoughts of several academics regarding academic faculty work satisfaction in higher education institutions. Numerous studies' findings demonstrated how crucial it is for higher education institutions to prioritize faculty work happiness since it affects employee productivity and the quality of their work. Therefore, Herzberg's two-factor theory provided the basis for the investigation. He distinguished between elements like employee relations, status, security, peer relationships, job conditions, pay, supervision, and relationships with peers and business policy and administration into motivators and hygiene factors when classifying the work dimensions. Maslow's Hierarchy of Needs was another fundamental concept used in the study. He divides human desires into the following five categories: Higher-order needs include: (1) self-actualization; (2) safety requirements, for instance, the requirement for safety against harm; (3) social wants, encompassing the need to satisfy the demands for acceptance, Love, and tenderness; (4) self- and other-esteem desires; and (5) necessities, which include physical and biological requirements for sustenance, water, oxygen, sexual activity, and sleep. Seeking self-actualization is the goal of realizing one's potential. In line with Maslow's theory of personal needs, which was quoted by Zhang, L. et al. (2021), employment satisfaction is described as the situation where a person's requirements are met by their job and environment.

## **2.2 Academic Staff Performance Assessment in Higher Education**

### **2.2.1 Performance Appraisal Conceptual Framework**

The activities of performance appraisal and evaluation allow for the assessment of whether an employee's performance is in line with predetermined goals. It is largely based on the evaluation of an employee's productivity at work and action (behavior), together with proficiency (Capabilities, aptitudes, and traits). In modern management, Performance evaluation is viewed within the broader framework of performance management, and along with the social and motivational components of the appraisal process, quantitative precision, and accuracy are also considered by Varma, A., et al. (2023). Along with task performance, which includes worker core duties and job-related conduct, increasing focus has been placed on non-job-specific behaviors in the evaluation process, such as collaboration, devotion, excitement, and perseverance. Due to growing organizational and task complexity and its rising significance, these factors contribute to contextual performance. Ahern, T. (2023). Employee compensation is the practice of paying employees for their efforts by providing them with financial and non-monetary advantages based on the value of their labor. Performance evaluation is a methodical procedure that aims to assess workers' output and identify their potential for future development and career progression within an institution. The fundamental goal of the performance assessment system is to keep track of employee productivity and increase employee motivation, which will enhance corporate morale. It is also a great tool for comprehending and evaluating employee skill potential. Most of the time, supervisors serve as the primary judges and assessors of their subordinates' performance; however, in more recent techniques for performance evaluation, such as 360-degree feedback, an employee is assessed by everyone who interacts with him, including his supervisor, coworkers, customers, peers, subordinate managers, team members, suppliers, and vendors KOŞTUR, H. İ. (2023). This style of performance appraisal differs from other conventional approaches in that it gathers data on employees from all relevant sources to provide a complete picture of their performance or a comprehensive evaluation of people from several angles. On the other hand, subordinates (appraisees) are also becoming aware of the significance of performance appraisals, as this performance management instrument influences their pay and creates the possibility of greater possibilities for development such as additional training, promotions, transfers, salary increases, bonuses, etc. Like

this, performance evaluation, also known as performance assessment, can be used to gather information about an employee's performance and use it to provide them with feedback. Performance reviews could take place annually or twice a year for some companies. Evaluation of each employee's performance on the job and productivity according to specified standards and organizational objectives is its main objective.

The evaluation of an employee's performance considers how they have performed in the past and focuses on how they might perform better in the future. Developmental and evaluative goals are additional justifications for conducting performance reviews. Finding the weak areas of employee performance is done for developmental purposes. The individual is then given chances for training and growth based on the information obtained. On the other hand, evaluative purposes assist businesses and assessors in informing employees about their performance and going on to recognize and penalize bad performance. Additionally, according to Santos, M. R., et al. (2023), performance evaluation appraisal is a tool that helps firms boost employee engagement, build competency, and allocate resources fairly. Fundamentally, performance evaluation serves a variety of goals, including assessment, motivation, and resource allocation. Pareek, S. (2023). It was observed that performance evaluation systems may be utilized to motivate staff members by compensation, elevations, layoffs, as well as the growth of knowledge, proficiency, and experience. Furthermore, Ezekiel, R. (2022), contends that any evaluation process's ultimate goal should be to match each person's goals and priorities with those of the organization, with each person's performance being measured in terms of how they advance the organization. A performance assessment system, according to Sifah, E. B., et al. (2020), is a way of looking into how well an employee has performed throughout a specific amount of time in accomplishing corporate objectives. As a result, performance evaluation is a method for exchanging knowledge between superiors and subordinates so that the growth of the employee may be accurately measured and used to inform strategic decisions about human resources. Performance standards are what determine an appraisal system's efficacy. Therefore, standards must be set by each job description, which must be linked to the institution's goals and objectives. These criteria should also be set down in writing since doing so will make them objective and legally obligatory. Misunderstandings, low morale, a lack of job satisfaction, inefficiency, and confusion result from not matching corporate goals and objectives with performance

requirements. Wegwu, M. E., & Ogbungbada, S. (2021). Results, job morals, character attributes or features, knowledge, skills, and competencies may all be utilized to evaluate performance Cuello, RB, (2020). Although knowledge, skills, and talents are difficult and expensive to assess since they are inherent in a person and not particular to the work itself, they still represent the minimal need necessary for the best possible job performance. The majority of these behaviors are utilized in the public sector because of the culture of the company, which values and promotes collaboration. In the end, how the assessment process is conducted is influenced by organizational climate, organizational culture, and the nature of the job. Wegwu, M. E., & Ogbungbada, S. (2021).

### **2.2.2 Evaluation of Performance in Higher Education**

The staff handbook outlines the conduct norms that are the cornerstone of the performance assessment required of university personnel and relate to duties that define academic output and quality. These principles are put into practice by academic peers through the collaborative examination of course syllabi, research techniques, and expert publications. A technique for quality enhancement is the evaluation of research and instruction. The effectiveness of the educational process may be evaluated using a variety of factors. These standards were developed through several studies, according to Wentworth, D. K., et al. (2020). Sedighi, M., (2020). Wegwu, M. E., & Ogbungbada, S. (2021). Teaching, research, and service-related qualities might be grouped with a concentration on:

- 1) On input, such as personnel qualifications, student makeup, and material resources;
  - 2) On methods, such as instructional strategies, student participation, and feedback;
  - 3) On results, such as student qualifications, employment rates, and staff publications.
- There may also be quantitative information accessible, such as test pass rates, research paper citation counts, etc. In other circumstances, survey information from students or employers may be gathered. The evaluation will be more accurate the more factors that are offered, even without strict, exact scoring scales. Statistical performance indicators should supplement judgment rather than take its place. Teaching includes both what is done and how it is done.

Higher education institutions must prepare pupils for their initial posture in addition to offering the foundation for performance in future roles to deliver quality instruction.

An excellent performance includes remaining cognizant of the student's demands. Students are the customers of teachers' services, which they supply.

The following are the main goals of performance evaluation at Liberian universities:

1. Administrative: hiring, firing, and organizational design
2. Self-evaluation serves as a motivational tool and encourages diligent effort.
3. Identification of training requirements
4. Collaboration in goal-setting and extra work-planning techniques can boost performance. The performance evaluation methodology employed in public institutions is utilized to compile the list of criteria that follows. Due to the impracticalities of publication, many have questioned the criterion, especially the quality of the publication, which is weighted up to 30. Instead of being a procedure, performance evaluation is done as an event. It takes place during a specific period of the year and marks the beginning of the relevant staff's documentation of performance discrepancies or handling of performance. The Appointments and Promotions team will get it at a specific time, which will put much more of a focus on marketing than on improvement. Whitton, J., Parr, G., & Choate, J. (2022).

### 2.2.3 Conditions for weighting

No.	Criteria	Unit%	Total
1.	Teaching Quality	Duration/Tenure- 5% Workload- 5% Quality- 5%	15%
2.	Recent Studies	35%	35%
3.	Publication Quality	30%	30%
4.	Service to the nation or university	20%	20%
	Total:		100%

**Figure 1: Demonstration of the conditions for weighting**

It's important to look at both the performance level and other elements like effects, outcomes, and impacts. Public institutions in Liberia have not given student participation any thought, in contrast to what is the case in nations like the USA, the UK, and New Zealand, where student opinion is a crucial component of the plan. The history of riots, attacks on academics by students, and staff-student conflicts is not particularly helpful either. Professors worry that input from students may be used inappropriately or be incredibly subjective. Naturally, some of the following common rating faults are among the issues associated with subjectivity, Shoaib, S., and Younis, S. (2021). Halo and horn effects, respectively: central inclination, strict rating, lenient rating, most recent conduct, spillover impact, first impressions, spillover effect, need for criticism, etc. Radeke, M. K., & Stahelski, A. J. (2020). Performance assessment compares employee performance to pre-established criteria as a way of maintaining standards and requirements that the employee must fulfill to get promoted or even keep his job. When properly conducted, staff performance evaluations reveal what knowledge and skills staff members have contributed to teachers' education relative to the information and skills required to satisfy the needs of developing effective and competent teachers. According to Mofokeng, J., and Aphane, M. In 2022, performance reviews help teachers enhance the quality of their instruction. Among the fundamentals of policy validation, strategies, and processes in use Within an institution, in addition to quality improvement and standard maintenance, is performance evaluation. (2023). The need for performance evaluation arises from the aforementioned tasks as well as the mandate that lecturers and professors instruct the students in the manner in which they are expected to instruct. There are methodological flaws in the way that lecturers and instructors are now evaluated for their performance and development. In certain of Liberia's higher education institutions, lecturers and professors are currently assessed using an Annual Performance Evaluation Report (APER), the person being evaluated fills out part portion and the director of the section or unit fills out the other half. The only objective of this evaluation is to facilitate promotion. The physical examination of each staff member's growth and performance during the review, however, is not taken into account. Apart from the evaluated staff's personnel data, personal data is needed as the major information from the APER's first section, as well as primary responsibilities, research, special projects, ad hoc assignments, academic pursuits such as seminars, conferences, workshops, and courses taken, as well as publications. The pieces of data are utilized to establish if the staff fits two of the four criteria that are reported to typically be used to underpin academic staff promotions. The two requirements are proof of academic research papers and evidence of productive institutional support. Evidence of excellent character, institutional loyalty, and personal integrity, as well as information on successful instruction, are not disclosed to the authorities in the APER. Olan, F., Arakpogun, E. O., Suklan, J., Nakpodia, F., Damij, N., & Jayawickrama, U. (2022). According to Bennett, A., Kral, K., and Dogan, T. (2021), judging

