



# Quality of Work life and Performance of Nigerian University Workforce: A Comparative Study of Federal and State Universities

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Article History	Abstract
<b>Thesis paper</b>	<p><i>This study was designed to ascertain the quality of worklife and performance of Nigerian University Workforce. Nigerian University worklife includes that of both Federal and State Universities. A further distinction was made between the Academic and non-academic workforce of the Universities. This form the basis of The comparative analysis. The following Universities were used as the case study, University of Port Harcourt (Federal University), Rivers State University of Science And Technology (State University), Federal University of Technology, Owerri (Federal University) and Imo State University (State University).</i></p> <p><b>Keywords:</b> <i>Quality of Work Life (QWL), Employee Performance, Nigerian Universities, Federal Universities in Nigeria, State Universities in Nigeria, Academic Staff, Non-Academic Staff, Workforce Productivity, Job Satisfaction.</i></p>
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### DECLARATION

I hereby declare that this thesis is my original work and has not been previously presented wholly or in part for the award of any other degree and not currently submitted for the award of any other degree.

Dr. Gift Ugwe Roman

PG.2005/0516

### CERTIFICATION

This is to certify that this thesis which was conducted by ROMAN,

**GIFT UGWE PG.2005/0516** of the Department of Management, Faculty of management sciences, rivers State University of Science and Technology, Port Harcourt, is accepted in partial fulfillment of

The requirement for the award of Masters of Business Administration (MBA) Degree in Management.

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### ***DEDICATION***

I dedicate this Project to the Almighty God who gave me the inspiration and enablement for the work.

### **ACKNOWLEDGMENT**

I first of all thank the Almighty God for the grace he bestowed on me for this work. Secondly I immensely thank my dear husband Mr. M.A Roman who encouraged me in all ramification to ensure completion of this work. my lovely children Egile, mitoveya, Mivon, Ekieoniso and Boma are also appreciated for their understanding and co-operation. I am also very grateful to my wards Gladys and Ovie who assisted me in my house chores during those busy days, may God bless them. My thanks also goes to my boss Mr. Samuel Chikodi under Whose office I did this programme. This list will not be complete without Dr S.A. Jaja who Painstakingly supervised this work. To him I say a big thank you. As many that helped, encouraged me in one way or the other, I say thanks immensely.

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# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

The Nigerian University is a place where people of all cadres work. There we have the lecturers that constitute the academic staff and administrators, clerks, cleaners, drivers etc that constitute the non-academic staff.

The Nigerian University like any other large organization is fashioned after Marx Weber's "Ideal type" bureaucracy and is to a greater extent characterized by the following: Job specialization, authority, hierarchy, formal selection based on qualification, formal rules and regulations and career orientation (Robins, 1998: 489-490).

Since bureaucracy emphasizes division of labour and specialization, it becomes imperative that all the positions in the hierarchy be filled with people who possess the requisite abilities.

In the Nigerian University, the academia encompasses different faculties, departments headed by Deans of faculties and heads of departments respectively. There are also lecturers specialized in different course areas. Among the non-academic staff, we have the principal officers namely the Vice Chancellor, Deputy vice chancellor, Registrar, Bursar and the Librarian. We also have directors, Vote controllers, Office heads, clerks, Cleaners drivers etc. In order for the best performances to be achieved from the above named personnel, their quality of work life has to be addressed. It is a widely held opinion amongst management practitioners and scholars that the worker (that is the human element) in all purposive organization is the most critical of all the factors of production. Thus without the efforts of the worker, the other economic factors of production namely land, capital and enterprise would be of little or no use. The inestimable importance of the worker in an organization as a vital resource for the interest of the organization has since enjoyed unqualified recognition by management scientists all over the world.

If the Nigerian University has to operate optimally in the realization of its objectives, it has to recognize the importance of its workers as human beings who enter the organization with certain needs, wants, motives, expectations and aspirations. However, the viability of any University depends not only on the extent of economic benefits but also on the extent to which it bears

responsibilities towards its workforce (human being). Work represents a role in life which has been designated to a person geared towards earning of one's living for the family. On the other hand, it could be a self-realization

providing enjoyment and satisfaction. Everybody may measure the progress of work according to their wish either by money, satisfaction with success or by something else. Work according to Baridam (1997:66) is an activity that produces value for other people; it is what they do in exchange for what they value but can not provide for themselves. implicit in the above definition is the fact that the average employee sees his work as a means to an end and not an end in itself.

Quality of work life represents a blending of these very real concerns for human value in today's society with an awareness that all individuals devote the greater part of their lives to work, expending time, energy, physical and mental resources on this endeavour. This is very much applicable to the Nigerian University workforce.

The University workforce should never be toiled with because this is where every future leader is tutored. The quality of work life of the workforce should be such that performance will be affected positively.

According to some scholars, the defining of quality of work life involves three major parts; occupational health care, suitable working time and appropriate salary. The safe work environment provides the basis for the person to enjoy working. The work should not pose a health hazard for the person. The employer and employee aware of their risks and rights could achieve a lot in their mutually beneficial dialogue.

Relating the above to Nigerian University, it has been observed that the workforce, academic and non-academic staff (especially the academic staff – lecturers) do not receive appropriate salaries as compared to their counterparts in foreign countries or oil company workers. Meanwhile these ones expend so much time and energy teaching and mentoring future leaders, professionals in all disciplines etc. As regards health care, most of the health centres in the Universities have medical facilities but lack drugs most often. Infact out of stock (OS) is a very common language in their pharmacies where drugs are supposed to be dispensed to patients after haven seen a doctor. Work environment is not safe at times as a result of strikes, cultism and other vices on our University campuses. What a negative impact all these will have on the quality of work life on the university work forces.

The importance of a good working environment can not be over emphasized. It is not acceptable to spend a third of one's day in a poor quality working environment. A pleasant environment will help a person to achieve established objectives. Studies have shown that individuals

have completely unique sets of standards for evaluating the quality of work life. academic and non-academic staff have factors which cause them to evaluate work life in diverse systematic and predictable patterns. Among other things, the nature of different occupations can be responsible for differences in evaluating the quality of work life situation. Thus it can be concluded that there are in fact systematic and universal characteristics of the work environment which yield high levels of satisfaction and well being on all employees generally. However experienced satisfaction is only one element among many factors involved in the quality of work life.

Quality of work life is defined as “the degree to which members of a work organization are able to satisfy important personal needs through their experiences in the organization (Scuttle and Lloya 1977:4)

It may be pertinent to mention that the acid test to determine the existence of a better quality of work life in any organization is the presence of certain fundamental factors in the organization being studied. Some of the fundamental factors are (Walton, 1974: 12, 16,155): (1) adequate income and fair compensation; (2) safe and healthy working conditions; (3) immediate opportunities to develop human capacities; (4) opportunities for continued growth and security; (5) social integration in the work organization; (6) constitutionalism or the right of personal privacy, dissent and due process in work organization; (7) work and total life space; (8) the social relevance of working life; (9) a work role that minimizes infringement on personal leisure and family needs.

Walton (1974:77) further states that quality of work life programmes create a work place that enhances employees well being and satisfaction and that the general goal of quality of work life programme is to satisfy the full range of employees' needs.

From the University of Pennsylvania Human Resources, Penn's quality of work life initiative is designed to provide programs, services and guidance on practices that encourage a positive, constructive and productive work experiences.

According to Penn, there are three key areas of quality of work life namely: Work life Balance, Health Promotion/Wellness, and appreciation /Recognition. Below are some of the quality of work life programmes designed by Penn.

**Work LifeBalance:** These are programmes, services and guidelines

That help staff manage the competing demands of home and work, e.g. (1) flexible work options Guidelines; (2) snow day child care;(3) work and family services support

for child care, school issues; (4) elder care challenges and other dependent care issue programmes; (5) guidance for dealing with strikes; (6) monthly workshops on dependent care issues.

## HEALTH PROMOTION/WELLNESs PROGRAMMES AND SERVICES

This include:

1. Penn employee Assistance Programme (EAP). This is a family service programme carried out for a prescribed period of time. This resource programme is for Penn's faculty staff and their immediate family members. It involves free EAP counseling sessions for obtaining free resource referrals and information relating to dependent care and personal life challenges.
2. Annual Health fare
3. The Global fit Discount fitness club program
4. Monthly workshops on related topics
5. Connections with programm, through Penn's Recreational Department.
6. Walking programm.

## STAFF RECOGNITION/APPRECIATION ACTIVITIES

1. Length of Service Recognition -Honoring length of service Milestones.
2. Models of Excellence – A staff achievement recognition Program.
3. Penn Family Day- An event for faculty staff, their friends and Family members. Take our Daughters and sons to work day-Programs and activities for girls and boys 9 -15 years of age.

Majority of the above seem to be lacking in our Nigerian University workforce. Based on the foregoing, this study seeks to investigate the extent to which the quality of work life effects the performance of the workforce of Nigerian University using comparative study of Federal and State Universities.

Finally and equally important is the poser, does the management of Nigerian University appreciate quality of work life as it is appreciated elsewhere and if yes what effort has been made to improve the quality of work life of the Nigerian University work force? Answers to the above questions will enable us to access the quality of work life of the Nigerian University work force.

## 1.2 STATEMENT OF THE PROBLEM

The welfare and well being of employees have occupied the minds of Practicing managers as well as management scholars since the emergence of the classical school of thought. Different scholars have used different words in

describing the findings on employee Welfare and well being. It has been a matter of semantics.

From the classical school of thought to the behavioural science School, the focus has been the employee. The preoccupation is how to get the best work related efforts out of the employee. Several studies have been carried out since then to find out how best to motivate the worker or employee to give his/her best work related effort. Also studies were carried out to find the best conditions under which the employee would be willing to contribute his/her best effort to enable the organization attain optimal level of production. The big question that emerges is are the staff (academic and non-academic) satisfied with conditions of service prevalent in their work environment? To answer this question, Banjoko

(1995:81) succinctly states that:

Today it will be naïve to pretend that most Nigerian workers are not disenchanted with their jobs, -----  
--A shrewd observer could hardly fail to notice the deplorable state of job satisfaction among the majority of the Nigerian workers.

