

ROLE OF JOB SATISFACTION ON JOB COMMITMENT AND VALUE CREATION OF MANAGEMENT SCIENCES ACADEMICS

Angela Obose Oriazowanlan^{1*}, Harcourt Ify Nwokocha²

¹ Faculty of Management Sciences, University of Benin, Edo State, Nigeria

² Faculty of Management Sciences, Federal University Otuoke, Bayelsa State, Nigeria

e-mails: ¹angela.oriazowanlan@uniben.edu; ²ifyharcourtworkocha@gmail.com;

Received April 5, 2022; accepted September 5, 2022; published September 5, 2022.

ABSTRACT

Objective: Job switching intentions and high turnover rates among academics in Nigerian Universities including Southern Nigeria are appalling. The study examined the role of job satisfaction on job commitment and value creation. **Research Design & Methods:** Five research questions guided the study and two hypotheses were formulated. The study adopted the descriptive survey research design. 150 respondents were selected using a convenient sampling technique. A 46-item structured questionnaire was used as an instrument for data gathering which was rated on four point scale with nominal values. The instrument was scrutinized and found valid. The data gathered was analyzed using mean and standard deviation to address the research questions and determined the respondents' homogeneity respectively while the null hypotheses were tested with t-test inferential statistics. **Findings:** The findings revealed that job satisfaction has a great influence on job commitment and value creation. Emphasis was laid on job characteristics such as autonomy, social and environmental factors such as recognition, and appropriate rewards of academics with exceptional skills for value creation as well as motivation by management. **Implications & Recommendations:** Ingenious academics that are highly talented and gifted should complement affective commitment with continuance commitment and demonstrate their creative prowess and ingenuity to create values for the organization. Also, management should ensure that academics with exceptional work skills are properly rewarded, recognized, and motivated to guarantee their retention, absolute commitment, and effective work performance. **Contribution & Value Added:** These results provide an overview of the challenges of job satisfaction and poor motivation that could affect their value creation.

Keywords: job commitment; job satisfaction; Southern Nigeria; tertiary institutions; value creation.

JEL codes: L250

Article type: research paper

INTRODUCTION

Academics are the key drivers of economic development all over the world including in Nigeria through scientific inventions and discoveries in research findings. Despite their relevance to economic development, observations have shown that the high level of labor turnover rate among academics (employees) in Nigerian universities including those in Southern Nigeria continues to be on the increase. Gbenu (2013) noted that academic staff of Nigerian higher institutions who are to spearhead efforts in inventions and discoveries through teaching, research, and community development continue to leave the country for a greener pasture. This may have been due to poor job satisfaction which may have possibly affected their person-job-fit and inducing job switching intention and mobility. The degree to which employees are satisfied with their jobs is sine-quo-non to their level of job

commitment, effectiveness, and productivity. It is believed that when employees' person-job-fits are incongruent with their job requirements and satisfaction, they are bound to be loyal, dedicated, and committed. Robbins & Judge (2007) posited that job satisfaction could be regarded as workers' emotional response to the different job-related factors that give them pleasure, comfort, confidence, upward mobility, positive opportunity for advancement, and personal growth among others. Also, Froese & Xiao (2012) argued that employees would be satisfied with their job if the organizational policies or structure met their needs, values, or preferences. Basic factors could be responsible for job satisfaction and Herzberg classified these factors as hygiene factors and motivators which include the level of autonomy, recognition, rewards, compensations, motivation, the opportunity for creative ingenuity, and participation in decision-making that could be provided by the employer which could spur their motivation for job commitment and reduce attrition rate as well as job switching intentions.