a person's ability based just on their record of publications is insufficient to show that they are a qualified lecturer, instructor's assessment ought to place greater emphasis on actual teaching skills compared to the restricted examination of additional standards since success in education starts with good teaching quality. The fact that the current assessment procedure uses the APER form and is not advisory is another flaw in the system. Even though lecturers are required to have a certain degree of education, some of them lack the necessary training to be instructors, and hence the advisory function is crucial. Such untrained instructors appear to be hired to instruct on the supposition that because they did well in their academic work, they can teach their topics to students well. Paricahua, E. W. P., Muñoz, S. A. S., Paricahua, A. K. P., Arias-González, J. L., Mamani, W. C., Guzman, C. J. A.,... & Carranza, C. P. M. (2022). Given that subject-matter expertise is distinct from instructional strategies and the application of the acquired information, this assumption is unfounded. Therefore, an effective assessment process should provide staff with recommendations on how to enhance their teaching abilities. It is undeniably conceivable that the primary goal of higher education is quality teaching; as a result, any standards for excellence in the assessment of the work of the faculty member need to be considered while creating the student rating process a legal one. Susilawati, E., Lubis, H., Kesuma, S., & Pratama, I. (2022). According to Yen, P. T., and Vinh, D. In 2023, assessing a lecturer's ability should take into account their communication skills, dedication to supporting students' learning, level of subject-matter expertise, and care for particular pupils. Therefore, the " Students' process of assessment", wherein pupils ought to be polled to ascertain the abilities and competencies of those who educate them, should be the ideal method for evaluating professors and lecturers. According to Oberer, B., and Erkollar, A. (2023, September), students are the ones who use the teaching services and are therefore more qualified to judge the quality of the teaching. Li, H., et al. (2020) make the following claims: (a) students are the most genuine raters; (b) student ratings usually agree with peer assessments, even when the peer evaluating process requires a class visit; and (c) management are typically inaccurate (because they have fewer raters) and do not often agree with student and peer assessments. Pekrun, R., et al. (2023) supported student ratings and suggested that they serve as a form of diagnostic feedback to instructors on the efficacy of their instruction. They offer a data source that students may use to select their classes and teachers, and also a metric of teaching effectiveness that can be utilized in decisions about tenure and elevation. Its validity as a resource of data for providing staff with helpful guidance on how to enhance their teaching is further supported by the fact that student ratings offer feedback on the efficacy of instruction. As a result, it plays a dual role in terms of assessment and advice. The multifaceted structure of a well-crafted student assessment scale is a more useful tool than the APER form evaluation for obtaining data regarding a staff member's ethical conduct with his students. The student's assessment of the professors based on standards of their ethical conduct

as professionals would aid in preventing moral vices like sexual harassment and bullying, which are pervasive in our academic institutions, and the commercialization of grades and scores (Adegbite, E., et al., 2020). APERs, which are now used in higher education institutions to evaluate performance, are not a handy way to learn about a faculty's steadiness of his emotions and ethical standing with his students. Each academic or instructor puts in emotional work. Burić, I. (2019) defined emotional labor in behavioral terms as a way of displaying the appropriate feeling to participate in a business-related image management strategy. To present the work emotions that the company desires, employees performing emotional labor must repress their emotions and follow organizationally prescribed display guidelines. Liu, H., Zou, H. Y., et al. (2020). In the workplace, emotions have a big impact on how the whole company interacts with its stakeholders and with one another. Positive emotions have beneficial benefits at work, while negative emotions may have unfavorable outcomes. Additionally, workplaces have been referred to as emotional environments that contain a variety of elements such as the responsibilities, traits, and events connected to the profession that necessitate emotional reactions from employees and affect their attitudes toward and behaviors related to their work, including job performance and job satisfaction (Kuriakose, V., & Sreejesh, S.). (2023). However, individual characteristics like personality traits and mood govern how strongly this impact is elicited by an emotional event. The Affective Event Theory (AET), developed by Kuriakose, V., and Sreejesh, S. (2023) addresses how emotions play a role in the workplace. Given the unique demands of lecturing and teaching, emotional labor is pertinent in academic settings. It is the responsibility of the academic staff to manage their emotions as part of their work to foster an emotional climate in the classroom that is favorable to both effective teaching and learning. Unfortunately, there is no option in the present APER form for evaluating the instructor's or professors' emotional intelligence (also known as emotional literacy or competency), and as SETE is not being used, there is no chance to evaluate the potential emotional climate that lecturers or teachers could produce in the classroom. As emotional creatures, both humans and pupils, it is impossible to teach or learn effectively while someone is upset or distressed. To perform an emotional job, employees must be emotionally intelligent at the very least and emotionally literate at the highest level. The capacity to control one's own emotions as well as those of others is referred to by Kanesan, P., and Fauzan, N. (2019) as having emotional intelligence. Emotional intelligence is the capacity to properly sense, evaluate, and express emotion, according to Tekin, E. G. (2021) the capacity to recognize and produce emotions when they support cognition, comprehend affect-rich material, and draw on emotional intelligence, as well as the capacity to control emotions to support both emotional and intellectual development and well-being. Employees with high emotional intelligence, according to Lubbadah, T. (2020), appear to be more capable of displaying the necessary emotion since they are more conscious of what is necessary for the work function. The



consciousness of oneself, independent judgment, enthusiasm, empathy, and societal control are the five cornerstones of Mujannah, S., Ratnawati, T., and Kusmaningtyas, A. (2019, March) emotional intelligence paradigm. Not all lecturers or professors have the emotional intelligence necessary to foster an environment that is favorable for learning and teaching; in other words, they are unable to conduct emotional work efficiently. Given that these instructors are permitted to continue working at work and advance, it follows that aptitude or person-job fit is not relevant in academic staff performance reviews, promotions, or rewards. The compatibility of a person's personality with the job or duties they carry out at work is known as person-job fit. This definition takes into account compatibility based on employee requirements, the resources available to satisfy those needs, as well as the demands of the work and the capacity of the person to meet those expectations (Nasrin N. & Morhidi A. H.). (2019). To put it another way, it refers to how well an individual Intellectual abilities, passions, and behavioral traits match those needed for the position. Employees who are better suited for their jobs will be more driven to perform well on the job and achieve in their positions within a business. Additionally, it implies that a business can raise productivity and revenue while lowering expenses related to staff turnover. Person-to-job fit will assist in upholding standards and enhancing teaching quality in the university system. At the University of Zambia, in a case study, it was investigated by Aguirre, H. C. C. & Banda, R. M. (2019) that student assessment may affect how well a department's teaching is done. The enhancement of instruction is the most important goal of educational assessment and ought to be the utmost convincing justification for doing so; hence, this investigation was deemed crucial. A novel assessment scoring method that was employed is also presented in the case study. The study found that the quality of teaching in the academic department improved the subsequent year, as well as that assessment of the efficacy of instruction played a role in that development since students gave lecturers insightful comments. The UNZASAS approach is sensitive; the method has proven to be a helpful instrument for analyzing how pupils feel about the caliber of the instruction provided by teaching staff and for giving faculty members constructive criticism, which is a common exercise in higher education institutions. The method can identify tendencies about particular attributes. The UNZASAS approach has proven to be an excellent instrument for evaluating students' impressions of the quality of the instruction provided by academic staff and giving faculty formative feedback. It has the potential to uncover patterns concerning certain features. Within the framework of the instructor's work assessment, it is currently standard practice at higher education in the United States for the management to employ a means of assessing the efficacy of academics through pupil assessment. Smith, M. R., et al. (2023) discovered that the usage of student evaluations of teaching effectiveness (SETE) grew from 29 percent to 86 percent between 1973 and 1993 in research that followed

the usage of pupil assessments of academic staff at six hundred establishments. Teaching evaluation has been practiced for a while, and it often focuses on the responsibility to guarantee the general public and the relevant officials of the institution's teaching quality. Unfortunately, there has been a lot of hostility and debate around teacher assessment up until this point. For instance, to name just one, grade inflation has been attributed to it. However, assessment has not yet been established in Africa, particularly in Liberia, unlike In Australia, Europe, and North America, where it has gained acceptance and is widely used. Despite the validity and reliability of the evaluation being criticized by some opponents of student evaluation of instruction, research shows that students' evaluations are sufficient in each of these areas. A specific instructor's ratings are often constant across courses, years, rating scales, and groups of raters. According to further data, students who are taught by instructors who have high evaluation scores typically retain the information they are given more effectively than students who are taught by teachers who have lower evaluation scores. Still, it has to be acknowledged right away that student evaluations of instruction do not always tell the full picture and can be limited in their ability to assess the value of academic standards among university graduates. As a result, student evaluations of instruction should always be complemented by information from other sources that focus on pedagogy and professional input.