Scenarios depicting dissatisfied or frustrated workers abound in our society. Take a walk across any factory or ask any worker, the story is the same, their morale is low, very low.

The Nigerian University staff receive salary late, one or two weeks into the new month (unlike the oil company workers that receive salary between 25th and 28th of the particular month in question).

Even when such late payment is made, it is not commensurate with the cost of living prevailing in the country. Most University Campuses are devastating- with bad, deplorable roads, debilitated buildings (staff quarters, offices and students hostels), unsafe, unhealthy, hazardous, noisy and dehumanizing working environment that make the environment unsafe for proper execution of tasks.

The employers of labour place more emphasis on higher production and cost savings and neglect the human cost that may be involved in the process of achieving these objectives.

As a result of these negative trends in the Nigerian University, workers commitment is diluted. No wonder Banjoko (1995:83) posited that:

It is not surprising therefore that the slow down in productivity growth in recent years, the negative attitude of many workers, incessant industrial strikes, students rioting, frequent industrial

accidents, arson and other forms of sabotage are clear reactions to the deplorable

From the foregoing, this study therefore sets out to determine quality of work life of Nigerian workers.

From the foregoing, this study therefore sets out to determine the importance attached to various dimensions of quality of work life e.g adequate pay, safety, healthy working condition, opportunity to develop human capacity etc in the Nigerian University workforce (Academic and non academic staff) vis-viz their performances.

### 1.3 PURPOSE/OBJECTIVE OF THE STUDY

The purpose of this study among other things is to

1. Study the quality of work life of Nigerian University workforce.
2. Explore the relevant dimensions of quality of work life.
3. Determine those dimensions where there are predominance of favourable or unfavourable orientations.
4. Investigate the effect the quality of work life will have on Nigerian University workforce and their performances.

### 1.4 RESEARCH QUESTIONS

The following research questions were put forward to meet the objectives of the study.

1. What are the qualities of work life programmes practiced by the Nigerian University using the following as case study: University of Port – Harcourt (example of Federal Universities) and Rivers State University of Science and Technology, (example of State Universities).
2. Do different Universities in Nigeria (Federal and State) implement different quality of work life programmes?
3. Do different work force (academic and non – academic staff) in the Universities experience the same quality of work life?
4. Do the quality of work life programmes affect the performance of the workforce?

### 1.5 HYPOTHESIS

Hypotheses are statements of expected relationship between independent and dependent variables. They are speculations of how the variables in a study behave (Baridam, 1995:40).

Similarly Osuala (1993:27) corroborates the foregoing by submitting that the hypothesis is in a very real sense the core of the study. According to him, it guides the researcher in planning the course of the enquiry, choosing the kinds of data needed, deciding the proper statistical treatment and examining the result of the study.

Robins (1998:16) sees hypothesis as a tentative explanation of the relationship between two or more variables. In the same vein, Moorhead and Griffin (1999:570) stated that hypothesis are predictions of what a research expects to find, and that the hypothesis is an important guide for the researcher's design of the study because it provides a very clear and precise statement of what the researcher wants to test.

The following null hypothesis testable at 0.05 level I significance have been formulated to guide this study.

1. The quality of work life does not affect the performance of Nigerian University work force.
2. The quality of work life of Federal University work force is not better than that of the state University.
3. The level of importance attached to the various dimensions of quality of work life does not vary among academic and non – academic staff.

### 1.6 SIGNIFICANCE OF THE STUDY

The significance of the study lies in the outcome of the study. The outcome of this study therefore would be useful to Nigerian University administrators, principal officers (the chancellor, pro chancellor, vice chancellor, deputy vice chancellor, registrar, bursar), the Nigerian Universities commission-NUC and the Minister of Education. It is meant to spur them into actions that will improve the quality of work life of the University workforce. It will help management especially in the areas of planning and implementing changes aimed at improving the quality of work life the Nigerian University work force. Such changes if implemented in the Nigerian University work force will to a large extent enhance employees performances.

This study will also be of immeasurable benefit to the employees since it will add value to their existence in the organization. If all the dimensions of quality of work life are taken seriously in the Nigerian University, the personnel would benefit immensely and this will boost their morale.

Furthermore, the outcome of the study will be particularly useful to other researchers in related fields who will be spurred to delve in detail into the problems of the Nigerian University workforce and to find the way forward for an efficient and effective service. This will enhance productivity and economic well being of the employees thus erase or reduce the insanity in the system as well as contribute to the wealth of knowledge in the field.

### 1.7 LIMITATIONS OF THE STUDY

This study is constrained by several essential factors chief among which are time and scope. Time has often been the greatest problem of most researches or studies. This study is particularly affected by inadequate time to enable a thorough execution of the study. Secondly the scope of the study is

another limiting factor. The scope would have been wider if there were sufficient time. After all, the wider the scope of the study, the more room it makes for Generalization; but due to lack of time, the scope of the study is State Greatly reduced and so limited to only one Federal and Universities respectively.

### 1.8 DEFINITION OF TERMS

In the quest to avoid ambiguity and misconceptions, operational Definitions of some terms in this study are necessary. These are: **Quality Of Work Life:** - It is the philosophy of management that Enhances dignity of all workers, introduces changes in organizational culture that improves physical and emotional well being of employees by providing opportunities for growth and development.

**University:** This can be defined as a higher institution for learning where different degrees are awarded. It includes both federal and State.

**Work force:** Human beings who are employees i.e employed to Work.

**Academic staff:** Employees who are lecturers

**Non-academic staff:** Employees who do not lecture but do other administrative and clerical jobs etc.

**Benefits:** An important form of compensation.

**QWL –** This is an abbreviation for quality of work life.

**Inequity:** The belief that one is being treated unfairly in relation to Others.

**Innovation:** The process of creating and doing new things that are Introduced into the system.

### 1.9 ORGANIZATION OF THE STUDY

This study is organized into five chapters. Chapter one contains an overview of quality of work life in the Nigerian University work force, statement of the problem, research questions, purpose of the study, the hypothesis, significance of the study, definition of terms as well as limitations and organization of the study.

Related literature review is aptly and succinctly covered in chapter two. In this section, various quality of work life (OWL) programmes such as adequate pay and compensation, safety and healthy working and development, social growth condition, opportunity for integration etc as well as other areas that have bearing with the study will be looked into.

The methodology of the study will be comprehensively described in chapter three. Here instrument used in data collection and the statistical tools used in the analyses are described.

Chapter four deals with data analysis and findings. Finally discussion, conclusion and recommendations are treated in the fifth and last chapter.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

The well-being and welfare of the worker have occupied the minds of not only practicing managers but also the minds of scholars in the fields of management, especially organizational behaviour. As such, the related literature encompasses studies that had been conducted at different times in different countries. The aim of most of the studies from the era of Fredrick Taylor to now is to identify the conditions in the organization that would motivate the worker to Give his best work related efforts.

It is also usual to the field of management for a new concept to spring up from time to time to attract attention of scholars and Practicing managers and thus enrich the management Terminologies. Quality of work life is one of such new concepts. It is of utmost importance and concern to practicing managers, and scholars that workers in both public and private sectors enjoy the benefits accruable from the acceptance and implementation of such concepts and theories. It may be necessary to state that unlike the private sector organizations that enjoy flat as well as flexible organizational structures that allow for easy introduction of changes, the public sector (civil service) has a tall and bureaucratic structure which is often averse to the introduction of changes.

what this means is that the laudability and efficiency of the change is most often not recognized early enough and where recognition is enjoyed easily, the introduction of such changes may be bogged down by red tapism. Therefore the Nigerian civil service (University workforce) often misses out in the attainment of the full benefits of such laudable changes. This does not mean that all is lost: no far from it. There is hope especially now that the nation is under a democratic government and most importantly, now that the Nigerian University employs qualified professionals to man some key positions that had hitherto been occupied by non-professionals. meanwhile, scholars have expressed their fears and such fears may be real not imaginary about the non-existence or unavailability of good quality of work life in the Nigerian civil service which includes

Nigerian University work force. Banjoko (1995:81) said:

Today, it will be naïve to pretend that most Nigerian workers are not disenchanted with their jobs, supervisors and even with themselves. A shrewd observer could hardly fail to notice the deplorable state of job satisfaction among the majority of Nigerian workers.

Scenarios depicting dissatisfied or frustrated workers abound in our society. Take a walk across

any factory or ask any worker, the story is the same, their morale is low, very low.

Furthermore, Banjoko (1995:83) lamented that “for almost a decade the quality of work life of the Nigerian populace has been on a downward trend.” According to him, this basically resulted from the deteriorating economic situation of the country. This case is not different from what is obtained presently in the Nigerian University workforce. It is evident that the salaries of personnel working in the universities (Federal and State) are not commensurate with the present economic condition in the country and to crown it all, there is no harmonized salary structure in the entire civil service. The welfare of staff is not given serious attention. Staff buses are not provided; even when provided in some Universities, they are not adequate. Medical allowances are not given. Even when there are health centers, the popular phrase out of stock (0s) as regards drugs is prevalent. Overcrowded office spaces, heap of documents due to the absence of email facility etc are the bane of the Nigerian universities.

But then what is quality of work life? When did the concept Creep into the diction of Organization Behaviour and Management?

Who were its first proponents? And how did it evolve? The rest of this chapter will be absolutely dedicated to proffering answers to the above questions as well as cover other related areas, especially the factors that determine the quality of work life in an organization as propounded by its proponents.