It's disheartening that a large number of ingenious academics who are exceptionally gifted are most times poorly motivated and undervalued to impel their job commitment and value creation. Most of them seem to be marginalized, resented, rivaled and face strong opposition which distracts and diverts their attention and creative focus from creating values. It is more disheartening that most management authorities seem not to be fully abreast of their marginalization and awful plight because of misinformation and misrepresentation. When ingenious employees are treated with respect by the organization it boosts their morale and ego which could impel their job satisfaction and promote their ingenuity and total commitment. On the other hand, when exceptionally gifted employees are ignored, marginalized, unrecognized, and politic out, they could be aggrieved, demoralized, abased, and feel a sense of insecurity which could affect their level of job commitment, effectiveness, and productivity. Allen et al. (2003) posited that most environmental contributors are directly traced to management practices where employees feel undervalued, ignored, unimportant, helpless, or taken advantage of. The feeling of insecurity in a job environment could affect employees' emotional and psychological well-being thereby leading to poor job proficiencies and low levels of productivity as well as attrition rate and job switching intention. Eduwen (2013) noted that an aggrieved worker is usually unhappy and depressed which could result in their ineffectiveness and low productivity. Ingenious employees including academics need autonomy, motivation, and a good environment to properly articulate their imaginative, creative, and innovative prowess that could spur their ingenuity. This could impel them to create value that could be exceptional to meet the organizational goal in an extraordinary manner even beyond the set goal.

It is pertinent to note that satisfiers are factors that could be sacrosanct to academics' effectiveness, efficiencies, and productivity to be exceptional in their job performance which could give employees exceptional satisfaction beyond the conventional employers' obligation. Through effective motivation, employees could use their ingenious talents, skills, gifts, attitude, behavior, and disposition to create exceptional values to promote the work of the organization to attain hallmarks and gain a competitive edge among competitors. Owenbiugie & Iyamu (2014) argued that value creation is bi-dimensional; both the employees and employers need to meet the need of each other through value creation. Therefore, value creation is the ingenious, imaginative, and creative abilities of employees who possess extraordinary talents, ideas, knowledge, and skills for maximum job performance to break new grounds beyond set limits. Job characteristics such as skills variety, task identity, task significance, and autonomy as well as feedback are fundamental for employees' job satisfaction and commitment. The level of autonomy given to an employee indicates the level of trust and value placed on the employees' creative values and prowess. Ogbor et al. (2021) argued that autonomy as a degree of freedom can create room for creativity and innovativeness. Exceptionally gifted employees are the intellectual capitals who are the key drivers of excellent organizational performance and goal attainment beyond limits. They need autonomy which will boost their morale and level of confidence to have independent action and self-direction on the job or given task which could spur their ingenuity and creative prowess.

There is a going concern on how intellectual capital can be used to create values to meet organizational goals. Recognition for exceptional talents and skills, compensation, rewards, award of excellence, motivation, promotions, provision of opportunities, staff development, and training are

sine-qua-non to value creation which could ultimately promote job satisfaction and organizational commitment. A nexus exists between employees' intellectual capacity and the level of work activities that could ultimately guarantee the value creation needed for improved organizational performance. The development and job satisfaction of the human resources (educators) who are saddled with the responsibility to facilitate the desired change must not be gloss-over because of their relevance as custodians of knowledge. The value they create could boost their morale, impel their creative imagination and possibly instill their intrinsic and extrinsic satisfaction on the job.

Most of these employees who have a high intellectual capacity to be exceptional in their creative imagination and prowess to create value in their job performances are limited. Therefore, their excellent ideas, exceptional talents, and competencies required to promote the organization to reach the zenith and stand out among competitors could be costly and must be cherished by employers. These attributes, prowess, and ingenuity could be latent in an employee unless spurred by constant motivation but when they are overlooked attrition rate, job switching intention, and labor turnover become inevitable. Motivation is sine-qua-non to the high level of job commitment. When an employee who has extraordinary talents, skills, ideas, energy, and gift is motivated by way of compensation, autonomy, recognition, and participation in decision making, he/she could be highly committed, effective, and efficient in job performance.

What is most doubtful and worrisome is whether ingenious academics in the Faculties of Management Sciences in the University of Benin, Edo State, and Federal University Otuoke, Bayelsa State are facing challenges of job satisfaction and particularly whether they are undervalued and poorly motivated that could affect their value creation. Therefore, the study investigated the extent of the academics' job satisfaction and its influence on their job commitment and value creation.