#### **2.2.4 Students' Evaluation of Teaching Efficiency (SETE)**

Despite student assessments having the advantages mentioned above, but concerns are being expressed regarding their accuracy, dependability, and generalizability. For instance, Okoro, C. O., et al. (2022) note that pupils may answer questions based on their perceptions of the instructor instead of their feelings toward him. Furthermore, he asserts that certain professors might handle pupils very tolerantly and could engage in extensive lighthearted banter with them to earn their respect. The latter argument is similar to what is referred to as the "Dr. Fox Effect," or students' evaluations of college or university instruction are mostly influenced by a teacher's level of expression (Nassar, M., et al., 2022). According to the interpretation of this effect, a passionate speaker can win over an audience even if his lectures don't include much substantive information. The validity of student assessments may also be impacted by additional factors, Anthony, C. J., B. et al. (2022). If SETE tools are used in isolation, similar to how they do in some universities, and without employing additional or collaborative measures, then students are going to be the main predictors of a lecturer's accomplishment or failure in their time as educators. Excessive levels of competence in the classroom are often anticipated at universities that prioritize teaching as opposed

to research. It follows that pupil evaluations of an instructor's performance possess the ability to elevate or derail the profession of instructor if they are employed in isolation. The idea that students should be seen as the business program's products rather than its clients is prevalent in many business schools (Emery, M., et al., 2022). In other words, society or industry is the ultimate client, while lecturers are the immediate customers. From this stance, it is obvious that using SETE, which captures the popularity of the speaker implicitly, is improper for determining instructional efficacy. (I.e.) educating Intriguingly, business divisions assert that using pupil evaluations to improve overall standards is a good idea, while Ming, F. (2023), claims that the process is erroneous and discouraging. There are further grounds to question the assessment of educational efficacy solely through the application of SETE, in addition to concerns about the assessment methodology and the reliability of the instrument. Saad, S., & Sulaiman, N. L. (2022) noted that although subordinates are occasionally used as the only indicator of a supervisor's success, this practice does exist in some sectors. This is typically used as the least weighted approach among several to determine efficacy. At universities with a teaching emphasis, a student evaluation of their instruction is often the piece of evidence that has the most impact on choices about promotions and tenure. Sadly, this tool frequently falls short of capturing the instructor's capacity to encourage the formation of education and to act as an instrument for enhancing teaching. Student instructional evaluation surveys have been promoted as a low-cost and practical way to assess the instruction of university faculty members from the very beginning. In the 1960s, university administrators quickly embraced SETE since they were thought to be able to provide a ready-made method for evaluating faculty members. Since they were first introduced almost 40 years ago, student instructional ratings have been widely used due to their projected promise, technological look, and complete simplicity. However, according to research, SETE is not the sole source of information on teaching efficacy, nor is it even the most effective one. On the validity and reliability of SETE, researchers have performed hundreds of academic tests around the country. It is commonly claimed that SETE fails to distinguish between system-driven elements, which are beyond the faculty members' control, and ones that are decided by the faculty members themselves. Many organizations may believe that educational administrators should only utilize SETEs to get Positive feedback and should instead concentrate on impartial measurements of results when making judgments on tenure and promotion for the teaching component. Furthermore, it makes

sense to assess academic staff each semester, irrespective of their position or tenure, since the main goal of conducting SETEs is to provide feedback.

### **2.2.5 Suggestions for Utilizing SETE to Ensure Reliability and Validity**

It is commonly known that SETEs must participate in the decision-making process regarding academic personnel choices. As a result, we concur with the following suggestions offered by Owoeye, O. B., et al. (2020) to enhance the utilization of student assessments and use a variety of data sources. Do not depend solely on student evaluations to determine how successful a teacher is. They don't offer proof in every area pertinent to educational efficacy. (e.g., expertise of the subject, suitability of the course material, and goals). Make SETE tools' language more "achievement" focused rather than "satisfaction" focused. Remove inquiries about in what way the instructors know the subject matter and replace them with ones about the degree to which the pupils gained knowledge from the course of study. Students aren't informed enough to offer an accurate assessment. Any comparison should also be made with similar courses. (e.g., an engineering course is an engineering course, not an engineering course to a drama course). Make sure the data and measures are genuine and dependable from a technical standpoint. Ask students to comment, particularly on any ratings that are not satisfactory. This will give us the chance to evaluate the veracity of negative ratings. Making student ratings more trustworthy is one option, according to Callahan, C. M. (2023). Both the evaluators and the supervisors should get training in evaluation and feedback. If you want students to have a significant role in the unit's assessment procedure, instruct them on evaluation techniques in a first-year lecture. Additionally, the employment of unskilled assessors (students) may be challenged in court, Gaikwad R. V., & Ramrao A. S. (2023). On the other side, administrators must receive training in providing constructive criticism to avoid a decline in motivation. If job behaviors instead of results ought to be reviewed, administrators should seize the chance to watch the rates of performance as well as their understanding of what constitutes appropriate and successful teaching conduct. Units need to take a close look at their evaluation procedures to ensure that academics from different cultural backgrounds do not receive worse ratings as a result of their differences. Until someone has gained knowledge, nobody has taught anything. (Einstein, A., 2023). Consequently, they promote those programs to present themselves as role models for

those who assess lectures based on outcomes. They also understand that teaching is fundamentally a social activity and, as such, is closely linked to how a student perceives a lecturer's personality. Last but not least, they maintain that "outcomes must serve as the foundation for any evaluation of instructional efficacy. Everything else is garbage. To put it another way, the aforementioned assertion implies that the efficiency of education should only be assessed based on the products' quality. (University graduates).

## **2.3 Technology-Based Performance Assessment of Higher Education**

### **2.3.1 Theoretical Framework**

Information technology (IT) is a critical component of any business, especially when it comes to concerns like data integration, sharing, and performance improvement Raudeliuniene, et al. (2020). The financial performance of a business, including return on sales, profit margins, lower asset turnover than the benchmark, and high capital market values, has also been proven to be highly impacted by IT skills in several academic studies Arshad, M. A., et al., (2021). Additionally, they affect the knowledge management cycle, which enhances overall organizational performance Raudeliuniene, et al. (2020). These findings imply that the availability of IT will improve every job's efficacy and efficiency and enable accurate labor accounting.

According to Handayani, E., et al. (2023), this will also have an impact on how well a company succeeds financially and operationally. However, the bulk of the early study was still concentrated on the supply chains for travel and tourism, as well as the pension and savings industries. Pratolo, S., Spama, D. T., & Sofyani, H. (2023). It should be noted that little is known about how universities in developing countries like Liberia coordinate their IT resources with other internal resources to improve performance.

The COVID-19 outbreak has reportedly made it more difficult for private higher education institutions (HEIs) to maintain their effectiveness and quality, claim Sofyani, H., Tahar, A., & Ulum, I. (2022). Operational performance is a term used to describe how well a company manages its operational quality. Pratolo, S., et al. (2023). According to Hsiao, P. C. K., et al. (2023), higher education executives may benefit from using performance data and Performance Management System PMS effectively

to help them make the right decisions, particularly concerning attaining organizational performance. We may draw from this that PMS is essential for IT development to more successfully support the objective of improving organizational performance, both financial and non-financial. In light of previous discussions, this study made an effort to evaluate the role of PMS in mediating the relationship between IT skills and the effectiveness of HEIs in Liberia. The COVID-19 pandemic and the Commission on Higher Education's recommendation in 2018 both enhanced the condition of IT development in the HEI sector in Liberia, which is where this study takes place Sofyani, Hasan, & Saleh, (2022).

### **2.3.2 Method of Establishing a Goal**

A high degree of success will result from the implementation of goal-setting by people or groups inside the company as well as the delivery of specified goals (Locke, 1975). A lack of objectives or detailed goal communication can result in ambiguity, misunderstanding, and a lack of guidance for subordinates Locke & Latham (2013). To increase work motivation and commitment to the organization in achieving goals, detailed goals must be set when creating a Performance Management System (PMS) Pratolo, et al. (2021). This will have an impact on increasing organizational performance, both financially and in terms of the operational performance of the staff. Additionally, there is a connection between goal-setting theory and the PMS, which explains that organizations will strive to increase organizational effectiveness and efficiency if there is clarity on organizational goals. With satisfying information technology (IT), it is expected to be able to improve the PMS3+ in a way that will improve financial performance and operational performance as well. Contrarily, HEIs are institutions whose operational actions are guided by the organization's vision, purpose, and goals Pratolo et al., (2021). When HEIs have defined objectives, it will be simpler to comprehend each employee's responsibilities and meet the organization's objectives. To create the highest level of financial success and boost HEIs' operational performance, a suitable IT capacity is also required to support performance measurement methods. It will thus improve accreditation and allow HEIs to compete effectively.

### 2.3.3 Development of concepts

IT assists higher education in identifying possibilities to enhance coordination, planning, and management. Staff performance is influenced by the expectation of achieving these objectives, which include teaching, student growth, profitability, innovation, and global success in general. Tjahjadi, B. et al. (2022). It is also capable of assisting higher education in gaining a competitive advantage in global markets. As a result of IT innovation, the institution enjoys strong financial and non-financial performance. IT capacity has a beneficial impact on how well an organization performs in global marketplaces, which is tied to financial performance targets and other goals that the institution's internal capability function can help the institution achieve. Setiawan, I. A., et al. (2020, April). The flow of management accounting information has become more accurate, integrated, timely, and relevant as a result of technological changes, one of which is IT and computerization in enterprises Ghasemi et al., (2019). Ausat, A. M. A., et al. (2023) defined IT competence as the organization's capacity to acquire, deploy, and use IT-related resources in conjunction with other resources and competencies to achieve institutional goals through the use of IT. The results of empirical research demonstrate that firms with strong IT capabilities will see some performance gain, either directly (competitive performance) or indirectly through impacting organizational processes. Additionally, Aldarmaki, S., et al. (2023) discovered that technological advancements can enhance higher education performance from both financial and non-financial perspectives. In terms of management competencies, IT capabilities have mostly been considered. The primary facilitator for transferring information across the institution in a timely and trustworthy manner is IT. It is frequently seen as a system supporter as a result. IT competence is a significant aspect that promotes operational success, according to Sharma, P. K., et al. (2021), resulting in improved operational performance. According to the findings of a study by Ganbold et al. (2021), IT skills positively affect higher education (HE), particularly student integration, and positively and significantly affect all operational performance metrics. A resource-based view of IT capabilities, according to Hutahayan (2020), enables academics to comprehend how IT skills impact both financial performance and strategic performance. Therefore, a company's goals will be more clearly defined and supported by information technology, which will result in improved operational performance for the firm. On the other side, a large number of