#### 2.1 THE CONCEPT OF QUALITY OF WORK LIFE

Quality of work life as conceived by its proponents is the degree to which members of a work organization are able to satisfy important personal needs through their experiences in the organization (Scutle, and Lloyd, 1977:4). Quality of work life is more concerned with the over all climate of work. Nadler and Lawler (1983:26)

Described quality of work life as:

1. A concern about the impact of work on people as well as on organizational effectiveness.
2. The idea of participation in organizational problem solving and decision making. The recognized purpose is to change the climate of work so that the human - technological, organizational interface will lead to a better Quality of work life.

Now the question that agitates the mind of this researcher is; does the Nigerian University administration provide the

vehicle or means through which its employees could attain a better quality of work life? How does the Nigerian University respond to the numerous as well as different needs brought into the Universities by it's the numerous employees? Does the Nigerian University administration allow for an appreciable level of flexibility in the implementation of its formal rules, impersonality principle and autonomy for the benefit of its employees?

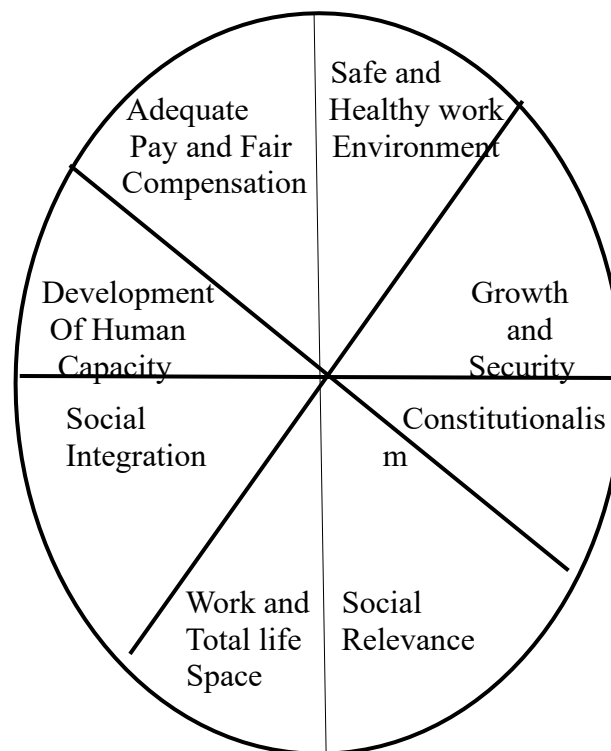
The answers to the above questions and many more others Would determine the level of quality of work life that is being enjoyed by the Nigerian University workforce. For example, this study will seek to know if Nigerian University workforce are adequately given the tools to work with. Attempt will also be made by this study to know the working conditions of the Nigerian University workforce. Quality of work life includes a range of activities. Nadler and Lawler (1983) identified the few activities that stand out as: participative problem solving;

work restructuring; innovative reward systems: improving the work environment.

Walton (1973: 11-21) on the other hand categorized quality of work life programmes or activities in organizations into eight types. According to him they are: (1) adequate pay and fair compensation; (2) safe anhealthy working conditions; (3) immediate opportunities

Todevelop human capacities; (4) opportunities for continued growth and security; (5) social Integration in the work organization; (6) constitutionalism in work organization; (7) work and Total life space; (8) the social relevance of working life.

Walton (1973) did not stop at identifying the eight types of quality of worklife programmes or activities but also went further to enumerate the expected benefits of these programmes as increased employee morale, productivity and organizational effectiveness.



*Source: Adapted from Walton, E.R "Quality of work life. Sloan Management Review, Fail 1973: 11-21*

In the light of the above, this researcher is of the position that the two groups of programmes be collapsed into one for the purpose of this study; and when that is done, the quality of work life programmes or activities can be categorized into ten (10) types. The rest of this chapter will dwell on the ten (10) types so categorized.

## 2.2 ORIGIN OF THE QUALITY OF WORK LIFE

According to Nadler and Lawler (1983), over the past years, two distinct phases of quality of work life activity stand out. The original one occurred during the period 1969 to 1974 when a broad group of researchers / scholars, union leaders

and government figures became interested in how to influence the quality of an individual's on -the-job experiences. There are several reasons why this concern emerged at that time. In the larger, generally affluent U.S. society, here were growing concerns about the effects of employment on the health and well-being of employees and job satisfaction. And there were indications that a number of European innovations with utonomous work groups were being developed.

Similarly, a series of natural attitude surveys conducted at the University of Michigan in 1969 and 1973 helped draw attention to What was called "the quality of employment"

or the sum total of the Effects of job experiences on the individual. The US department of Health, Education and welfare sponsored an investigation on this issue that resulted in the widely publicized book -Work in America (1972). At the same time the pressures of inflation prompted government to address Some of the same issues. It created a Federal Productivity Commission which in turn sponsored a series of labour management quality of work life experimnents that were jointly managed by the University of Michigan quality of work life program and the newly formed National quality of work centre.

This initial excitement and activity continued through the mid 1970s as other issues primarily inflation and energy costs diverted national attention. Starting in 1979 and continuing to 1983, a second cycle of interest in quality of work life emerged. What created this interest? The most critical factor was probably international competition. The United States faced increasing competition in international and domestic markets from foreign made goods. Previously, it had not been easy to dismiss these foreign goods as the products of government subsidies or low cost labour. But Americans began to recognize that perhaps other countries were doing some thing different managerially that might Have some thing to do with their effectiveness. The Japanese stand out as the primme example of this phenomenon.

Americans became fascinated with the notion of alternative management styles and the prospect that other countries had developed management to a higher level. At the same time, mnany quality of work life projects that were started during the early 1970s had matured and begun to bear fruit. In particular, a certain high visibility initiatives such as those by General motors, began to catch the public eye. Coinciding with the increasing national concern over productivity as a major issue, these initiatives produced a critical mass of quality of work life projects in United States. Therefore by the early 1980's quality of work life had once again become a major concern and people were trying to understand exactly what it was and how they might use its concepts to improve their organizations.

### **2.3 PRODUCTIVITY /PERFORMANCE AND QUALITY OF WORK LIFE BACKGROUND**

Projects to improve productivity /performance and the quality of work life (QWL) were originally developed in Europe during the 1950's. Based on the research of Eric Trist and his colleagues at the Tavistock Institute of Human Relations in London, this approach examined both the technical and the human sides of organizations and how they are interrelated. It led to the development of socio-technical systems / methods of work design which underlay many of the quality of work life efforts occurring in the United States today.

Early practitioners in great Britain, Ireland, Norway and Sweden developed work designs aimed at better integrating technology and people. These QWL programs generally involved joint participation by unions and management in the design of work and resulted in work designs giving employees high levels of discretion, task variety, feed back about results. Perhaps the most distinguishing characteristic of these QWL programs was the development of self-regulating work groups as a new form of work design. These groups were composed of multiskilled workers who were given the necessary autonomy and information to design and manage their own task performances.

Projects to improve productivity and QWL came to the United States during the 1960s. In contrast to Europe, the American approach tended to be more mixed, adopting a variety of concepts and techniques rather than any single method.

Gradually QWL programs expanded beyond individual jobs to include group forms of work and other features of the work place that can affect employee productivity and satisfaction such as reward systems, work environment. This expanded focus resulted in larger - Scale and longer - term projects than the early job enrichment programs and shifted attention beyond the individual worker to work groups and the larger work context. Equally important is that it added the critical dimension of organizational efficiency to what had been up to that time a predominant concern for the human dimension. The economic and human resource problems facing the United State and other industrialized countries during the 1980s have further reinforced this focus upon organizational efficiency.

Recently, the productivity and QWL approach has become so popular that it might be called an ideological movement. international conferences have aimed at identifying a coalition of groups trom among unions and management that support QWL ideals of employee involvement, participative management and industrial democracy.

In the United States, widespread zeal for Japanese methods of management and employee participation has influenced QWL. This is particularly evident in the spread of quality circles among numerous companieS. Popilarized in Japan, quality circles are groups of employees trained in problem solving methods who meet regularly to resolve work – environment, productivity and quality control concerns and to develop more efficient ways of working. cumming & Worley (2001: 10-11) confirmed the contribution of the productivity and quality of work life background and divided it into two phases. The first phase is described by the original projects developed in Europe in the 1950s and their emergence in the United States during the 1960s.

As the programmes migrated to America, a variety of concepts and techniques were adopted. For example two definitions of quality of work life emerged during its initial development. Quality of work life was first defined in terms of people's reaction to work, particularly individual outcomes related to job satisfaction and mental health. Using this definition, quality of work life focused primarily on the personal consequences of the work experience and how to improve work to satisfy personal needs.

In a second definition, quality of work life defined is an approach or method. People defined quality of work life in terms of techniques and approaches used for improving work. It was synonymous with methods such as job enrichment, self managed teams and labour / management committees. This technique orientation is derived Mainly from the Growing publicity surrounding QWL projects.

Finally, the productivity and QWL approach has gained new momentum by joining forces with the total quality management advocated by W. Edward Deming and Joseph Juran. In this approach, the organization is viewed as a set of processes that can be linked to the quality of products and services modeled through statistical techniques and improved continuously.

## **PRODUCTIVITY/PERFORMANCE AND QWL IN NIGERIAN UNIVERSITY**

Productivity and QWL in University of Port-Harcourt as an example of Nigeria Universities. In the bid to improve productivity in the university of Port-Harcourt, the following have been put in place as prescribed by the Federal Government.

- a. **Annual leave days:** Salary scale 7 and above 30 days Salary scale 3-6 and above 21 days Salary scale 1-2 and above 14 days Leave allowances are also paid according to salary scales. The only snag in the leave period is that it includes Saturdays, Sundays and public holidays occurring therein. This is contrary to what is obtainable in the oil companies.
- b. **study leave** – this may be granted to a member of staff for a recognized academic or professional purpose. Such can be to engage in research work, use library or laboratory facilities elsewhere to acquire specialized techniques or update knowledge.
- c. staff development and training. This may be granted to a member of staff to enable him undertake a programme of studies with a view to meeting the staffing needs of the University or gain higher qualifications.