LITERATURE REVIEW

According to Aziri (2011), job satisfaction is the extent to which workers' expectations match the real awards in sense of achievements and success on the job which directly link to productivity and personal wellbeing. Herzberg (1966) classified job satisfaction as a hygiene factor and motivator. The hygiene factors include company policies, supervision, interpersonal relation, salary, fringe benefits, status, and job security while the motivators include achievements, recognition, autonomy, work itself, responsibility, advancements, and growth. According to Yang (2016) job satisfaction is one of the most analyzed attitudes in the organizational behavior field and the degree to which the individual positively evaluates his or her job experience. Malik et al. (2017) opined that when employees feel that their ideas form valuable inputs towards resolving organizational issues, they may feel happy and satisfied with their jobs. Job satisfaction varies from person to person and from organization to organization which could be classified as hygiene factors (working conditions), extrinsic motivations (compensations, incentives, rewards, praise, and status), intrinsic motivation (inner satisfaction for the role played for organizational success), culture (norms, values, and expectation), job security and quality of work life. Job satisfaction is a function of job commitment and a nexus exists between job satisfaction and job commitment. Employees' person-job-fit is sine-qua-non to job satisfaction which has a propelling force on job commitment and value creation.

Organizational commitment could be referred to as the emotional attachment of employees towards the organization and are will and ready to make sacrifices towards the organizational success. Commitment is a psychological characteristic of an employee and his/her decision to remain and work conscientiously due to affective, normative, or continuance factors. Affective commitment refers to employees' emotional attachment, continuance is the attachment due to extrinsic reward and the cost of leaving while normative refers to the obligatory role of the employees to remain in the organization. The most common commitment is the continuance hence the usual agitation between employers and employees over job dissatisfaction of wages and better conditions of service usually resulting in incessant strikes and industrial actions in the workforce. According to Greenberg & Baron (2008) organizational commitment represents the degree to which the employees identify with the organization in which they work and are ready to stay working conscientiously or leave the organization. Chelliah et al. (2015) posited that commitment could be affective, continuance, or

normative and emphasized that continuance commitment refers to the employees' commitment to the organization because of extrinsic reward. Organizational commitment predicts job switching intention and mobility but employees' person-job-fit could promote their job satisfaction and level of commitment. Person-job-fit is when employees' values, desires, and preferences are in congruence with the organizational norms and values. Kristof-brown et al. (2005) describe person-job-fit as a job that meets employees' desires, needs, or preferences by the job they perform. The job satisfaction of employees must interface with the satisfaction of the organization; therefore as the employee is demanding job satisfaction from the employer so also the employers are also demanding effective and efficient job performance that is worthy of compensation and reward to meet organizational set goals beyond the limit. Most organizations thereby communicate satisfaction of employees' job performances through performance appraisal and it serves as a feedback mechanism to the employees that could also be used to determine their pay and promotions or rewards. The positive outcome goes a long way to determining the employee's work-related attitude and behavior and level of commitment. In a study carried out by Dalkrani & Dimitriadis (2018) the findings revealed that social aspects of the job, job characteristics, and work environment are the factors that most positively affect job commitment while promotion and rewards are not significant factors. Khan et al. (2012) posited that employee performance is considered a function of job satisfaction. Gibson (1990) stated that employee performance is measured by various factors such as absenteeism, turnover, productivity, and employee satisfaction.

The level of autonomy given to an employee indicates the level of trust and value placed on the employees' creative values and prowess, Ogbor et al. (2021) posited that autonomy as a degree of freedom can create room for creativity and innovativeness. Many scholars noted the significant role of a committed workforce as an asset and vital resource for organizations to gain a competitive edge and strong values (Nguyen et al., 2014; Saud, 2020). Exceptionally gifted employees are the intellectual capitals who are the key drivers of organizational performance and goal attainment beyond limits. These intellectual capital need autonomy which will boost their morale and level of confidence for being trusted to have independent action and self-direction on the job or given a task that could spur their ingenuity and creative prowess. In a study carried out by Dalkrani & Dimitriadis (2018) it was revealed that the social aspects of job characteristics and work environment are the most important factors positively affecting organizational commitment while promotion and rewards are not significant factors.