HEIs have embraced technology and begun offering online courses (learning) utilizing tools like Google Classrooms, Zoom, Skype Meet Up, Google Hangouts, learning management systems (LMS), YouTube, etc. The internal assessment of their IT capabilities (both executive and operational) also exponentially rises when using such "ready-to-use" digital learning solutions. Improvements in IT and upgrading IT portfolios are focused on research, publication, and community service activities in addition to teaching and learning activities Tahar et al., (2021). The development of information systems (IS) has a big impact on enhancing higher education institutions. Because IT may serve as one of the metrics for measuring organizational success, its presence is crucial to meeting higher education performance goals. According to the findings of earlier research, IT offers a significant deal of potential to enhance performance measurement across a range of HE domains. Pratolo, S., et al. (2023). The findings of Pratolo, S., et al. (2021) demonstrate that IT may have a large, beneficial impact on organizational performance management systems. It may have an impact on performance for it to be successful, efficient, and able to be properly accounted for, claim Pratolo, Sofyani, and Mukti in (2021). As a result, businesses that can maximize performance through IT may enhance their organizational PMS to make it more productive (Pratolo, Sofyani, & Mukti, 2021). It is anticipated that if organizational goals are clear and IT needs are met, the PMS may be improved. The evaluation of numerous activities and internal processes in higher education requires the application of information technology. Mulyawan, B., & Christanti, T. S. V. (2022, April). The idea of monitoring and evaluating the higher education quality assurance system has been the subject of several studies. According to Warner et al. (2014), senior management established an executive information system database architecture model to help them make decisions based on how well the National Higher Education Standards were being met. A well-designed and executed Web-enabled Performance Measurement System (WePMS) can make it simpler for the management team to direct everyone inside the business toward actions that boost performance more successfully Turner et al., (2004). According to Baird, K., Su, S. X., & Nuhu, N. (2022), a thorough PMS is connected to organizational strategy and unit strategy to be able to explain and convey strategic objectives to operating staff about their performance elements. A PMS makes it simpler to acquire data that points managers toward both short- and long-term objectives, such as cost control and realizing the organization's long-term plan. Pratolo, S., Spama, D. T., & Sofyani, H. (2023).



University performance may improve as a result of the advantages that performance assessment may provide. In contrast to business, the true state of tertiary institutions is disclosed by the characteristics that contribute to long-term financial business performance, including addressing student demands, continual development, and resource use. As a result, PMS is thought to have a large and favorable impact on financial performance. The organization's financial performance will significantly improve if goal setting is applied because it will enable the organization's goals to be explained in detail and backed by a strong PMS that can explain and communicate strategic objectives. Strategic PMS have the power to foster mutual understanding. Irfani, D. P., et al. (2019). As a result, through common understanding, leaders can coordinate everyone's efforts inside an organization. It is anticipated that having a PMS will facilitate internal communication inside the company, encourage performance in reaching organizational objectives, and offer feedback. Knowing the objectives that must be accomplished in line with the defined plans and strategies can help employees better grasp their roles and obligations when doing a job. Tahar, A., & Sofyani, H. (2019). When a systematic performance evaluation mechanism is in place, individuals may decide the course of their job activity to meet their own performance goals and make it simpler to work toward corporate objectives. The actions that occur in a work environment are also well defined and effectively implemented indirectly because corporate goals are clear and PMS processes are explicit. Higher education performance measurement frequently emphasizes academic indicators which include things like academic activities, research, publications, teaching workloads, funding, faculty and student interactions, and student activities. Musah, M. B., et al. (2023) Universities must also make sure that their organizational excellence-compliant performance assessment system meets the demands of all relevant stakeholders. A tool for internal and external control that benefits stakeholders is a strategic performance assessment system. Key Performance Indicators (KPIs) have been operationalized in the realm of higher education to guarantee the attainment of strategic performance at the organizational level and sub-organizational units. Pratolo, S., et al. (2023).

## **CHAPTER III**

### **METHODOLOGY**

This section provides a detailed account of the techniques used in gathering data, as well as the procedures that were followed in examining the gathered data. It also describes the methodology employed in conducting the study, including the statistical techniques used to analyze the data and interpret the results. The study aims to investigate the relationship between Job Satisfaction and Academic Staff Performance Assessment at the African Methodist Episcopal Zion University in Liberia.

#### **3.1 Research Design**

The research design used for this study was cross-sectional. The analytical cross-sectional study is one kind of quantitative non-experimental research. The goal of this study is to collect data from a group of people at a specific period in time Schmidt & Brown, (2019, p. 206).

#### **3.2 Research Population**

The population of this study includes all academic staff at the academic African Methodist Episcopal University in Liberia. According to the records of the Human Resource Department of the African Methodist Episcopal Zion University, there are 115 Academic staff at the University, these 115 academic staff make up the population of this research study.

#### **3.3 Sample and Sampling Methods**

The study used the Krejcie and Morgan, 1970 sample size table to derive the sample size. According to Krejcie and Morgan, 1970 at a 95% confidence interval and 5% margin of error, a total of 92 persons was selected from the population of 115. The researcher employed the basic random sampling method, which is a probability sampling technique. This technique was unique to the researcher because every academic staff was given an equal opportunity of being included in the sample which was ideal for inferences and avoiding biases.

### **3.4 Data Collection Tools**

The structured questionnaire is a flexible way to collect data from a large or small sample size on practically any study topic (Moore, 1987). The research used two scales to collect the responses from the study participants. These scales were developed and validated which make them ideal for the study. For Academic staff performance, the scale used was developed by and is titled "Mawoli & Babandako (2011). An assessment of work performance, job satisfaction, and staff motivation in an academic environment. The second scale is on Job satisfaction. It was developed by and the scale title is "Al-Rubaish et al., (2011). Saudi Arabia was the location for the development and validation of the job satisfaction questionnaire.

This questionnaire has three sections: Respondent demographics were obtained in section A. Those questions included Gender, Age, Marital status, Religion, Educational Qualification, Income, Department, and years of teaching Experience.

Section 2: This portion of the questionnaire was related to the dependent variable which is Academic Job performance. Likert scales of 5 points, from strongly disagree to strongly agree, were used to gauge respondents' responses. This section was subdivided to solicit responses on Teaching performance and research performance. Teaching performance had 10 questions while Research performance had 12 questions.

Section 3: This section consisted of the questions of the questionnaire related to the independent variable: (Academic Job Satisfaction) based on the 5-point Likert scale as mentioned above. This Section has 45 questions focused on Academic Job satisfaction. It was subdivided it Authority with 9 questions, Supervision with 5 questions, Policies and Facilities with 9 questions, My work itself with 5 questions, Interpersonal Relationships with 5 questions, Commitment with 4 questions, Salary with 4 questions, and Workload with 4 questions.

### **3.5 Data Collection Procedures**

The study got approval from the administration of the African Methodist Episcopal Zion University and an application was made to the Near East ethics committee after which approval was granted by the ethics committee. The informed consent of the

academic staff was sought and the questionnaire utilizing Google form was distributed to the staff through their university email addresses and some through WhatsApp. The Data collection lasted from November 25 to December 18, 2023.

### **3.6 Ethical Considerations**

Because the scales used in this study are open-access, there was no need to get permission from the authors; they are open-access and disseminated according to the guidelines provided by the Creative Commons Attribution license. (<http://creativecommons.org/licenses/by/3.0/>). To avoid ethical misconduct, the authors of those scales were referred to throughout the work mentioning the data collection instruments. This study was approved by the NEU Scientific Research Ethics Committee (NEU/ES/2023/1045). The researcher using the informed consent form explained the purpose of the research to all of the staff and told them that their participation was voluntary and they could decline at any point in the study. There was no place on the questionnaire asking for Names or email addresses to maintain the confidentiality of the staff.

### **3.7 Data Analysis Procedure**

For the data analysis, the researcher used SPSS Version 26. The questionnaire's demographic section was analyzed using descriptive statistics. For the questionnaire's Likert scale variables, the study calculated the averages and variances for understanding the responses of the respondents. The quantitative study variables were also tested for reliability using Cronbach's alpha. To understand the relationship between Job Satisfaction and Academic Staff Performance Assessment Pearson's correlation and Linear Regression analysis was done.

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Introduction

This chapter explains the findings of the research. It includes the demographical information, correlation analysis, and the testing of hypotheses via the application of regression analysis to look into the relationship between academic staff performance and job satisfaction at the African Methodist Episcopal Zion University in Liberia.

#### 4.2 Number of Respondents

The results indicate that out of a total of our sample of 92 that were expected to respond to the questionnaire, 89 responded which constitutes a 97% response rate which was extremely excellent for our research and will be very valuable in inferring our study findings on our study population.

#### 4.3 Demographic Data

The study sought the following demographic information from our study participants: Gender, age range, educational Level, Marital Status, Religion, Years of teaching experience, Department, and Monthly Income as indicated in the table below.

**Table 1** Participants' Socio-Demographic Information (n = 89)

<b>Variable</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	56	62.9
	Female	33	37.1
<b>Marital Status</b>	Single	69	77.5
	Married	19	21.3
	Divorced	1	1.1
<b>Religion</b>	Christianity	73	82.0
	Islam	15	16.9
	Traditional	1	1.1
<b>Age Range</b>	26 – 35	52	58.4

	18 – 25	22	24.7
	36 – 45	13	14.6
	46 – 55	1	1.1
	56 & above	1	1.1
<b>Educational Status</b>	Master Degree	54	60.7
	Bachelor Degree	31	34.8
	PhD	4	4.5
<b>Experience</b>	1-3 years	39	43.8
	Less than 1 year	23	25.8
	4-7years	14	15.7
	8 and above	13	14.6
<b>Department</b>	Accounting	8	9.0
	Business Administration	7	7.9
	Civil engineering	7	7.9
	Criminal Justice	20	22.5
	Public Administration	25	28.1
	Public health	9	10.1
	Sociology	13	14.6

In Table 1, the distribution of Academic staff descriptive characteristics is given. The majority of the Academic staff were Male 56 (62.9%) while 33 (37.1%). Regarding Marital status, Single 69 (77.5%), Married 19 (21.3%) and Divorced 1(1.1%). As for Religion, Christianity accounted for the majority with 73 (82.0%), Islam 15 (16.9%) and Traditional religion 1 (1.1%). With regards to the Age range, more than half 52

(58.4) were between 26 – 35, 18 – 25 were 22(24.7%), 36 – 45 total 13 (14.6), 45 – 55 and 56 & above were 1 (1.1%) each. In terms of education, Master’s degrees 54 (60.7%), Bachelor’s 31 (34.8%) and PhD were the least with 4 (4.5%). Concerning their teaching experience, the Majority 39 (43.8%) had spent 1 – 3 years followed by Less than 1 year 23 (25.8%), 4 – 7 years 14 (15.7%), the least was from 8 years and above 13 (14.6%). The majority of the Academic staff were from the Public Administration Department 25 (28.1%), Criminal Justice 20 (22.5%), Business Administration 7 (7.9%), and Civil Engineering 7 (7.9%) were the least.