- d. **sabbatical leave-** This is mostly for the academic staff.
- e. **maternity leave-** A pregnant female member of staff who delivers is entitled to twelve (12) weeks maternity leave with full pay.
- f. **sick leave** – The maximum aggregate sick leave which can be allowed a member of staff who is not hospitalized during any period of twelve months shall be six weeks.

## **2. Staff Housing**

Staff on University system scale 9 and above are eligible for allocation of University staff quarters. Such quarters are partly furnished. Allocation is based on seniority as follows: Professors or equivalent; Readers or Equivalent; Senior lecturers or Equivalent; and Lecturers or Equivalent

## **3. Medical Care**

Free medical care shall be provided to an employee and his family (spouse, children and four other dependents except that the University shall not be responsible for expenses in procuring spectacles (eye – glasses), artificial teeth and other prosthesis unless necessitated by accident while on University business.

## **4. Allowances and Fringe Benefits**

Staff of the University are entitled to allowances and fringe benefits applicable to staff of equivalent grades in the civil service subject to approval by the NUC and such regulations as may be made from time to time by the University council. Example of such allowances and fringe benefits are: refund of hotel expenses (officers lodged in hotels pending the availability of staff quarters: allowance in lieu of hotel accommodation at the University's expense; incidental expense; kilometer allowance; leave transport; local course allowance; transport allowance; traveling allowance; warm clothing allowance; motor cycle allowance; motor vehicle allowance; and no accident bonus.

Other allowances approved by the University council include:- baggage allowance; overtime / shift allowance; part – time teaching allowance; official overseas journey; salary advances; and promotions.

## **2.4 THE MANY PHASES OF QUALITY OF WORK LIFE**

Ahiazu (1999) has argued that well-being is a psychological feeling of happiness or satisfaction. The exact nature and level of well being which an individual experiences at work can only be determined by his observed affective response to work activities which are bound to be largely influenced by his perception of the relative importance of the outcome of his work activities. On the

basis of this argument, the author concluded that the quality of work life of an individual can only be correctly ascertained by determining his "perceived quality of work life (POWL). Ahiauzu has defined POWL as "a set of affective impressions and beliefs which the individual holds and directs toward the outcome of the activities in the work domain of his life." The author explains that such work outcome may include "financial and other material benefits, opportunity for self actualization, security of employment, advancement opportunities and good social relations at work".

According to him, there are three main perspectives on QWL and they are as follows:-

### **Humanization of Work**

Herrick and Maccoby (1975) and Walton (1975) have explained that four main principles of humanization of work are as follows: security, equity, individuation, and social Integration.

### **workplace Democracy**

Ahiauzu (1999) has pointed out that "the term workplace democracy\* and "worker participation" have in common parlance been used sometimes interchangeably and at some other times distinctively to denote specific ideological instance regarding issues of power relations between workers and management in the management of the enterprise".

Workplace Democracy therefore has to do with the influence or control which employees have over the decision making processes in their organization. As regards the degree of participation, Pateman (1970) has identified three alternatives as follows: pseudo participation; partial participation; and full participation.

Wall and Lischeron (1977) have pointed out three levels of participation as follows: local participation, e.g daily work; medium participation, e.g departmental level; and distant Participation, e.g broader level

### **Work Restructuring and Job Redesign**

This has to do with the way organizations assign tasks and responsibilities to its members. Feldman and Arnold (1976) have argued that "some jobs make people unhappy, uncomfortable and unproductive while other types of jobs seem to unlock peoples' creativity, energy and drive".

A review of the works of Hertzberg (1974) Turner and Lawrence (1965), Hackman and Lawler (1971) and Hackman and Oldham (1975:159-170) reveals that the ingredients of a well-designed job

include:- direct feedback, a client – relationship, a Learning function, the opportunity for the worker to

schedule his own work, unique expertise, control over resources, personal responsibility, autonomy, opportunities for social interaction, task identity, task significance, and skill variety

Nadler and Lawler (1983) opined that it would be an under statement to say that there has been and continues to be confusion about what the term quality of work life means. One way of thinking about this term is to review the definitions that have evolved during the past years. Below are five potential definitions of quality of work life.

### **Quality of Work Life as a Variable**

The first definition that emerged during the period between 1959 and 1972 was quality of work life as a variable. Many of the scholars saw quality of work life as an individual's reaction to work or the personal consequences of the work experience. Hence the proponents talked about an individual's quality of work life or how to improve quality of worklife for an individual. What was unique at that time about the quality of work life in this perspective was that it focused on such individual outcomes as job satisfaction or mental health with an emphasis on the impact of the work on the individual and with the suggestion that organizations should be evaluated on the quality of work life they provide for individuals. during the period 1969 to 1974, a number of projects were initiated with the primary aim of getting labour and management to work collaboratively to improve the quality of work life. Because of these projects and their subsequent publicity, the term quality of work life became synonymous With certain approaches.

### **Quality of Work Life as an Approach or Method**

As in the earlier definition, the focus was on the individual rather than organization outcomes. But at the same time quality of work life was seen as joint labour management cooperative projects particularly those aimed at improving outcomes for the individual and the organization.

Some projects drew attention to specific ways of changing the workplace and its impact on individuals. These projects led to this second definition of quality of work life as methods. People using this definition talked of quality of work life as a set of methods, approaches or techniques for enhancing the work environment and making it both mnore productive and satisfying.

Infact quality of work life is seen as being synonymous with such concepts as autonomous work groups, job enrichment or the design of new plants as integrated social and technical systems. As earlier mentioned, the Late 1970s was a period during which quality of work lite activity decreased. Many scholars felt that interest in the subject had waned with the on slought of

economic problems and the energy problem. During this time, a number of people were concerned about maintaining the momentum that had been created, and they decided to identify a coalition of interests that would support the continuation of quality of work life activities. meetings were held by scholars to conduct experiments to identify that broad coalition of people or groups who might be interested in continuing quality of work life projects. Out of these activities emerged the third definition, quality of work life as a movement.

### **Quality of Work Life as a Movement**

Quality of work life is seen more as an ideological statement about the nature of work and the workers' relationship with the organization. The terms "participative management" and "industrial democracy" were frequently invoked as ideals of the quality of work life movement.

In particular, effort was put differentiating quality of work life from other approaches to organization development. The development of quality of work life as a movement, in retrospect may have caused some division between those who use the QWL label and those who might have used other labels to describe their work to enhance organization's health and effectiveness.

As earlier mentioned, the late 1970s and early 1980s brought renewed interest in quality of work life. It was during this period that the fourth definition appeared, quality of work life equals every thing.

### **Quality of Work Life Equals Everything**

In this scenario, all organizational developments, effectiveness and efforts became labeled as part and parcel of quality of work life. quality of work life is seen as a global concept and is frequently perceived as a panacea for coping with foreign competition, grievance problems, quality problems, low-productivity rates and just about everything else. Clearly the problem with this definition is that no innovation can deliver solution on all of these promises. In addition, this expansion of the quality of work life definition take the concept to the point where managers become very concerned and confused about "what it is"

Because of the expectations being created by the quality of work life equals – every thing definition, a possible fifth definition may appear in the future: quality of work life equals nothing.

### **Quality of Work Life Equals Nothing**

Scholars are concerned about the inevitable failure of some quality of work life projects to be expected in any innovation. Quality of work life skeptics only grudgingly turn against the concept. Finally we will find that in any

organizations the phrase quality of work life will become or has become a forbidden term along with job enrichment, management by objective (MBO) and Organizational development. The view of Nadler and Lawler (1983) therefore is that it would be lost in such a period of disillusionment.

## **2.5 DIMENSIONS OF QUALITY OF WORK LIFE PROGRAMME**

### **Adequate Pay and Fair Compensation**

Wages and salaries are urgent means of achieving a minimum standard of living. The income workers earn is important to them not only financially for what it buys but also psychologically for what it will provide them in terms of status and recognition both within and outside the organization. Chrudden and Sherman (1976:438) recognize this position as they posited that:

Since money represents a quantifiable measure of their worth, employees are quite sensitive about the amount of pay they receive in return for their contributions on the job and how the amount compares with what other employees are receiving for their contributions.

Employees therefore want their wages to be equitable both in terms of what is being demanded of them on the job and in terms of what other employees are paid in return for the demands of their respective jobs.

It may be imperative at this juncture, to compare the prevailing wages in the Nigerian University and the private sector especially the multinational oil exploring and exploiting firms. Rivers State plays a host to a great number of these firms and as such they provide a viable alternative source of employment. Comparatively, wages and salaries are higher in the private sector especially the oil and oil servicing firms than the civil service; Nigerian Universities specifically.

Most companies pay wages / salaries that are much higher than the current minimum wage of N7,500.00 prevalent in the public/civil service (Nigerian University). Infact, to be candid the difference in the salaries of the private and public sector e.g Nigerian University is ABOMINABLE.

While enumerating the issues surrounding the exodus" from Nigerian University which is an example of public service, Taire Yahaya et al (1992:203) opined that:

There is no doubt that the staff turnover in public service has been relatively high particularly officers in GL 10 – 12 in the former administrative class and almost at any level in the professional cadres. Generally, seen as responsible for the

exodus from the public sector is the low remuneration package, the unified grading and salary structure consequent upon the public service reviewed commission of 1974.

Despite the fact that the wages/salaries are very poor, from interviews with some University staff, it was reported that personnel in the same grade level earn different salary scales. This non-harmonization of salary structure for staff on the same grade level is discriminatory and may lead to strife amongst the personnel affected since some may feel that they are underpaid.

Supporting the above standpoints, Banjoko (1995:81) maintained that what most people earn today is barely sufficient to keep them above the subsistence level." The poor remuneration in the Nigerian University coupled with the frightening high cost of living in Nigeria makes the minimum wage inadequate for sustenance and by implication repels qualified and experienced people from seeking employment in the Nigerian Universities.