METHODS

The descriptive survey research design was adopted for the study. The population comprised all the academic staff of Faculties of Management Sciences in the University of Benin, Edo State, and Federal University Otuoke, Bayelsa State. The simple random sampling technique was adopted to select 150 respondents from the two universities. A set of structured questionnaires containing 46 items was used to elicit information from both sets of respondents. The instrument which was scrutinized by four experts who are professionals in entrepreneurship, Business Administration (Human Resources), and Measurement and Evaluation was rated on a four-point scale with nominal values of High Extent (HE=4), Moderate Extent (ME=3), Fairly Moderate Extent (FME=2) and Low Extent (LE=1). The Cronbach's Alpha method was adopted to determine the reliability coefficient which was 0.88. The instrument was administered by the researcher and one research assistant from each University. The data collected were analyzed using the descriptive Statistics of mean and standard deviation which addressed the research questions while the null hypotheses were tested with an inferential statistic of t-test at 0.05 level of significance. The standard mean score was 2.5 and any value above or equal to the standard mean score was regarded as moderate and high extent while any value less than the standard mean score was regarded as fairly moderate and low extent. On the other hand, when the t-cal was greater than tab-t the null hypothesis was rejected and accepted when the tab-t was greater.

FINDINGS

Table 1 contains items on job satisfaction of academic staff of two tertiary institutions in Southern Nigeria. From the table, 8 items were constructed to solicit responses and after the analysis, in six of the items; 1, 3, 5, 6, 7, and 8 respondents were found to be satisfied with a high extent (HE) while two items; 1 and 6 were to a low extent (HE). Collectively the grand mean score and standard deviation were 2.83 and 0.99 respectively which indicates that the respondents are satisfied with their jobs to a fairly moderate extent.

Table 1. Description of Job Satisfaction of Academic Staff in Management Sciences in Two Tertiary Institutions in Southern Nigeria

Extent of Employees' Job Satisfaction	Mean	Std. Dev.	Remarks
Salary/Compensations (attractive and prompt payment)	2.37	1.04	FME
Regular Promotion	3.34	0.88	ME
Opportunity provided for personal growth	2.83	1.10	FME
Level of opportunity for autonomy	3.24	0.97	ME
Level of Recognition	2.95	1.03	FME
Rewards for excellent performance	2.44	0.94	FME
Participation in decision making	2.63	1.01	FME
Person-job-fit (employees' values, needs, desires and preference are met)	2.87	0.94	FME
Grand Mean	2.83	0.99	FME

Source: Data processed

Table 2. Description of Job Satisfaction Influence on Job Commitment and Value Creation of Academic Staff in the Study Area

Job Satisfaction Influence on Job Commitment and Value Creation of Academics	Mean	Std. Dev.	Remarks
Confident for optimum performance	3.55	0.88	ME
Pleasure for autonomous performance	3.33	0.93	ME
Comfort at workplace to meet task beyond limit	2.61	1.11	FME
Morale for extra working hours to meet set targets	2.83	1.11	FME
Zeal for uniqueness in creativity and ground breaking	3.23	1.20	ME
Loyalty to the organization to meet set goal beyond limit.	3.88	0.96	ME
Imaginative ability to face challenging tasks	3.78	0.93	ME
Exceptional work skills and dexterity	3.83	1.02	ME
Less absenteeism, boredom and fatigue	2.99	1.04	FME
Grand Mean	3.34	1.02	ME

Source: Data processed

Table 3. Description of Benefits of Value Creation

Benefits of Value Creation	Mean	Std. Dev.	Remarks
Increase in productivity	3.31	1.148	ME
Guarantee quality assurance and goal attainment beyond set limit.	3.29	1.012	ME
Boost employees' morale and organizations' reputations	3.19	1.149	ME
Promotes efficient utilization of organizational resources	3.19	1.095	ME
Increase employees' creative prowess and ingenuity	3.09	1.070	ME
Encourages employers to meet employees' person-job-fit (employees' needs, desire and preference are met)	3.06	1.038	ME
Promotes economic scale of preference	3.06	1.063	ME
Discourages Job switching intentions/ job mobility	2.97	1.062	FME
Encourages healthy competition among staff members	2.93	1.034	FME
Encourages challenging task and meeting high standard	2.70	1.067	FME
Grand Mean	3.08	1.074	ME

Source: Data processed

Table 2 contains items on job satisfaction and job commitment of the respondents and after the analysis, items 9, 10, 13, 14, 15, and 16 indicated to a moderate extent (ME) how job satisfaction relates to job commitment while items 11, 12 and 17 were to a fairly moderate extent (FME). Collectively the grand mean and standard deviations were 3.34 and 1.02 respectively which indicate

that to a moderate extent, job satisfaction influences the respondents' job commitments and value creation.