The minimum salary of Academic staff is USD 100, the maximum salary is \$ 1200, and the mean salary is 657.60 ( $\pm 1363.646$  USD). The median salary is USD 350.

#### 4.4 Reliability Test

**Table 2** Cronbach Alpha

<b>Variables</b>	<b>No. of Items</b>	<b>Cronbach’s Alpha</b>
Job Performance (Teaching)	<b>10</b>	<b>.925</b>
Job Performance (Research)	<b>12</b>	<b>.934</b>
Job Performance Total	<b>22</b>	<b>.935</b>
Authority	<b>9</b>	<b>.906</b>
Supervision	<b>5</b>	<b>.927</b>
Policies & facilities	<b>9</b>	<b>.939</b>
My work Itself	<b>5</b>	<b>.875</b>
Interpersonal Relations	<b>5</b>	<b>.835</b>
Commitment	<b>4</b>	<b>.908</b>
Salary	<b>4</b>	<b>.870</b>
Workload	<b>4</b>	<b>.730</b>
Academic Job Satisfaction Total	<b>45</b>	<b>.97.2</b>

Cronbach’s alpha was used to test the reliability of our scale use in the study. The reliability coefficients are as follows: Job Performance (Teaching) is .925, Job Performance (Research) is .934, and the total value for Job Performance is .935. Authority has a value of .906, Supervision has .927, Policies & facilities is.939, My

work Itself is .875, Interpersonal Relations is .835, Commitment is .908, Salary is .870, Workload is .730 while the total for Academic Job Satisfaction is 97.2

#### 4.5 Descriptive analysis

The study used a 5-point Likert scale for the responses to a total of 22 questions for both Academic Job Satisfaction which is the dependent variable subdivided into Job Performance in teaching and Job performance in research and Academic Job satisfaction with a total of 45 questions and divided into 8 subscales. for "Strongly Agree," "5", for "Agree," "4", "3" for "Neither Agree nor Disagree," "2" for "Disagree," and "1" for "Strongly Disagree." Both the mean and the standard deviation are displayed for every question in Table 3 beneath.

**Table 3** Descriptive Statistics of Study Items

Items	Mean	Standard Deviation
I attend my lessons according to the timetable.	4.157	1.1271
I attend to my lessons always.	4.236	.9048
I enter my class at the right time (i.e. not late).	4.101	1.0340
I leave my class at right time (i.e. not earlier than supposed).	3.876	1.1949
I give notes to my students.	4.180	.9482
I give tests, assignments, and field/practical work to the students in every course I teach.	4.022	1.1279
I mark all the assignments given to students.	4.000	1.0975
I return all continuous assessment (CA) marked scripts to students.	3.843	1.0965
I release the CA scores to students before examination commences.	3.798	1.0464
I read and correct students' project.	4.034	.9822
<b>Average Mean of Job Performance (Teaching)</b>	<b>4.025</b>	
I attend at least on national conference per annum.	3.416	1.2042
I attend at least one international conference in every three (3) years.	3.146	1.1634
My conference papers are published in conference proceedings.	3.011	1.1628
I publish my research articles with a university, polytechnic, or	3.393	1.0619



C.O.E.		
My research articles have been published by a foreign journal.	3.079	1.1203
I have authored a book(s.)	2.742	1.1234
I have co-authored a book(s).	2.787	1.1626
I have contributed chapters in an edited book.	3.011	1.1230
I have contributed chapters in Book of Readings.	3.045	1.1766
My research articles have been published in a newspaper/magazine.	3.112	1.1225
I have participated in sponsored national research.	3.404	1.0946
I have participated in sponsored international research.	3.124	1.1263
<b>Average Mean of Job Performance (Research)</b>	<b>3.106</b>	
<b>Average Mean of Job Performance</b>	<b>3.523</b>	
My present job provides good opportunities for promotion	3.663	.9879
I have been rewarded for my good performance	3.798	1.0245
My opportunity for promotion is unlimited	3.562	1.0330
The University helps me to pursue my professional growth	3.742	1.1533
Job promotion is based on job performance and achievement	4.000	1.1677
I have been recognized for my accomplishments	4.000	.9415
My job encourages a competitive spirit	3.888	1.0273
My job is compatible with my experience	4.000	.9535
I feel that AMEZ University has a high degree of loyalty to me	3.652	1.0564
<b>Average Mean of Authority</b>	<b>3.811</b>	
My immediate supervisor treats staff fairly	3.820	.9835
I can trust my immediate supervisor	3.831	.9443
My immediate supervisor does a good and efficient job	3.888	.9467
My immediate supervisor uses positive feedback with staff	3.820	.9835
No administrative tension with my immediate supervisor	3.775	.8628
<b>Average Mean of Supervision</b>	<b>3.827</b>	
The office/area of work is comfortable and safe	3.854	1.0062
Amenities (closets, etc) are clean	3.820	.9601
There is NO shortness in financial resources	3.337	1.0865
The available equipment works properly	3.506	1.0127

The number of personnel is sufficient to run the work	3.438	1.0108
Fair university policies	3.640	1.0362
My department has a policy manual	3.910	.9249
Capable administration in College/University	3.876	.7952
I receive regular and timely feedback on my performance	3.708	.9909
<b>Average Mean of Policies and Facilities</b>	<b>3.677</b>	
I have the freedom of decision how to accomplish my assigned	3.932	.9321
I have freedom of choice when performing my duties	3.784	.9154
Flexible work procedures	3.875	.8139
Clear job position, scope, and responsibilities	3.841	.8695
I have sufficient professional authority and autonomy at work	3.864	.8601
<b>Average Mean of My Work Itself</b>	<b>3.859</b>	
Sense of friendship and team spirit with colleagues	4.067	.9020
Work relations are satisfactory	3.910	.9125
Good interpersonal communication and cooperation	4.022	.8525
Coordinated and integrated activities	3.888	.8586
Chances for socialization with colleagues during work	3.921	.8690
<b>Average Mean of Interpersonal Relationships</b>	<b>3.962</b>	
I am ready to put extra efforts to accomplish my work	4.191	.7816
I am aware of quality concepts while performing my duties	4.258	.6995
I have a high degree of loyalty to this University	4.213	.7304
I have clear achievable goals and standards for my position	4.202	.7413
<b>Average Mean of Commitment</b>	<b>4.216</b>	
My salary is fair and sufficient	3.404	.9853
In general, I am satisfied with my job	3.798	.9192
AMEZ University has clear policies regarding salaries and allowances	3.629	.9814
My salary is higher than in other universities	3.348	1.0124
<b>Average Mean of Salary</b>	<b>3.545</b>	
My required workload reduces the quality of my performance	3.191	1.1066
My work does not make me stressed	3.449	1.0976
I can accomplish my assigned workload	3.944	.8028

I get the necessary information to accomplish my work	3.899	.9299
<b>Average Mean of Workload</b>	<b>3.621</b>	
<b>Average Mean of Academic Job Satisfaction</b>	<b>3.817</b>	

Table 3, shows the mean and standard deviation of the study responses to the various questions on the study questionnaire which are Academic Performance and Academic Job Satisfaction.

**Academic Performance:** As for the respondent responses on the subdivision of Academic Performance in teaching, I attend lessons always has the highest mean of 4.236 while I release the Continuous Assessment scores to students before the examination commences has the lowest mean of 3.798. The average mean score for Job Performance (Teaching) is 4.025. I attend at least one national conference per annum which falls under Job Performance in research has the highest mean of 3.416 while I have authored a book(s) that has the lowest mean of 2.742. The average mean of Job performance is 3.523.

**Academic Job Satisfaction** has eight subscales which are: Authority, Supervision, Policies & facilities, My work Itself, Interpersonal Relations, Commitment, Salary, and Workload. As for the subscale of Authority, Job promotion is based on job performance and achievement, I have been recognized for my accomplishments and My job is compatible with my experience and has the highest mean value of 4.00 while My opportunity for promotion is unlimited and has the least mean of 3.562. The average Mean of Authority is 3.811. As for Supervision, My immediate supervisor does a good and efficient job has the highest mean of 3.888 while No administrative tension with my immediate supervisor has the lowest mean of 3.775. The Average Mean of Supervision is 3.827. Regarding Policies & facilities, My department has a policy manual has the highest mean of 3.910 and There is NO shortness in financial resources has the lowest mean of 3.337. The average Mean of Policies and Facilities is 3.677. I have the freedom of decision how to accomplish my assignment which fall under My Work Itself has the highest mean of 3.932 while I have freedom of choice when performing my duties has the least mean of 3.784. The average Mean of My Work Itself is 3.859. Concerning Interpersonal relationships, Sense of friendship and team spirit with colleagues has the highest mean of 4.067 while Coordinated and

integrated activities have the lowest mean of 3.888. The average Mean of Interpersonal Relationships is 3.962. As for Commitment, I am aware of quality concepts while performing my duties has the highest mean of 4.258 while I am ready to put extra efforts to accomplish my work has the lowest mean of 4.191. The average Mean of Commitment is 4.216. Pertaining Salary, In general, I am satisfied with my job has the highest mean of 3.798 while My salary is higher than in other universities has the least mean of 3.348. The average Mean of Salary is 3.545. Finally, regarding workload, I can accomplish my assigned workload has the highest mean of 3.944 while My required workload reduces the quality of my performance has the least mean of 3.191. Average Mean of Workload is 3.621. Overall, the Majority of the academic staff agree with the questions on Academic Job Satisfaction as indicated by the average mean of 3.817.

#### 4.6 Correlation Analysis

In order to examine the potential relationship between the study variables under investigation a correlation analysis was conducted.