In order to salvage the situation and make ends meet, most academic staff of the Nigerian University go into production and sales of handouts to students. They go to the extent of making the purchase of these handouts by students compulsory. By so doing they make additional income for themselves. Some others go out in search of part-time teaching jobs to make additional money. All these are done to make additional income. If they were well remunerated, most of these extra jobs will be avoided because they will have enough money to meet up with their demands like the oil workers; after all we all go to the same market. As for the non-academic staff they get involved in majority of the projects, supplies, contracts in the University. Most times, they get people to front for them but in actual sense they own the businesses. All this still is to get additional income to make ends meet.

If the dissatisfaction resulting from the inadequate and inequitable reward system of the Nigerian University must be overcome, then concerted efforts must be made on the part of the Nigerian Universities Commission (NUC) and government to introduce and implement innovative systems that adequately reward performance.

When this is done, the level of dissatisfaction with the pay system will reduce appreciatively. This is much attested to by Nadler and Lawler (1983).

We have long known that rewards are a major determinant of motivation, effort and performance. In a number of experiments, the emphasis has been on creating innovative reward systems that will promote a different climate in the organization. Major examples of these are variations of the

Scanlon plan which divides the benefits of cost-saving innovations among workers.

Similarly, Koontz et al (1994:15) succinctly corroborate the above by stating that "paying for performance" is also currently fashionable. This simply means measuring the contributions of the individual and rewarding them accordingly.

Despite the very poor wages/salaries from interviews, it was reported that salaries are paid late: 1-2 weeks into the new month. This again is heartaching, staff are poorly remunerated; to add salt to injury the poor salary that could have been paid promptly still comes late thereby worsening matters. This makes most staff to go borrowing and by the time the poor salary comes in late they end up using it to settle debts; some with interest. Meanwhile oil company workers receive salary on or before 26<sup>th</sup> of each month. How will the quality of work life of Nigerian University staff ever improve?

Finally, where all or majority of organizational members see their reward in terms of income as adequate and fair one, one of the critical elements or programs of quality of work life is present in that organization and thus the organization could be termed to be providing good or better quality of work life for its organizational members.

### **Safe and Healthy Working Conditions**

The employer must take reasonable care for the safety of his workers in the course of their employment and in particular must provide safe tools, a safe place of work and select properly skilled employees (Nwachukwu, 1995:298).

It is widely held that good working conditions foster employee productivity and satisfaction while poor working conditions are known to have an inhibiting effect on productivity as well as a cause of employee dissatisfaction. Some employers pay less attention to workers' safety by not putting in place necessary safety measures.

In the light of this, Banjoko (1985:82-83) said that in some organizations, greater emphasis is placed on output, higher production and cost savings, no matter the human costs that may be involved in the process of achieving these objectives. Sometimes, the working environment is unhealthy, hazardous, noisy and very dehumanizing.

For the purpose of this study, we shall subdivide safe and healthy working conditions into three sub-heads – reasonable hours, physical working conditions and age limit.

### **Reasonable Hours**

The "reasonability" of hours spent at work is subject to different perceptions and interpretations depending on the context and contents of the job. This is relative. What may

appear reasonable time spent at work to a clerk may not be seen as reasonable by a principal officer.

The issue of reasonable time at work or reasonable hour at work has always occupied the minds of practicing managers and scholars since the classical management era. From the 12 hours working day, it has graduated to a more universally acceptable 8 hours working day.

In Nigeria, especially the public service, Nigerian University adheres to the 8 hours working day which commences at 8.00am through 4.00pm daily – Monday to Friday. This allows for the worker to enjoy some respite.

It may be pertinent to state that the rule prescribes an eight hour working day but sometimes occasion demand some staff to put in more time thereby surpassing their prescribed time frame. For instance; some academic sessions may be very short due to strikes, school closure etc and this will necessitate the academic staff (lecturers) to put in extra time/hours to cover up the required scheme of work. Lecturers spend extra time even on weekends marking students scripts, Supervising students projects etc. On the part of non-academic staff, especially the management staff, the normal 8 hours is never enough to do their jobs. During occasions like matriculation, convocation, other staff who may not necessarily be management staff put in extra hours to ensure that all to be done have been done. All of such staff should be compensated for the extra time spent at work.

### ***Physical Working Conditions***

Physical working conditions consists of workspace design-size, arrangement and privacy of the office as well as the condition of the environment, machines and tools used in the performance of organizational tasks. These put together affect an employee's job performance and satisfaction.

The private sector organizations e.g oil companies are noted to have splendid workspace design – fair sized office not overcrowded with too many staff, well arranged offices as well as some degree of office privacy. The offices are air conditioned with comfortable

Chairs and tables. they have effective communication systems e.g telephone in all offices for all staff (not just for management staff). In addition all staff have computers with email facilities, internet etc. the environment is serene with flowers used to beautify it. The environment is noise free with effective security measures being put in place. Members of staff are normally served hot tea or coffee twice before close of work. These are Some Common features in private sector organizations.

In contrast, most public service offices like that of the Nigerian Universities are poorly designed in terms of office

size, arrangement and privacy provided. Offices are over populated and overcrowded. here are situations where 4 or 5 staff will be parked into one small office like teachers in a staff room in primary or secondary schools. How will there ever be privacy in such scenario? The offices are littered with antiquated typewriters and other equipment. Modern business machines are In tact luxury and are had to come by in most offices of some Universities. In fact it is worst with the State Universities, Telecommunication facilities are non-existent even in some senior officers' offices. The position is aptly emphasized by Taire (Yahaya, et al, 1992:200) as she contended that:

Indeed, the often - repeated assertion of below average performance level in the public service must always be considered against other vital resources available to the public service that is office accommodation, materials and equipment, especially technological support. It is not uncommon to find two senior management staff say grade level 13 officers sharing a small room, so small that they could be breathing directly into each other's noses. An expectation of unusually high level of performance under such condition would be unattainable. The situation as regards the availability of materials and simple technological machines which could facilitate and enhance performance is even much worse.

The working environment in the Universities is most times so noisy that staff could hardly concentrate to work. Security measures are hardly even put in place to ensure a noise free, conducive working environment. The environments are dirty and unkempt, very few conveniences for all and sundry. Lecturers teach students in big classrooms without microphones, they either shout and get cracked voice or talk as they can without the students hearing them etc.

### ***Age Limit***

the age issue is multifold and very individualistic. As we age we become more diverse in more ways. Age has been a contentious issue in employment matters in Nigeria, vacancy advertisements on the pages of national dailies are littered with age limits, The most common employable age in Nigeria is between 25 and 35 years. One wonders if persons who have attained ages above 35 years are deemed unproductive.

It is not only at the entering point that one encounters the age limit monster in Nigerian organizations especially in the Nigerian civil service (Universities) but also at the exit point that is the fixation of the retirement age limit. Hitherto, the retirement age was 50, later adjusted to 55 and 60 years.

Normally, a 60 year old is still young, agile, mentally alert and capable of exerting optimum energy at work but policy makers are of different opinion. Now the question that readily comes to mind is what happens to a man who after spending the greater part of his life in a given institution is retired on the grounds of age at a time when he is still strong, agile and willing to contribute more to the institution? Certainly, he will be frustrated. What does he do to avoid the calamity? Fraud the most viable panacea, employees especially in the civil service frequently adjust their ages to avoid being retired when they are still capable of working further. The researcher is of the opinion that retirement age should be abolished in this country as is the case in the United States of America. This will no doubt lead to a better quality of work life of the staff. Staff should retire on the basis of non-performance and health grounds.

In the United States of America, there was a time when age discrimination complaints grew at a faster rate than other discrimination issues. As a palliative measure, congress enacted the age Discrimination in Employment Act (ADEA) in 1967 to protect persons between the ages of 40 - 70 against arbitrary discrimination in employment practices. The purpose of the legislation is to promote employment of older persons on their ability rather than age; to prohibit arbitrary age discrimination in employment, to help employers and workers find ways of meeting Problems arising from the impact of age on employment. A subsequent amendment, which took effect in 1987 removed the upper age boundary. That is, the law forbids mandatory retirement based on age (with some exceptions) limiting or classifying employees in any way that would adversely affect their status because of age, reducing an employee's wage rate to comply with the act, or discriminating in compensation or terms of employment because of age (Ikovich and Boudreau, 1996:78).

### ***Opportunities to Develop Human Capacities***

Human capacity as used in this study refers to the human ability to do something. What then is ability? Ability in the context of human resources, is defined as the capabilities to engage in Some

behaviour. abilities derive from knowledge (awareness of information, techniques or facts), skills (proficiency at basic tasks necessary for achieving more complex behaviours) and aptitudes (potential abilities that have not yet been fully developed or applied) (Milkovich and Boudreau, 1996:164).

Abilities are sometimes acquired before entering into the work organization. At other times the abilities are acquired over time in are work organization. An organization that encourages the acquisition of abilities or capacities is

construed to be a dynamic organization and could rightly be regarded as quality of work life friendly organization.

In organization where quality of work life programs are being implemented, ample opportunities to develop human capacities abound. After all, it is universally accepted that knowledge acquired if not up dated from time to time becomes obsolete. It is therefore not only desirable to afford employees the opportunity to develop their capacities but it is imperative to do just that, if the organization must remain competitive.

In the Nigerian Universities both State and Federal, training programmes are some times organized but it is mostly for the management staff amongst the non-academic staff. This gesture should be extended to other members of staff even those in the junior cadre as is applicable in the oil industry. "what is good for the goose is good for the gander" As for the lecturers it is like an abomination sending them for training programmes.

The acid test to know whether or not opportunities to develop human capacities exist in an organization is to ascertain the presence of factors such as: autonomy, multiple skill, information perspectives, and whole task and planning

### ***Autonomy***

Milkovich and Boudreau (1996:130) define autonomy as the degree to which the job provides substantial freedom, independence and discretion to the individual in scheduling the work and in determining the procedures to carry it out. Autonomy according to the above named scholars influences an individual whether he feels personally responsible for good or poor performance.