Table 3 contains items on the perceived benefits of value creation and all the items were found to meet the benefits to be derived from value creation by both the employees and the organizations to a moderate extent with an average mean score of 3.08 and a standard deviation of 1.074.

Table 4. Description of Challenges faced by Ingenious Academic Staff to Create Value

Challenges to Create Value	Mean	Std. Dev.	Remarks
Lack of necessary infrastructure and equipment for effective work performance	3.25	1.310	ME
Poor remuneration/reward for value created	3.23	1.255	ME
Poor working condition and salary	2.90	1.157	FME
Poor enabling environmental full of sentiment that poses distractions.	3.12	1.351	ME
Poor organizational structure and climate	3.04	1.158	ME
Poor motivation in participation in decision making process	3.01	1.170	ME
Inadequate opportunities to be autonomous.	2.95	1.064	FME
Poor recognition of ingenious staff with exceptional skills for value creation	2.87	1.180	FME
Opposition from colleagues due to petty jealousy	2.74	1.126	FME
Discouragement posed by Management attitude in management to lip services arising from petty jealousy	3.17	1.191	ME
Grand Mean	3.03	1.196	ME

Source: Data processed

Table 4 contains items on challenges faced by ingenious academic staff to create value and all the items raised were found to pose challenges to ingenious academic staff to create value to a moderate extent with an average mean score of 3.03 and standard deviation of 1.196.

Table 5. Description of Strategies to Promote Job Commitment and Value Creation

Strategies to Promote Job Commitment and Value Creation	Mean	Std. Dev.	Remarks
Good working conditions and increase salary	3.37	.908	ME
Provision of adequate resources for effective work performance	2.71	1.119	FME
Ensuring proper remuneration/reward for value created	2.57	1.071	FME
Ensuring good organizational structure and climate	3.09	.882	ME
Ensuring effective participation in decision making	3.09	1.038	ME
Ensuring proper recognition of ingenious staff with exceptional work skills for value creation.	2.94	1.070	FME
Provision of autonomy for independence	2.92	1.007	FME
Good enabling environment free from distractions of any kind.	2.75	1.044	FME
University Management attitude on ignoring lip service.	2.73	1.003	FME
Grand Mean	2.91	1.023	FME

Source: Data processed

Table 5 contains items on strategies to promote value creation. All the items were found to be strategies that are capable of promoting value creation to a fairly moderate extent with an average mean score of 2.91 and standard deviation of 1.023.

Table 6. Independent Sample t-test of Difference in Job Satisfaction among Academic Staff of University of Benin and Federal University Otuoke

Institution	N	Mean	Std. Dev.	Df	t-value	p-value (sig. 2-tailed)
UNIBEN	107	3.35	.67	148	.357	.722
FUO	43	3.30	.65			

$\alpha = .05$, $p > .05$ Not Significant; UNIBEN is University of Benin; FUO is Federal University Otuoke

Source: Data processed

Table 6 shows a significant difference in job satisfaction among academic staff of two tertiary institutions in Southern Nigeria. From the table, UNIBEN N = 107 while FUO N = 43. The Mean for UNIBEN and FUO are 3.35 and 3.30 respectively while standard deviations are .67 and .65 respectively. The t-value = .357, it was not significant, when the p-value and the alpha level were compared. The p-value was greater than the alpha (.722 > .05), therefore, the null hypothesis was

accepted. This implies that there is no statistically significant difference in job satisfaction between the academic staff of the two tertiary institutions; therefore any observed difference in their mean score is a mere chance occurrence.