**Table 4** Pearson's Correlation Coefficient Matrix between Academic Job Performance and Academic Job Satisfaction

Variables	1	2	3	4	5	6	7	8	9	10
	r	.580*	.513*	.520*	.528*	.473**	.393*	.530**	.473*	.615**
<b>1.Job_Performance</b>	p	*	*	*	*	.000	*	.000	*	.000
		.000	.000	.000	.000		.000		.000	
<b>2. Authority</b>	r		.745*	.650*	.724*	.652**	.562*	.656**	.465*	.859**
	p		*	*	*	.000	*	.000	*	.000
			.000	.000	.000		.000		.000	
<b>3. Supervision</b>	r			.802*	.745*	.631**	.435*	.633**	.500*	.861**
	p			*	*	.000	*	.000	*	.000
				.000	.000		.000		.000	
<b>4. Policies_Facilities</b>	r				.727*	.632**	.363*	.779**	.709*	.888**
	p				*	.000	*	.000	*	.000
					.000		.000		.000	

<b>5. Work_Itself</b>	r	.825**	.564*	.766**	.603*	.893**
	p	.000	*		*	
			.000			
<b>6. Interpersonal_Relations</b>			.646*	.731**	.543*	.831**
			*	.000	*	.000
			.000		.000	
<b>7. Commitment</b>	R			.482**	.427*	.630**
	p			.000	*	.000
					.000	
<b>8. Salary</b>	r				.717*	.863**
	p				*	.000
					.000	
<b>9. Workload</b>	r					.728**
	p					.000
<b>10. Academic_Job_Satisfaction</b>	R					
	p					

$P \leq 0.05^*$   $p \leq 0.01^{**}$

Table 4 shows Pearson's correlation matrix Between Academic Job Performance and Academic Job Satisfaction with its subscales: (Authority, Supervision, Policies & Facilities, Work Itself, Interpersonal Relationships, Commitment, Salary, and Workload). The Pearson Correlation coefficient shows that there is a Positive and significant correlation between Academic job Performance and Academic Job Satisfaction its subscales that include Authority, Supervision, Policies & Facilities, Work Itself, Interpersonal Relationships, Commitment, Salary, and Workload (p-value < 0.01).

#### 4.7 Regression

In this part of the work, the study has already established a relationship between the study variables which are Academic Job Performance and Academic Job Satisfaction with its subscales: (Authority, Supervision, Policies & Facilities, Work Itself, Interpersonal Relationships, Commitment, Salary, and Workload without regard to causation using the correlation, the study has now moved to regression to establish the

impact that the independent variable which is Academic Job Satisfaction can have on Academic Job Performance. The study will also see the individual impact that each of the subscales of the independent variable which are subscales: (Authority, Supervision, Policies and facilities, Work Itself, Interpersonal Relationships, Commitment, Salary, and Workload) can have on Academic Job Performance.

**Hypothesis 1:** Academic Job Satisfaction positively affects Academic Staff Performance at AMEZU in Liberia.

**Table 5** Regression coefficients of Academic Job Performance and Academic Job Satisfaction

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.615 <sup>a</sup>	.378	.371	.57004

a. Predictors: (Constant), Academic\_Job\_Satisfaction

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.156	1	17.156	52.798	.000 <sup>b</sup>
	Residual	28.270	87	.325		
	Total	45.426	88			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Academic\_Job\_Satisfaction

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.910	.365		2.495	.014
	Academic_Job_Satisfaction	.688	.095	.615	7.266	.000

a. Dependent Variable: Job\_Performance

Table 5 shows the regression between Academic Job Performance and Academic Job Satisfaction. The  $R^2$  value tells us that 37.8 % of the variation in Academic Job Performance can be explained by Academic Job Satisfaction  $F(1, 87) = 52.798$ ,  $p$ -value  $< 0.001$ . The findings tell us that Academic Job Satisfaction significantly and positively influences Academic Job Performance ( $\beta = .688$ ,  $p < .001$ ).

**Table 6** Regression Coefficients of Academic Job Performance and Authority

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.580 <sup>a</sup>	.336	.328	.58880

a. Predictors: (Constant), Authority

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.265	1	15.265	44.030	.000 <sup>b</sup>
	Residual	30.162	87	.347		
	Total	45.426	88			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Authority

**Coefficients<sup>s</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.503	.311		4.837	.000
	Authority	.530	.080	.580	6.636	.000

a. Dependent Variable: Job Performance

Table 6 shows the regression between Academic Job Performance and Authority. The  $R^2$  value tells us that 33.6 % of the variation in Academic Job Performance can be explained by Authority  $F(1, 87) = 44.030$ ,  $p$ -value  $< 0.001$ . The findings tell us that Authority significantly and positively influences Academic Job Performance ( $\beta = .530$ ,  $p < .001$ ).

**Table 7** Regression Coefficients of Academic Job Performance and Supervision

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.513 <sup>a</sup>	.263	.255	.62028

a. Predictors: (Constant), Supervision

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.953	1	11.953	31.068	.000 <sup>b</sup>
	Residual	33.473	87	.385		
	Total	45.426	88			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Supervision

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.827	.311		5.866	.000
	Supervision	.443	.080	.513	5.574	.000

a. Dependent Variable: Job\_Performance

Table 7 shows the regression between Academic Job Performance and Supervision. The  $R^2$  value tells us that 26.3 % of the variation in Academic Job Performance can be



explained by Supervision  $F(1, 87) = 31.068$ ,  $p$ -value  $< 0.001$ . The findings tell us that Supervision significantly and positively influences Academic Job Performance ( $\beta = .443$ ,  $p < .001$ ).

**Table 8** Regression Coefficients of Academic Job Performance and Policies and Facilities

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.520 <sup>a</sup>	.270	.262	.61733

a. Predictors: (Constant), Policies Facilities

### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.271	1	12.271	32.198	.000 <sup>b</sup>
	Residual	33.155	87	.381		
	Total	45.426	88			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Policies Facilities

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.818	.308		5.913	.000
	Policies_Facilities	.464	.082	.520	5.674	.000

a. Dependent Variable: Job Performance

Table 8 shows the regression between Academic Job Performance and Policies and Facilities. The  $R^2$  value tells us that 27.0 % of the variation in Academic Job Performance can be explained by Policies and Facilities  $F(1, 87) = 32.198$ ,  $p$ -value  $<$

0.001. The findings tell us that Policies and Facilities significantly and positively influence Academic Job Performance ( $\beta = .464, p < .001$ ).

**Table 9** Regression Coefficients of Academic Job Performance and Work Itself

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.528 <sup>a</sup>	.279	.271	.61365

a. Predictors: (Constant), Work Itself

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.665	1	12.665	33.631	.000 <sup>b</sup>
	Residual	32.762	87	.377		
	Total	45.426	88			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Work Itself

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.578	.342		4.617	.000
	Work_Itself	.507	.087	.528	5.799	.000

a. Dependent Variable: Job Performance

Table 9 shows the regression between Academic Job Performance and Work Itself. The  $R^2$  value tells us that 27.9 % of the variation in Academic Job Performance can be explained by Work Itself  $F(1, 87) = 33.631, p\text{-value} < 0.001$ . The findings tell us that Work Itself significantly and positively influences Academic Job Performance ( $\beta = .507, p < .001$ ).

**Table 10** Regression Coefficients of Academic Job Performance and Interpersonal Relationships**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473 <sup>a</sup>	.223	.215	.63677

a. Predictors: (Constant), Interpersonal Relationships

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.150	1	10.150	25.032	.000 <sup>b</sup>
	Residual	35.276	87	.405		
	Total	45.426	88			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Interpersonal Relationships

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.553	.400		3.887	.000
	Interpersonal Relationships	.497	.099	.473	5.003	.000

a. Dependent Variable: Job Performance

Table 10 shows the regression between Academic Job Performance and Interpersonal Relationships. The  $R^2$  value tells us that 22.3 % of the variation in Academic Job Performance can be explained by Interpersonal Relationships  $F(1, 87) = 25.032$ ,  $p$ -value  $< 0.001$ . The findings tell us that Interpersonal Relationships significantly and positively influence Academic Job Performance ( $\beta = .497$ ,  $p < .001$ ).

**Table 11** Regression Coefficients of Academic Job Performance and Commitment**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.393 <sup>a</sup>	.154	.145	.66454

a. Predictors: (Constant), Commitment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.006	1	7.006	15.865	.000 <sup>b</sup>
	Residual	38.420	87	.442		
	Total	45.426	88			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Commitment

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.705	.462		3.689	.000
	Commitment	.431	.108	.393	3.983	.000

a. Dependent Variable: Job Performance

Table 11 shows the regression between Academic Job Performance and Commitment. The  $R^2$  value tells us that 15.4 % of the variation in Academic Job Performance can be explained by Commitment  $F(1, 87) = 15.865$ ,  $p$ -value  $< 0.001$ . The findings tell us that Commitment significantly and positively influences Academic Job Performance ( $\beta = .431$ ,  $p < .001$ ).

**Table 12** Regression Coefficients of Academic Job Performance and Salary**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530 <sup>a</sup>	.281	.273	.61277

a. Predictors: (Constant), Salary

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.759	1	12.759	33.978	.000 <sup>b</sup>
	Residual	32.668	87	.375		
	Total	45.426	88			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Salary

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.891	.287		6.581	.000
	Salary	.460	.079	.530	5.829	.000

a. Dependent Variable: Job Performance

Table 12 shows the regression between Academic Job Performance and Salary. The  $R^2$  value tells us that 15.4 % of the variation in Academic Job Performance can be explained by Salary  $F(1, 87) = 15.865$ ,  $p$ -value  $< 0.001$ . The findings tell us that Salary significantly and positively influences Academic Job Performance ( $\beta = .431$ ,  $p < .001$ ).

**Table 13** Regression Coefficients of Academic Job Performance and Workload**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473 <sup>a</sup>	.223	.214	.63680

a. Predictors: (Constant), Workload

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.146	1	10.146	25.020	.000 <sup>b</sup>
	Residual	35.280	87	.406		
	Total	45.426	88			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Workload

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.857	.340		5.462	.000
	Workload	.460	.092	.473	5.002	.000

a. Dependent Variable: Job Performance

Table 13 shows the regression between Academic Job Performance and Workload. The  $R^2$  value tells us that 22.3 % of the variation in Academic Job Performance can be explained by Workload  $F(1, 87) = 25.020$ ,  $p$ -value  $< 0.001$ . The findings tell us that Workload significantly and positively influences Academic Job Performance ( $\beta = .460$ ,  $p < .001$ ).