It may be pertinent at this juncture, to ask if there is autonomy amongst staff in the Nigerian University? A critical examination of the Nigerian University workforce obviously reveals that autonomy as defined by Milkovich and Boudreau is not obtainable. This is due to the fact that the Nigerian University workforce is guided by a plethora of formal rules and regulations that prescribe the way individuals perform their respective tasks and functions.

Again it may be right to state that the strict adherence to formal rules and regulation does not allow for innovation as well as flexibility that is required of contemporary purposive organization like a University.

### ***Multiple Skills***

Skill can be defined as the ability to do something well. Katz (1955:33 – 42) has identified three kinds of skills for managers or administrators. To these may be added a fourth one – the ability to design solutions (Koontz and Welhrich, 1993:7).

### **Technical Skills**

This encompasses the ability to apply specialized knowledge or expertise. When you think of the skill held by professionals such as civil engineers or surgeons you typically focus on their technical skills. Through extensive formal education, they have learnt the special knowledge and practices of their field. According to Robins (1988:5-6), professionals do not have a monopoly of technical skills and not all technical skills have to be acquired in schools or formal training programs. Nevertheless, all jobs require some specialized expertise and many people develop their technical skills on the job.

### **Human Skills**

The ability to work with, understand and motivate other people both individual and in groups describes human skills. Many people are technically proficient but interpersonally incompetent. They might be poor listeners, unable to understand the needs of others or have difficulty managing conflicts.

### **Conceptual Skills**

This is the ability to see the "big picture", to recognize significant elements in a situation and to understand the relationship among the elements (Koontz and Welhrich 1993: 6).

### **Design Skills**

This is the ability to solve problems in ways that will benefit the enterprise. To be effective, particularly at upper organization levels, managers must be able to do more than see a problem. They must have in addition. The skill of a good design engineer in working out a practical solution to a problem. In fact managers must have the valuable skill of being able to design a workable solution to the problem in the light of the realities they face.

Koontz et al (1993:6-7) opined that the relative importance of these skills may differ at various levels in the organization hierarchy. Technical skills are of greatest importance at the supervisory level. Human skills are also helpful in the frequent interactions with subordinates. Conceptual skills on the other hand are usually not critical for lower level supervisors. At the middle management level, the need for technical skills decrease: human skills are still essential, the conceptual skills gain more importance. At the top management level, conceptual skills, design abilities and human skills are especially valuable but there is relatively little need for technical abilities. It is assumed especially in large firms that chief executives can utilize the technical abilities of their subordinates. In smaller firms however, technical experience may still be quite important.

In organizations where quality of work life programs are in operations, emphasis is placed on individual staff to have a combination of the above discussed skill. This is so because acquisition of these skills culminates in the attainment of a better quality of work life in the organization focus under Nigerian University.

### **Information Perspective**

Organizations are regarded as information processing systems facing uncertainty and the Nigerian University is no exception.

The information processing view makes three assumptions about organizations. First organizations are open systems that face external, environmental uncertainty and internal work related task uncertainty. Task uncertainty is defined as "the difference between

The amount of information required to perform the task and the amount of information already possessed by the organization (Gilbraith, 1973:5).

The organization must have mechanisms and be structured in order to diagnose and cope with this environmental and task uncertainty. In particular the organization must be able to gather, interpret and use the appropriate information to reduce the uncertainty. Thus the second assumption is that; given the various sources of uncertainty, a basic function of the organization's structure is to create the most appropriate configuration of work units as well as the linkages between these units, to facilitate the effective collection, processing and distribution of information.

The third major assumption deals with the importance of the sub-units or various departments of an organization. Because the sub-units have different degrees of differentiation, the important question is not what the overall organization design should be but rather:

1. What are the optimal structures for the different sub-units within the organization?
2. What structural mechanisms will facilitate effective Coordination among differentiated yet interdependent sub-units?

Answers to these as furnished by Trushman and Nadler (1978:614-615) are:

1. The task of organization sub-unit varies in their degree of Uncertainty.
2. As work related uncertainty increases, so does the need for increased amount of information, and thus the need
3. Different organization structure have different capacities for effective information processing

4. An organization will be more effective when there is a match between the information processing requirements facing the organization and the information processing capacity of the organization's structure.
5. If organizations (or sub-units) face different conditions overtime, more effective units will adapt their structures to meet the changed information processing requirements.

The above propositions epitomize the current state or knowledge concerning the information processing view of organizations. The key concept is information and the key idea is that organizations must effectively receive, process and act on information timely to achieve performance. therefore if the Nigerian University workforce must live up to expectation, it has no other option than to effectively and timely receive, process and act on information to achieve optimal performance and by implication the attainment of a better quality of work life.

### ***Whole Task and Planning***

A task is a piece of work that has to be done. . A collection of tasks makes a job. What then is whole task: Whole task is the samne thing As task identity. Task identity is defined as the degree to which the job requires completion of a whole and identifiable piece of work.

Nadler et al (1979:81) corroborated this assertion by defining task identity as "a complete module of work, the person can do on the job from beginning to the end with a visible outcome. " The questions that agitate the mind of this researcher are:

1. Does the Nigerian University workforce program whole task?
2. Who is responsible for the planning of the job?

Answers to the above questions reveal that the Nigerian University like every other bureaucracy, insists on specialization and division of labour. Most often, files move from table to table, which means a job or collection of tasks may emanate from one job holder or staff but he may not complete the required task because expertise of others is relied upon to complete such tasks.

Nevertheless, Some tasks emanate from and are completed by the same job holder or staff. Again most often planning of the job is centrally done because of the tall structure that characterizes the Nigerian University.

Quality of work life Programs favour the task as well as planning of the job by the job holder because that motivates the job holder and also increases his self confidence hence quality of work life.

### ***Opportunities for Continued Growth and Security***

Every individual employee comes into the organization with one set of needs or the other. Each individual's needs are unique and these individuals are constantly evaluating whether or not the organization could be a path through which they can achieve their individual goals or they can satisfy their individual needs. If they must satisfy their needs, common sense dictates that there must be opportunities for continued growth and most importantly security in the organization.

By opportunity for continued growth I mnean the feasibility of the individual's rise in the hierarchy of the organization without unnecessary hindrance, so long as he conducts himself satisfactorily at work. Security on the other hand means job security. These kev words are very important in the life of a worker. if the individual is aware that effort will lead to performance and performance will lead to reward (growth in the organization and job Security inclusive) he will sustain the work related effort he expends at work.

One of the acid test for the existence of quality of work life Programs in an organization is the presence or otherwise opportunities for continued growth and security in it (the organization in question). For the purpose of this study, I will attempt to briefly explain the sub-factors mentioned below as opportunities for continued growth and security.

### ***Development***

Manpower development can be defined as training of people to develop their capability on their jobs. In this, one can not but equate training with manpower development. Training has been defined by various writers in various ways. Despite the variation in definition, the main idea remains the same.

Continous job-related training schemes are implemented by improving the job-knowledge, job-skills and job-attitudes of employees through lectures, instructions, demonstrations and planned experiences. Although seminars, symposium and workshops are organized for personnel in the Nigerian University e.g University of Port Harcourt, the rate is not frequent so as to impart the necessary skills in the staff. Secondly, the junior staff and other staff not in the management cadre are not carried along.

This is not to good. They equally need training.

In the view of Frank and Moffat (1970:70) iob-related training is not something that is done to or for Someone. It is the deliberate provision of the means through which learning will talke place on the job or in the classroom. Its purpose is to help the individual trainee to reach his maximum potential as quickly as easily as possible.

### *Some of The Various Developmental Methods*

The methods of development vary and depend upon the needs of the organization and the needs of the individual employees being developed.

**Educational Development:** The usual as well as the most common educational methods of development are; (1) sponsored leave of absence for academic or professional studies; (2) internally organized technical or other types of courses; (3) sponsored postal tuition or programmed learning; (4) sponsored membership of academic professional associations e.g MNIM, I CAN

**The – Job Methods of Development:** On – the On – job development takes place completely at work locations. Responsible for its implementation is primarily that of the trainee’s immediate supervisor or manager. The rationale for entrusting such a responsibility on managers or supervisors is obvious. They have or should have in – depth knowledge of the strengths and weaknesses their Subordinates and should know how best such subordinates should be assisted to overcome any identified weaknesses. On – the -job training is given to staff in the Nigerian Universities. The staff benefit from this training which is aimed at improving their performances. The most commonly used methods of on – the – job development are:

**Personal examples:** A manager’s or supervisors work attitude influences the attitudes of his subordinates because they emulate same and display at work.

**Coaching:** Stewart and Stewart (1978:89) aptly described coaching as “a training technique which utilizes the boss – sub- ordinate relationship as the vehicle for learning; the subordinate’s performance is improved by his boss selecting certain job activities

for their developmental content, supporting this with a regular counseling interviews: “Coaching therefore on – the – job rather than off line training has the advantages which makes it a likely alternative to other courses. It is a Particularly useful developmental method during the early stage of a subordinates assignments to new jobs.

#### **«What do you think: Method**

The use of what do you think? Method involves guiding employees through skillfully asked questions, to think logically for themselves to identify and analyze the causes of work problems before recommending different practicable solutions to them. This method works better with mature employees than with premature ones.

**Off – the – Job Methods of Development:** Off – the – job development is necessary when some employees require the acquisition of the type of job knowledge, skills

and attitudes which are best provided through a series of courses out of the job environments. Such courses may either be undertaken in an organizations training centre in which cases they are described as

Off – the – job internal or as of – they – job external if they are Undertaken outside the organization e.g (in - service training, study Leave etc.). In the context of our study, most management staff such as the Vice chancellor, Registrar, Bursar etc some times go for courses both within and outside the country in order to update their knowledge.

**Off - The – Job Development - Internal:** The methods are broadly divided into Induction, Other courses and Graduate training schemes.

#### **Induction Courses**

The aim of every induction courses is the enhancement of the psychological integration of new employees to their work environments. The course starts immediately new employees join Work organizations and may last from a few hours to more than a Day.