Table 7. Independent Sample t-test of Difference in Job Commitment and Value Creation among Academic Staff of the Two Tertiary Institutions by Sex

Sex	N	Mean	Std. Dev.	Df	t-value	p-value (sig. 2-tailed)
Male	106	2.97	.85	148	-.298	.196
Female	44	3.16	.73			

$\alpha = .05$, $p > .05$ Not Significant; UNIBEN is University of Benin; FUIO is Federal University Otuoke

Source: Data processed

Table 7 shows no significant difference in job commitment and value creation among academic staff of the two tertiary institutions by sex. From the table, males $N = 106$ while females $N = 44$. The Mean for males and females are 2.97 and 3.16 while standard deviations are .85 and .73 respectively. The t-value = -.298, it is not significant, when the p-value and the alpha level are compared. The p-value is greater than the alpha (.196 > .05), therefore, the null hypothesis is accepted. This implies that there is no statistically significant difference in job commitment and value creation among academic staff of the two tertiary institutions by sex; therefore any observed difference in their mean score is a mere chance occurrence.

DISCUSSION

The finding revealed that respondents are satisfied with their job to a fairly moderate extent. This may not be unconnected with their response to their remunerations, compensation, and rewards in the questionnaire. The findings are in agreement with Mowday et al. (1982) who argued that employee satisfaction may depend on the organizational culture and employee knowledge sharing. Also, M. M. Khan et al. (2012) who stated that compensation is the major element that affects employees' performances. The findings disagree with Dalkrani & Dimitriadis (2018) who stated that job characteristics, rewards, promotion, work environment, and social aspects of the job are basic factors for job commitment while promotion and rewards are not significant factors.

The findings also revealed that job satisfaction influences the respondents' job commitment and value creation to a moderate extent. This is in agreement with Chelliah et al. (2015) who posited that for employees to remain on the job, organizations need to give attention and recognition to those items that boost their morale. The findings also agree with Price & Mueller (1981) who stated that where there is a high level of employee commitment there will be low turnover and that employees will perform better with less absenteeism.

The findings equally revealed that to a moderate extent, respondents were of the opinion that employees' commitment and value creation are beneficial to both the organization and the employees. This is in consonance with Owenvbiugie & Iyamu (2014) assertion who stated that value creation is bi-dimensional; both the employees and employers need to meet the need of each other through value creation. Values created by employees will boost their morale; through value creation challenging tasks and healthy completion could be encouraged among employees which will undoubtedly increase their personal value, and quest for a more challenging task that could spur their creative ingenuity in the organization. In addition, the employees' competencies and prowess are enhanced through a constant creative imagination to break new ground. On the other hand, it promotes the employers' or organizations' reputation arising from an increase in productivity, and quality assurance, and the organization would stand tall and gain a competitive edge over competitors. The findings conform with Cúlibrk et al. (2018) who noted that job commitment is an extension of job satisfaction which deals with the positive attitude employees have not towards the job but towards the organizational success and the readiness to make sacrifices. The commitment of these academics when satisfied with their jobs will spur national development and this is in agreement with Gbenu (2013) who posited that the synergy of the key elements of teaching, research, and community service is the bedrock of national development.

The study equally revealed that to a moderate extent, the respondents thought that ingenious academics face challenges to create values. These challenges include the inadequate provision of infrastructure and equipment for effective work performance as well as poor recognition, the social aspect of work and work environment like management response to lip service, distractions from colleagues as a result of petty jealousy, and poor reward for value creation among others. The findings are in agreement with Allen et al. (2003) who asserted that most environmental contributors are directly traced to management practices where employees feel undervalued, ignored, unimportant, helpless, or taken advantage of. It also conforms with Eduwen (2013) assertion who noted that an aggrieved worker is usually unhappy and depressed which could result in their ineffectiveness and low productivity. The findings also revealed that to a moderate extent, the respondents thought that they have inadequate autonomy and poor recognition. This may be due to organizational policy and structure which poses a bureaucratic bottleneck and could pose a serious challenge to employees' commitment and value creation. The findings conform with Burnad et al. (2019) stated the relevance of autonomy to employees' commitment as it leads to an increase in self-governance in decision making, self-reliance, and conformity. More so that participation in decision-making would help employees to think in the abstract, weigh options, and look ahead to see the possible consequences of his/her action.