**Table 14** Decision of the Research Hypotheses

No.	Hypotheses Developed for the Research Study	Decision
1	<b>Hypothesis 1:</b> Academic Job Satisfaction positively affects Academic Staff Performance at AMEZU in Liberia.	<b>Accepted</b>
2	<b>Hypothesis 1a:</b> Authority concerning Academic Job Satisfaction directly affects Academic Staff Performance at AMEZU in Liberia.	<b>Accepted</b>
3	<b>Hypothesis 1b:</b> There is a positive relationship between Supervision in Academic Job Satisfaction and Academic Staff Performance at AMEZU in Liberia.	<b>Accepted</b>
4	<b>Hypothesis 1c:</b> There is a direct relationship between Academic Job Satisfaction in Policies & facilities and Academic Staff Performance at AMEZU in Liberia.	<b>Accepted</b>
5	<b>Hypothesis 1d</b> Work Itself in Academic Job Satisfaction Positively Affects Academic Staff Performance at AMEZU in Liberia.	<b>Accepted</b>
6	<b>Hypothesis 1e</b> Interpersonal Relationships in Academic Job Satisfaction Directly Affects Academic Staff Performance at AMEZU in Liberia.	<b>Accepted</b>
7	<b>Hypothesis 1f</b> Commitment Relationships in Academic Job Satisfaction Positively Affects Academic Staff Performance at AMEZU in Liberia.	<b>Accepted</b>
8	<b>Hypothesis 1g</b> There is a direct relationship between Academic Job Satisfaction in Salary and Academic Staff Performance at AMEZU in Liberia	<b>Accepted</b>
9	<b>Hypothesis 1h</b> Workload in Academic Job Satisfaction Directly affect Academic Staff Performance at AMEZU in Liberia	<b>Accepted</b>

## **CHAPTER V**

### **DISCUSSION**

The results of the study were outlined and examined in Chapter 4. This chapter will focus on all of the study's provided sections' findings and test them against the suggested hypothesis to determine whether or not they were accepted through discussion.

Ho1: Academic Job Satisfaction Positively Affects Academic Staff Performance at AMEZU in Liberia.

Ho2: Authority concerning Academic Job Satisfaction directly affects Academic Staff Performance at AMEZU in Liberia.

Ho3: There is a positive relationship between Supervision in Academic Job Satisfaction and Academic Staff Performance at AMEZU in Liberia.

Ho4: There is a direct relationship between Academic Job Satisfaction in Policies & Facilities and Academic Staff Performance at AMEZU in Liberia.

Ho5: Work Itself in Academic Job Satisfaction Positively Affects Academic Staff Performance at AMEZU in Liberia.

Ho6: Interpersonal Relationships in Academic Job Satisfaction Directly Affects Academic Staff Performance at AMEZU in Liberia.

Ho7: Commitment Relationships in Academic Job Satisfaction Positively Affects Academic Staff Performance at AMEZU in Liberia.

Ho8: There is a direct relationship between Academic Job Satisfaction in Salary and Academic Staff Performance at AMEZU in Liberia

Ho9: Workload in Academic Job Satisfaction Directly Affects Academic Staff Performance at AMEZU in Liberia.

Based on the demographic data presented in Table 1, it can be inferred that both genders (Male and Female) took part in the survey. The majority of them were single, a few were married, and one had a divorce. While some respondents were employed temporarily, the majority of respondents were academic staff members who held permanent employment. Most of the respondents identified as Christians, while a small percentage were Muslims, and one adhered to traditional beliefs. In addition, the majority of the respondent's qualifications were bachelor's and master's degrees. The majority of the participants fell between the ages of twenty-six and thirty-five. The



majority of respondents have one to three years of experience, while some have four to seven years or more.

As indicated by Table 2's findings, every respondent understood the questionnaire well enough to answer it honestly based on their impressions. Most participants believed that performance assessment and job satisfaction are driving forces behind timely and satisfactory performance. For the personnel to possess a comprehensive understanding of the PMS, the HRD should establish the department in higher education and ensure that its operations serve the interests of academic staff and other departments, as suggested by Vykydal, D., et al. (2020). The higher education institution's employees ought to have access to and be able to evaluate the PMS.

The examination of Table 3 revealed that while there is diverse agreement regarding the role and effectiveness of the university's PMS department, all departments surveyed acknowledged its existence. As a result, since the performance of academic staff is the PMS's main goal, the HRD of all higher education institutions should work with the PMS to ensure that they are proactive in performing their duties. According to Tejada, Á. & Ramírez, Y. (2022), the HRD's PMS must operate efficiently for academic staff effectiveness to be maximized.

Table 4 analyzes the possible correlation between the variables under investigation. A correlation analysis of the responses provided by the respondents reveals a related condition between academic job performance and job satisfaction. Academic job satisfaction and performance have a significant and positive relationship, as indicated by the correlation factors. Based on this, universities ought to be required to maintain these variables and use them to evaluate the work performance of their academic staff members regularly. According to Katebi, A. et al. (2022), this will put institutions of higher education in an informed decision-making position regarding academic staff.

H<sub>01</sub>: Academic Job Satisfaction positively affects Academic Staff Performance.

The regression between academic job performance and academic job satisfaction is examined in Table 5's findings. The regression value indicates that academic job satisfaction can account for the difference in academic job performance. The results demonstrate that academic job performance is positively and significantly influenced by academic job satisfaction. Therefore, it is important to provide academics with a supportive work environment that demands appropriate performance and benefits. "

Take care of the employees, and they will take care of the students.," said Brewster, L., Jones, E., et al. in 2022.

Ho2: Authority concerning Academic Job Satisfaction directly affects Academic Staff Performance.

Table 6 results displayed the regression between academic job performance and authority. The regression value demonstrated that authority can account for the variation in academic job performance. This indicates that academic job performance is highly and favorably influenced by authority. Because of this, those in positions of authority should be as well-versed in their fields as possible to mentor and counsel less experienced academic staff Ahmed et al. (2022).

Table 7's findings presented the regression between academic job performance and supervision. The regression rate suggests that supervision is a useful tool for estimating the variation in academic job performance. The results make clear that academic job performance is definitely and significantly influenced by supervision. Therefore, Ho3 which indicates that there is a positive relationship between Supervision in Academic Job Satisfaction and Academic Staff Performance is accepted. Given this, supervisors and academics must work together to create guidelines for supervision and ensure that they are properly implemented. Participatory supervision improves peer learning and good work practices in higher education, claim Stiedele, D., & Midelsone, I. (2022).

Ho4: There is a direct relationship between Academic Job Satisfaction in Policies & Facilities and Academic Staff Performance.

The results of Table 8 show that most respondents concur that facilities and policies possess a significant and favorable effect on academic productivity. According to the regression variables, facilities and policies can account for some of the variances in academic job performance. Higher education's facilities and policies are essential components, and the administration must make sure they continue to meet the needs of current faculty and students. Al-Mamary, Y. H. S. (2022) argues that facilities and policies play a significant role in the creation of the programs that higher education institutions offer.

Ho5: Work Itself in Academic Job Satisfaction Positively Affects Academic Staff Performance.

Table 9 analysis displayed the correlation between work itself and academic job performance. The value of the regression indicates that work itself can account for the variation in academic job performance. According to the results, academic job

performance is positively and significantly influenced by work itself. consequently, to prevent stress brought on by work overload, higher education management should be conscious of and cognizant of how to divide the workload among employees. In 2022, Hajiali et al.

Ho6: Interpersonal Relationships in Academic Job Satisfaction Directly Affects Academic Staff Performance.

Results from Table 10 validated the regression between Interpersonal Relationships and Academic Job Performance. The regression value obtained from the investigation indicates that interpersonal relationships can account for the variation in academic job performance. The outcomes demonstrated that Academic Job Performance is highly and favorably influenced by Interpersonal Relationships. Ostracism tends to negatively affect employee interpersonal relationships, which supports the finding made by Imran, M. K., et al. (2023) that interpersonal relationships are important for employee-related outcomes. Additionally, the value of the regression indicates that Commitment can account for some of the variation in Academic Job Performance. This regression examines the relationship between Academic Job Performance and Commitment. The result justifies that Commitment meaningfully influences Academic Job Performance. Therefore, Ho7: Commitment Relationships in Academic Job Satisfaction Positively Affects Academic Staff Performance is accepted.

Ho8: There is a direct relationship between Academic Job Satisfaction in Salary and Academic Staff Performance,

The regression between Academic Job Performance and Salary is displayed in Table 11. The regression value indicates that salary can be used to predict the variation in academic job performance. The results show that salary has a significant and favorable impact on academic job performance. As a result, academic staff members ought to be driven by their pay since it will improve their output and encourage them to give their all for the university Sitopu, Y. B., et al. (2021). Academic staff members need to be paid well at the appropriate times.

Ho9: The Workload in Academic Job Satisfaction Directly Affects Academic Staff Performance.

Based on the examination presented in Table 12, the correlation between Academic Job Performance and Workload was found to be significant, indicating that Workload is the primary factor responsible for the variance in Academic Job Performance.

According to the results, workload has a major and favorable impact on academic job performance. In this regard, assigning assignments to faculty members per their capacity for stress-free completion should be a top priority for higher education administrators, as affirmed by Papadopoulos, A. (2020).

## **CHAPTER VI**

### **RECOMMENDATION AND CONCLUSION**

This chapter will focus on the recommendations that have been made in light of all of the research sessions that have been provided. The contributions of the study are also covered, followed by the concluding reflections.

#### **6.1 Result and Recommendations**

This section contains several suggestions for improving the source university's present PMS based on the research's findings.