#### **Other types of Courses**

As no employee ever adequately possesses the levels of attitudes, skills and knowledge required for effectiveness on the job, many organization provide regular training courses for different categories of their employees. While some of the courses are basic some are “booster” or “refresher”. Some of them are modular in Structure, The commonly used methods of development in such courses are:

1. Talks or Lectures – This is mainly for supplying of information. But they are not highly favoured because of their being trainer – centered.
2. Case Studies, discussions, incident processes, role playing, group dynamics etc for developing skills in identifying, analyzing and solving problems.
3. Graduate Traineeship schemes: Many enterprises buy the idea in McGregor’s (1984:70) philosophy of growing talent rather than manufacturing it by employing fresh graduates from Universities and Polytechnics and grooming them for different positions. According to him, “the individual will grow into what he is capable of becoming provided we can create the proper conditions for that growth for him.”

Graduate Trainee schemes often aim at: (1) selecting the trainees fresh from tertiary educational institutions and providing them developmental facilities in the organizations training centers and work Stations; (2) ensuring that the trainees are provided the necessary experiences they require for long -term career

development in the group, (3) ensuring that the trainees rapidly make effective Contributions to the groups wealth.

Meanwhile the methods of implementing the programme vary according to the requirements of the organization in which the trainees work and the needs of the graduates. The training according to Egungwu (in Yahaya et al, 1982:105) could be in modules and would include induction, safety, engineering design and construction etc as well as management training undertaken mostly in the group's training center and external training center.

### **Out – of – Organization Development**

Even though an organization may have very efficient internal training schemes, it may occasionally sponsor Some of its employees to attend outside courses particularly if:

1. The contents of the outside courses could supplement the contents of the internal ones.
2. There are inadequate internal facilities for running some internal courses effectively.
3. The numbers of trainees for specific courses are insufficient for group training.
4. It is necessary for the trainees to meet trainees from other organizations for sharing experiences.

It may be necessary to emphasize that the essence of development is to keep the employees abreast with modern techniques and methods, bring about behaviour modification as well as preparing them for greater tasks ahead (advancement to assure higher responsibilities). This researcher makes bold to say that any organization that accords not just recognition but also management support to development is some times unknown to its management, indulging in quality of work life programmes.

### **Perspective and Application**

What agitates the mind of scholars is how do managers perceive and respond to the development needs of employees (subordinates). Again it may be right to attempt to find how organizations apply development programs.

Although it is desirable for organizations to embark on development programs for their employees but more often, the desirable is not obtainable.

Thus instead of exploiting the development strategy, managers both public and private organizations are averse to it; especially those in public organizations like the Nigerian Universities. This is obviously more common in the Nigerian University than the private sector due to very obvious factors. Nevertheless, some Universities are ardent faithful of development and application or utilization.

Some of the inhibitory factors of development and application as espoused by Egungwu (in Yahaya et al, 1992: 107) are:

**Lack of Complete Top Management Support:** This is evident in some management not getting every manager and supervisor to understand that it is a very important part of his daily responsibilities to develop and effectively utilize his subordinates. It is also evident in inadequate funding of plans and defective staff selection and placement practices which result in wrong persons being placed in positions they should not occupy.

**Ignorance of the Objectives of the Subjects:** This is exhibited in nobody knowing any thing about the objectives of the subjects and in nobody knowing enough about how to take appropriate actions about them. It is also evident in not including all employees in Plans and in some employees thinking that every developmental effort must be accompanied by promotions.

**Resistance to Developing Subordinates:** Resistance to developing subordinates often arises because of suspicion among Some managers and supervisors that by developing their subordinates, they develop competitors to unseat them.

**Poor Organizational Climate:** Very often, some organizational climates are not conducive to effective utilization of developed Manpower. In such a climate, the initiative that results from development is suppressed rather than encouraged and regarded.

**Inadequate Funding:** Inadequate funding or plans stifles their progress to the extent that they work against adequate staffing and the provision of facilities required for implementing them.

**Lack of Efficient Succession and Career Plans:** Lack of these results in emergency skills hunting if key persons leave organizations unexpectedly. Reactively developed and utilized employees to replace such persons may not often be as effective as those who are productively developed and utilized.

**Lack of Sincerely done Performance Appraisals:** Appraisals which are aimed at destroying rather than assisting employees to discover and develop their capabilities, do not facilitate realistic identification of training and development needs. Furthermore, those who aim at making employees feel fine, rather than help them to understand their weaknesses so as to overcome them, are worthless.

In order to avoid the above enumerated inhibitory factors, one is tempted to suggest that organizations must endeavor to:

1. Have in existence clear policy statement by top management of its intent to introduce and support development plan.
2. Establish and sustain congenial organizational climate to facilitate human resources development and application.
3. Compose effective committees, consisting of managers or other appropriate grade of employees who have adequate knowledge of the relevant corporate plans of the organization, the strengths and weaknesses of the employees for whom developmental and utilizational plans are made; how the prevalent organizational cultural patterns influence the attitudes of human resources development and application as well as how to eliminate the incidence of negative attitudes of the subjects.
4. Adequate funding of plans is very essential. It is common knowledge that though the costs of effective plans are high, the costs of having weak or no plans are higher. The latter costs are evident in the preponderance of low caliber employees, excessive fumbling with jobs, high rates of accidents, wastages, damages, inability to meet set targets as well as frequent customer complaints.
5. Employing effective coordinators for development and application programs.
6. There is very strong conviction in the organization that have experienced the benefits of systematized plans that a result-oriented plan can be said to exist only when every individual on the payroll feels that he or she is expected, helped and encouraged to grow on the present job and to grow into a bigger job for which he or she can qualify. Effective plans therefore cater appropriately for all categories of employees the low, medium and high fliers. They do not cater for any "Specially anointed" ones and do not have any condemned ones'. Their mission is the improvement of employees.
7. The purpose of succession planning is to have organized approaches to the effective identification, development and utilization of all available human resources. according to Deegan (1986:99) it is a means of having a home-grown team of qualified people to move into the ranks of senior managers and other key positions".
8. Systematically implemented performance schemes promote two-way discussion about job performance rather than monologues about them.

9. Having responsive career plans: Career plans or paths are sequentially decided work experiences which employees undergo in order to be adequately prepared for movements into other positions.

### ***Advancement Opportunity***

Studies have revealed consistently that opportunity for advancement or growth in the organization is a motivator. This assertion is attested to by Milkovich and Boudreau (1996:163) thus:

Motivators are represented by opportunities for advancement, achievement, responsibility and recognition. It might be argued that Maslow's theory has gravitated in the same direction as Herzberg's. "If most lower-order needs are generally satisfied in our affluent society, then individual needs that are prominent in Maslow's framework include esteem and self actualization. As conceived by Maslow, these needs are very similar to Herzberg's conception of advancement, achievement and recognition. Because these factors are prominent, they assume responsibility for a great deal of the goal direction of individuals.

Other studies corroborated the position as stated above. It is a well known fact that individuals go into organizations with their own peculiar goals, believing that they would be able to attain these goals through the organizations. The possibility of attaining these individual goals through the organizations is the drive that energizes, sustains and directs a person's behaviours especially effort at work. Motivation, therefore derives from perceived relationships between behaviour and the fulfillment of values and or needs; chief among which is advancement opportunity.

Consequently, this researcher deems it imperative to mention here, that the Nigerian University provides ample and unlimited opportunities for advancement in the service. Promotion in the Nigerian university is accorded every two years for Grade level 1-3 and four years interval for those in grade levels 14-16. Meanwhile advancement in the service is mostly earned; that is advancement is based on the fulfillment of the set criteria before it is given. One is therefore tempted to state that the Nigerian University satisfies one of the criteria for the existence of quality of work life programmes advancement opportunity.

### **SECURITY**

In Maslow's hierarchy of needs theory of motivation, security or safety needs are the desires to be free of physical danger and of the fear of losing a job, property, food or shelter. In Maslow's postulation, after the satisfaction

of the physiological needs, the next level of needs to be activated is the security or safety needs. He classified it as a lower – order need. Herzberg on the other hand, postulated that security is not a motivator but only a hygiene factor.

Having said that, this researcher is of the view that One of the Most important things to the existence of a human being is security. Which ever way one looks at it, security is a priceless factor. Its importance is made more prominent in our local environment (Nigeria) especially now that there is no job for the teeming unemployed. It becomes more and more expedient for employees to seek ways of holding on to their jobs for fear of losing them: and where one is lost, the impossibility in finding a new one is always a reminder. In his contribution to the state of job insecurity in the country, Banjoko (1995: 83) said that;

“the days when public servants could” confidently boast of job security have gone beyond recall. Today you are there tomorrow you are out. Board members of parastatals and other government institutions change so often that fear of instability and insecurity often prevent efficient and selfless people from coming to serve the nation.

Furthermore, he stated that “the slump in our economy in recent times has seriously endangered the security of jobs and has thereby impaired the quality of work life. There appear to be job security in the Nigerian University, even though certain circumstances may lead to the Contrary. For instance frequent changes in political leaderships may usher in regimes that want to Cut down on staff strength.

## **2.6 SOCIAL INTEGRATION IN THE WORK ORGANIZATION**

Cummings (1993: 305 – 307) proffered relevant questions that work as acid test to determine the existence of social integration and by extension, quality of work life in the work organization. The questions are as follows:

1. Is there an opportunity to interact with others?
2. Is there freedom from prejudice?
3. Does a sense of interpersonal openness and equal opportunity exist?
4. Is there an absence of stratification and the possibility of upward mobility?
5. Is advancement based on merit?

We shall for the purpose of consistency adopt the subheadings or sub-factors suggested by Jain (1986:67). They are: (1) freedom from prejudice; (2) egalitarianism; (3) mobility, (4) supportive primary Group Interpersonal Openness.