The findings equally revealed that good working conditions and increase salary, proper recognition of ingenious staff with exceptional skills, adequate provision of infrastructure and equipment, and enabling environment free from distractions of all kinds among others were found to be good strategies for job commitment and value creation. This aligns with Saud (2020) who stated that some employees prefer job security, good working conditions, and pay increment as important factors for job commitment. The autonomy that could guarantee their freedom and independence was also found to be relevant to stimulating job commitment and value creation among the respondents. This agrees with Choudhary et al. (2015) who noted the relevance of job characteristics to the positive influence of the level of job satisfaction and commitment of employees.

In the hypotheses tested, no significant difference occurred in the opinion of the respondents regarding the job satisfaction between the academic staff in the two universities nor did any difference occur between male and female academics in the two tertiary institutions on the factors that influence their job commitment and value creation.

CONCLUSION

The study examined the moderating role of job satisfaction on job commitment and value creation. The findings revealed that job satisfaction has a great influence on job commitment and value creation. It emphasized the role of autonomy as job characteristics, work social and environmental factors such as proper recognition of exceptional skills, and management practice to motivate ingenious academics as crucial to job commitment and value creation. The hypotheses tested did not show any significant difference in job satisfaction of the respondents from the two tertiary institutions nor did any difference occur between male and female respondents from the two tertiary institutions in southern Nigeria on the influence of job satisfaction on their job commitment and value creation. Therefore, academics with exceptional work skills should be recognized, motivated, and properly rewarded to ensure their retention, absolute commitment, and effective work performance to create values to guarantee a competitive edge.

Recommendations

Based on the findings and conclusion it was recommended that academics with exceptional work skills should be motivated by management and should be given due recognition and appropriate rewards. Exceptional gifted Academics should be given autonomy to explore their creative prowess and ingenuity to enable them to break new grounds. Management should ignore lip service against ingenious academics that may arise from petty jealousy and resentment. Ingenious academics should shun all forms of distractions and make sacrifices to create values in an exceptional manner in order to ensure a competitive edge advantage for the universities. Academics should complement affective

commitment with continuance commitment for organizational value. Adequate material resources should be provided to enable an effective working process.