- Primarily, it is imperative to develop a clear relationship or links between the PMS and prizes, incentives, salary increments, etc.
- It is important to acknowledge and reward those who perform well, both financially and non-financially.
- The research and publication as well as the teaching performance should be given equal weight by the PMS.
- It is better to choose appraisers based on the agreement of the majority rather than solely on the administration of the institution.
- Assessors should also be changed out regularly.
- To decrease the amount of paperwork, it is advisable to implement a well-organized computerized system of assessment.
- The PMS-PA form has to be modified following the recommendations provided by academic staff members.
- Ideally, the Performance Assessment Process should be conducted in an organized, well-defined, and controlled environment once a year.
- The PAP should provide unbiased, logical feedback by emphasizing the growth of appraises.

#### **6.2 Conclusion**

The study aims to examine the effect of job satisfaction and performance assessment in higher education. This research was conducted at a private university in Monrovia Liberia. The result of this research indicates that academic staff members 'motivation level is positively connected with their job satisfaction and performance. Workplace productivity is increased when employees are happy with their jobs.

The literature suggests that performance appraisals and evaluations in universities and colleges in developing countries are yet to be modernized, as they prioritize conference paper presentations and publications over classroom performance. The use of SET (Self-Evaluation Theory) in performance appraisals is inadequate, as it does not assess the behavioral skills that are crucial for effective interactions between professors and students. This lack of consideration for emotional intelligence and literacy in performance appraisals may lead to a lack of emotional maturity for academic work.

The study also examines the impact of Information Technology (IT) through a Performance Management System (PMS) on financial and operational performance in Higher Education institutions. The study indicates that IT capabilities do not support organizational performance financially and operationally. Instead, IT capabilities can only be impacted through a PMS intervention. The research contributes to the development of science related to empirical testing of IT capabilities and aligns with the goal-setting theory that IT and PMS aspects must be optimized to achieve the goals and objectives of Higher Education Institutions (HEIs). The practical contribution of this research is to improve performance through the development and implementation of optimal PMS supported by information technology in HEIs.

### **6.3 Recommendation for Future Research**

- More research can be done in a different State, Country, or Private and Public Higher Education Institution to produce a thorough estimate of the effect of Job Satisfaction and Performance Assessment of Academic Staff in Higher Education.
- Additionally, studies are needed to ascertain how employee performance in other domains is impacted by job satisfaction and performance assessments, as well as organizations, corporations, and bodies including the legislature, executive branch, banks, hotels, and non-governmental organizations.
- A larger sample of universities should be analyzed using the quantitative method if more research on the Job Satisfaction and Performance Assessment of Academic Staff in Higher Education, AMEZU, Monrovia, Liberia, case study, is deemed necessary.

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## **Appendix A**

### **JOB SATISFACTION AND PERFORMANCE ASSESSMENT OF ACADEMIC STAFF IN HIGHER EDUCATION**

#### **Participant's Letter of Consent**

Dear Participant,

This measure is part of a research that I am conducting on Job Satisfaction and Academic Staff Performance Assessment in Higher Education. You are invited to participate in this research study. This survey is completely confidential and is for academic purposes and it will be kept confidential. The survey will take between 10 – 20 minutes and you are doing it privately. Your participation in this survey is completely voluntary and you can choose to stop at any time you wish. The data collected during this period of the study is being used only for academic purposes, and it may be presented only at national or international academic meetings or be published in a journal.

Your participation in this study will not be associated with you in any way, and any information you provide will be kept private. If you have any questions, please feel free to contact me using the information stated below. Thank you in advance for your cooperation and assistance.

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## Appendix B

### JOB SATISFACTION AND PERFORMANCE ASSESSMENT OF ACADEMIC STAFF IN HIGHER EDUCATION

#### Survey Questionnaire

##### Questionnaire

This survey was created to investigate Job Satisfaction and Academic Staff Performance Assessment in Higher Education (African Methodist Episcopal Zion University, Liberia- a case study. Please read each question/statement and then select the response that best expresses your feelings.

##### Section A: Demographic Profile

The following questions are related to you, please tick where it's necessary

1. Your gender:

- A. Female
- B. Male

2. Your age

- A. 18 – 25
- B. 26 – 35
- C. 36 – 45
- D. 46 – 55
- E. 56 years and above

3. Education level:

- A. Bachelor Degree/ HND
- B. Master Degree
- C. PhD

4. Marital status Single

- Married
- Divorced
- Widowed

5. Religion

- A. Islam
- B. Christianity
- C. Traditional
- D. Others

- E. Invalid
6. Highest Qualification
- Bachelor's Degree/ HND
  - Master Degree
  - PhD
7. Income \_\_\_\_\_
8. Department \_\_\_\_\_
9. Experienced
- Less than 1 year
  - 1-3 years
  - 4-7years
  - 8 and above

### Section B: Academic Job Performance

Please indicate ( $\chi$ ) for your level of agreement for each of the statements below in regard to Academic Job Performance at your institute.

**(1=Strongly Disagree      2 = Disagree      3=Neutral (not sure)      4=Agree      5=strongly Agree)**

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree	Strongly Agree (5)
<b>Job Performance (Teaching)</b>					
I attend my lessons according to the time-table.					
I attend to my lessons always.					
I enter my class at the right time (i.e. not late).					
I leave my class at right time (i.e. not earlier than supposed).					
I give notes to my students.					
I give test, assignment and field/practical works to the students in every course I teach.					
I mark all the assignments given to students.					
I return all continuous assessment (CA) marked scripts to students.					
I release the CA scores to					

students before examination commences.					
I read and correct students' project.					
<b>Job Performance (Research)</b>					
I attend at least on national conference per annum.					
I attend at least one international conference in every three (3) years.					
My conference papers are published in conference proceedings.					
I publish my research articles with a university, polytechnic or C.O.E.					
My research articles have been published by a foreign journal.					
I have authored a book(s.)					
I have co-authored a book(s).					
I have contributed chapters in an edited book.					
I have contributed chapters in Book of Readings.					
My research articles have been published in a newspaper/magazine.					
I have participated in sponsored national research.					
I have participated in sponsored international research.					
<b><u>Section C: Academic Job Satisfaction</u></b>					
Please indicate ( $\chi$ ) for your level of agreement for each of the statements below in regard to Academic Job Satisfaction at your institute.					
<b>(1=Strongly Disagree      2 = Disagree      3=Neutral (not sure)      4=Agree 5= strongly Agree)</b>					
<b>Authority</b>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree	Strongly Agree (5)
My present job provides good opportunities for promotion					
I have been rewarded for my good performance					
My opportunity for promotion is unlimited					
The University helps me to pursue my professional growth					



Job promotion is based on job performance and achievement					
I have been recognized for my accomplishments					
My job encourages a competitive spirit					
My job is compatible with my experience					
I feel that AMEZ University has a high degree of loyalty to me					
<b>Supervision</b>					
My immediate supervisor treats staff fairly					
I can trust my immediate supervisor					
My immediate supervisor does a good and efficient job					
My immediate supervisor uses positive feedback with staff					
No administrative tension with my immediate supervisor					
<b>Policies and Facilities</b>					
The office/area of work is comfortable and safe					
Amenities (closets, etc) are clean					
There is NO shortness in financial resources					
The available equipment works properly					
The number of personnel is sufficient to run the work					
Fair university policies					
My department has a policy manual					
Capable administration in College/University					
I receive regular and timely feedback on my performance					
<b>My work itself</b>					
I have freedom of decision how to accomplish my assigned					
I have freedom of choice when performing my duties					
Flexible work procedures					
Clear job position, scope and responsibilities					

I have sufficient professional authority and autonomy at work					
<b>Interpersonal Relationships</b>					
Sense of friendship and team spirit with colleagues					
Work relations are satisfactory					
Good interpersonal communication and cooperation					
Coordinated and integrated activities					
Chances for socialization with colleagues during work					
<b>Commitment</b>					
I am ready to put extra efforts to accomplish my work					
I am aware of quality concepts while performing my duties					
I have a high degree of loyalty to this University					
I have clear achievable goals and standards for my position					
<b>Salary</b>					
My salary is fair and sufficient					
In general, I am satisfied with my job					
AMEZ University has clear policies regarding salaries and allowances					
My salary is higher than in other universities					
<b>Workload</b>					
My required workload reduces the quality of my performance					
My work does not make me stressed					
I can accomplish my assigned workload					
I get the necessary information to accomplish my work					

## Appendix C



### NEAR EAST UNIVERSITY SCIENTIFIC RESEARCH ETHICS COMMITTEE

#### Approval Letter

21.11.2023

Dear Tonzeah N. Zarwolo

Your application titled “**Job Satisfaction and Academic Staff Performance Assessment in Higher Education (African Methodist Episcopal Zion University, Liberia)**” with the application number NEU/ES/2023/1045 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.



Prof. Dr. Aşkın KİRAZ

The Coordinator of the Scientific Research Ethics Committee

## Appendix D

### Similarity Report

JOB SATISFACTION AND PERFORMANCE ASSESSMENT OF  
ACADEMIC STAFF IN HIGHER EDUCATION (AFRICAN  
METHODIST EPISCOPAL ZION UNIVERSITY, MONROVIA,  
LIBERIA) By Tonzeah N. Zarwolo, 20225620

#### ORIGINALITY REPORT

<b>2</b> %	<b>2</b> %	<b>1</b> %	<b>1</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

#### PRIMARY SOURCES

<b>1</b>	<a href="http://www.researchgate.net">www.researchgate.net</a> <small>Internet Source</small>	<b>&lt;1</b> %
<b>2</b>	<a href="http://uir.unisa.ac.za">uir.unisa.ac.za</a> <small>Internet Source</small>	<b>&lt;1</b> %
<b>3</b>	Quality Assurance in Education, Volume 11, Issue 1 (2006-09-19) <small>Publication</small>	<b>&lt;1</b> %
<b>4</b>	<a href="http://afribary.com">afribary.com</a> <small>Internet Source</small>	<b>&lt;1</b> %
<b>5</b>	Submitted to Liberty University <small>Student Paper</small>	<b>&lt;1</b> %
<b>6</b>	Submitted to Angeles University Foundation <small>Student Paper</small>	<b>&lt;1</b> %
<b>7</b>	<a href="http://wydawnictworys.com">wydawnictworys.com</a> <small>Internet Source</small>	<b>&lt;1</b> %
<b>8</b>	<a href="http://www.frontiersin.org">www.frontiersin.org</a> <small>Internet Source</small>	<b>&lt;1</b> %