REFERENCES

- Allen, D. G., Shore, L. M., & Griffeth, R. W. (2003). The Role of Perceived Organizational Support and Supportive Human Resource Practices in the Turnover Process. *Journal of Management*, 29(1), 99–118. <https://doi.org/10.1177/014920630302900107>
- Aziri, B. (2011). Job Satisfaction: A Literature Review. *Management Research and Practice*, 3(4), 77–86. <http://mrp.ase.ro/no34/f7.pdf>
- Burmad, M. A., Malik, A. A., & Najati, K. (2019). Relationship between Job Characteristics, Organizational Culture and Job Satisfaction. *International Journal of Scientific & Engineering Research*, 10(1), 1365–1370.
- Chelliah, S., Sundarapandiyan, N., & Vinoth, B. (2015). A Research on Employees' Organisational Commitment in Organisations: A Case of Smes in Malaysia. *International Journal of Managerial Studies and Research*, 3(7), 10–19. <https://www.arcjournals.org/pdfs/ijmsr/v3-i7/2.pdf>
- Choudhary, N., Kumar, R., & Philip, P. J. (2015). Leadership Effectiveness, Organizational Citizenship Behavior and Task Performance: The Role of Job Characteristics at the Work Place. *International Journal of Applied Business and Economic Research*, 13(5), 3433–3448.
- Ćulibrk, J., Delić, M., Mitrović, S., & Ćulibrk, D. (2018). Job Satisfaction, Organizational Commitment and Job Involvement: The Mediating Role of Job Involvement. *Front Psychol*, 9, 132. <https://doi.org/10.3389/fpsyg.2018.00132>
- Dalkrani, M., & Dimitriadis, E. (2018). The Effect of Job Satisfaction on Employee Commitment. *International Journal of Business and Economic Sciences Applied Research*, 11(3), 16–23. <https://ssrn.com/abstract=3502213>
- Eduwen, F. O. (2013). *Job Satisfaction among School Counselor in Secondary Schools in Edo and Delta States of Nigeria*. Ambrose Ali University, Ekpoma, Edo State.
- Froese, F. J., & Xiao, S. (2012). Work Values, Job Satisfaction and Organizational Commitment in China. *The International Journal of Human Resource Management*, 23(10), 2144–2162. <https://doi.org/10.1080/09585192.2011.610342>
- Gbenu, J. P. (2013). Academic Staff Turnover, National Development and Emerging Policy Issues. *Scholar Journal of Arts, Humanities and Social Sciences*, 1(1), 1–7. <http://saspjournals.com/wp-content/uploads/2013/11/SJAHSS-111-7pdf>
- Gibson, J. W. (1990). *The Supervisory Challenge: Principles and Practices*. Merrill Publishing Company.
- Greenberg, J., & Baron, R. A. (2008). *Behavior in Organizations: Understanding and Managing the Human Side of Work*. Pearson Pentice Hall.
- Herzberg, F. (1966). *Work and the Nature of Man*. World Publishing.
- Khan, A. H., Nawaz, M. M., Aleem, M., & Hamed, W. (2012). Impact of job satisfaction on employee performance: An empirical study of autonomous Medical Institutions of Pakistan. *African Journal of Business Management*, 6(7), 2697–2705. <https://doi.org/10.5897/AJBM11.2222>
- Khan, M. M., Zia-ur-Rehman, & Dost, M. K. Bin. (2012). The Impact of Employee Commitment on Employee Satisfaction Role of Employee Performance as a Moderating Variable. *Singaporean Journal of Business Economics and Management*, 1(2), 68–80. <https://doi.org/10.12816/0003741>
- Kristof-brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of Individuals' Fit at Work: A Meta-Analysis of Person–Job, Person–Organization, Person–Group, and Person–Supervisor Fit. *Personnel Psychology*, 58(2), 281–342. <https://doi.org/10.1111/j.1744-6570.2005.00672.x>
- Malik, W. U., Javed, M., & Hassan, S. T. (2017). Influence of Transformational Leadership Components on Job Satisfaction and Organizational Commitment. *Pakistan Journal of Commerce and Social Sciences*, 11(1), 147–166.
- Mowday, R., Porter, L., & Steers, R. (1982). *Employee—Organization Linkages: The Psychology of Commitment, Absenteeism, and Turnover*. Academic Press.

- Nguyen, T. N., Mai, K. N., & Nguyen, P. V. (2014). Factors Affecting Employees' Organizational Commitment—A Study of Banking Staff in Ho Chi Minh City, Vietnam. *Journal of Advanced Management Science*, 2(1), 7–11. <https://doi.org/10.12720/joams.2.1.7-11>
- Ogbor, J. O., Iyamabhor, M., & Awosigho, O. P. (2021). David Versus Goliath: The Competitiveness Of Africa's Local Enterprises In The Global Economy. *Archives of Business Research*, 9(4), 160–179. <https://doi.org/10.14738/abr.94.9521>
- Owenvbiugie, R. O., & Iyamu, E. (2014). Value Creation: A Catalyst to Job Satisfaction of Vocational Educators in Tertiary Institutions in Selected States of Nigeria. *Nternational Journal of Vocational and Technical Education*, 6(3), 30–35. <https://doi.org/10.5897/IJVTE2014.0154>
- Price, J. L., & Mueller, C. W. (1981). A Causal Model of Turnover for Nurses. *Academy of Management Journal*, 24(3), 543–565. <https://doi.org/10.5465/255574>
- Robbins, S. P., & Judge, T. A. (2007). *Organisational behavior (12th Ed)*. Pearson Practice Hall.
- Saud, T. R. (2020). The Effect of Job Characteristics on Organizational Commitment: The Role of Growth Need Strength in Nepali IT Companies. *Journal of Business and Management Research*, 3(1–2), 39–56. <https://doi.org/10.3126/jbmr.v3i1.31973>
- Yang, Y.-F. (2016). Examining Competing Models of Transformational Leadership, Leadership Trust, Change Commitment, and Job Satisfaction. *Psychological Reports*, 119(1), 154–173. <https://doi.org/10.1177/0033294116657586>