## **Freedom From Prejudice**

Prejudice can be defined as dislike or distrust of a person, group, custom etc that is based on fear or false information rather than on reason of experience which influences one’s attitude and behaviour.

It can also be defined as a biased opinion, based on insufficient knowledge, hostility for instance towards a particular racial or religious group. Prejudices are judgments about others that re-enforce beliefs about superiority and inferiority; they can lead to an exaggerated assessment of the worth of one group and a diminished assessment of the worth of others. When people prejudge others, they make assumptions about the nature of others that may or may not be true. In other words, people build job descriptions, reward systems, and policies that fit their stereotypes (Moorehead and Griffin, 1999:54). Examples of prejudices in organizations are stereotyping, halo effect and projection.

### **Stereotyping**

Robbins (1998:99) defines stereotyping as judging some one on the basis of one’s perception of the group to which that person belongs. Similarly, Nwachukwu (1988:77-78) opines that stereotyping is a form of perpetual bias. According to him, this is a tendency to classify an individual as being good or bad because he is from a certain ethnic group or tribe or has special physical characteristics. Most often a person is put into a stereotype because the perceived knows only the overall category to which the person belongs. However because each individual is unique the real traits of the person will generally be quite different from those the stereotype would suggest (Luthans 1992:74).

### **Halo Effect**

Nwachukwu (1988:77) is of the view that this happens when one allows a single trait negative or positive to influence the interviewer. He further asserts that if the trait is a favourable one, other traits are classified as favourable and if the trait is unfavourable, the applicant/worker is rated unfavourably.

### **Projection**

The tendency to attribute one’s own characteristics to other people is called projection. This can distort perceptions made about others. People who engage in projection tend to perceive others according to what they themselves are rather than according to what the person being observed is. When managers engage in projection, they compromise their ability to respond to individual differences. They tend to see people as more homogenous than they really are. (Robbins, 1998:99)

From the foregoing, It can be readily deduced that the existence of prejudices in the workplace is most often counter productive. A great number of scholars and managers have come to terms with the reality of the situation, identified the dysfunctions of prejudices and are expending efforts on the elimination of prejudices in the workplace. Trying the much they can, there are still vestiges of prejudices at workplaces.

One may be right to state that a complete elimination of prejudices at workplaces may not be attainable at all, at least for now. the diversity of the workforce and the accompanying perceptual differences of the workers are impediments to the realization of having total freedom from prejudice at the workplace, the Nigerian University inclusive.

### **EGALITARIANISM**

An egalitarian is someone that is holding a brief in equal rights benefits and opportunities of everybody. An egalitarian nominally stands for egalitarian principles or beliefs, In other words egalitarianism at the workplace means equity or equality at the workplace.

The question that readily comes to mind is; does the organization encourage or uphold equity? In other words, does the organization afford every person equal rights, benefits opportunities and responsibilities? If the answer is yes, it then means that there is a high level of egalitarianism in the organization.

However, due to personality and perceptual differences, as well as diversity of the workforce in today's organizations, it is almost possible to find any organization that is absolutely egalitarian in nature and practice. Different people perceive and interpret the same situation differently and so what may amount to egalitarianism; to one organizational member may not be to another member. Nevertheless the Nigerian University is to a large extent not egalitarian in nature.

The Nigerian University is bureaucratic in nature and character. It ; is characterized by division of labour, a clearly defined hierarchy detailed rules and regulations, impersonal relationship, recruitment based on merit, promotion based on seniority etc.

### **COMMUNITY**

A Community can be defined as a group of people bonded together by a common religion, nationality or occupation. When we talk of community in an organization we refer to the communal way of life in that organization. In a community, individuals relate as one family; sharing virtually every thing in common. Resources are often times pooled together and commonly shared. In the same vein,

efforts are pooled and commonly applied towards attaining desired goals. Similarly there exists an overwhelming oneness. In other words, the systems theory is obviously at play. There is interrelatedness and interdependence among organizational members, Thus what affects one individual affects every other individuals in the community (organization).

It is a characteristic of the African to be his brothers keeper. In fact community life is native to Africans, especially Nigerians. However tribalism, nepotism and favouritism in Nigerian Organizations, the Nigerian University inclusive are fast becoming the most potent obstacles in the way of community development in both formal and informal organizations.

### **MOBILITY**

Mobility is defined as the ability to move. It also means the freedom or ease of movement. Thus mobility here is used in the Context of be ability to move Or better still, the freedom or ease of movement from the bottom to the top of the hierarchy in the organization in which one works. Simply put, mobility in an organization means the absence of stratification and the possibility of upward movement in terms of promotion.

Promotion is change within the organization to a higher position that has greater responsibilities and requires more advanced skills. It usually involves higher status and an increase in pay. The various facet of selection generally apply also to promotion which may be a reward for outstanding performance or a result of the firm's desire to better utilize an individual's skills and abilities. promotion may be a reward for past performance but only if there is evidence of potential competency. Otherwise, persons may be promoted to a level at which they are incompetent (Welhrich and Koontz, 1994:378-379).

The Nigerian University has a culture of promoting its staff provided such employees are able to satisfy the requirements for promotion. Promotions in the Nigerian University are at times regular and at other times irregular depending on the management team n power and policies emanating from such team.

### **Supportive Primary Group**

A group is defined as two or more individuals, interacting and interdependent, who have come together to achieve particular objectives (Robbins, 1998:240).

Groups can either be formal or informal: By formal groups, we mean those defined by the organization's structure, with designated work assignments establishing tasks. In formal groups, the behaviours that one should engage in are stipulated by and directed towards organizational goals. In contrast, informal groups are alliances that are neither

formally structured nor organizationally determined, These groups are natural formations in the work environment that appear in response to the need for social contact.

Baridam (1993:68) posited that groups (whether formal or informal) are good for organizations and their members. They can make important contributions to organizational task accomplishment and they can also exert a strong influence on individual worker's attitudes and behaviour.

However the extent to which the group can influence the behaviour of a member depends largely on the attraction the group has for him. This degree of attraction is referred to as cohesiveness. group cohesiveness is influenced by a number of factors which include: the size of the group, competitions, status and goals. A highly cohesive group whose goals are in agreement with organizational objectives can use its strength to assist the firm in increasing productivity.

## **2.7 INTERPERSONAL OPENNESS**

One of the recently identified five dimensions that underlay the concept of trust includes openness. Interpersonal openness is defined as the willingness to share ideas and information freely among organizational members (Schindler and Thomas, 1993: 563).

Interpersonal openness fosters mutual understanding amongst organizational members. And mutual understanding is believed to improve perceptual accuracy and communication.

## **2.8 CONSTITUTIONALISM IN WORK ORGANIZATION**

Deliberate attempt will be made to proffer answers to the questions raised by Cumming (1993:307). What are the workers' rights and how are they protected? To what extent does the organizational Culture respect personal privacy, tolerate dissent, adhere to high standards of equity in distributing rewards and provide for due process? How much dignity and respect is there for the individual? Can the worker give honest opinions and be treated as an adult?

Constitutionalism means adherence to the principles and provisions of the constitution. It also means a system of government based on a constitution, Constitutionalism in the work organization means absolute adherence to the terms and spirit of the social contract and of the conditions of service existing between the employees and the organization. It also means adherence to work processes and procedures as well as the organizational culture of tolerating dissent, equity In distributing rewards and most importantly, the involvement of organizational members in decision making. We shall for the purpose of clarity give a close look at the sub-factors suggested by

Jain (1986:67): Privacy, Free Speech, equity, and Due Process.

### **Privacy**

Privacy is defined as the freedom from intrusion by the public, especially as a right. Robbins (1998:532) opined that privacy is in part a function of the amount of space per person and the arrangement of that space. But it is also influenced by walls, partitions and other physical barriers. Most employees desire a large degree of privacy in their jobs (especially in managerial positions, where privacy is associated with status). Yet most employees also desire opportunities to interact with colleagues which are restricted as privacy increases.

There is growing evidence that the desire for privacy is a strong one on the part of many people. Privacy limits distraction, which can be particularly burdensome for people doing complex tasks. Yet the recent trend in the developed economies clearly favours less privacy at the workplace. However, privacy at the Workplace especially in the Nigerian University is still greatly desired.

### **Free Speech**

This is the right to express any opinion freely particularly in public. In most organizations, free speech or the right to express any opinion freely is guaranteed but often times, employees are mindful of utilizing this right due to the fear of being branded deviants by management. Management has the right to reward or punish employees.

The resort to unionism is regarded as the best guarantee of the right to express any opinion. And when expressing this opinion either as individual or as a union, rationality demands that it be done constructively. In the Nigerian University, there are different unions representing different categories of workers but two most visible ones are Academic Staff Union of Universities (ASUU) and the Non-Academic Staff Union of Universities (NASUU).

### **Equity**

Equity refers to the perceived fairness of both the procedures used to make human resources decisions and the ultimate decisions themselves. The rules and procedures used to decide pay increase, hiring, lay offs, or promotions as well as the effects of those decisions come under scrutiny from several constituents

Employees, managers, government regulatory agencies and the larger society judge the equity of employment decisions (Milkovich and Boudreaux, 1996:12-13).

Measures of fairness or equity are less well developed than efficiency measures. Like efficiency, however equity may be measured from the perspective of the organization or the employee. From the perspective of the organization, equity

indicators include balance (or lack of it) in minority and female workforce

representation. Public perceptions include whether the organization is a good place to work or operate as a good community citizen; and union perceptions weigh how fairly the organization deals with labour issues. At the employee level, equity is usually measured through attitude surveys, behaviours such as grievances, absenteeism and separations may also reflect employee equity perceptions.

### **Due Process**

This is a principle of law which provides that no Person shall be arrested, imprisoned, banished or in any way deprived of his rights except by the lawful judgment of equals and according to the law of the land. The concept of due process can be applied to human resource decisions to increase the perception that employees are treated fairly. (Taylor et al, 1995: 495)

Robbins (1993:575) identifies three features that characterize due process systems: (1) individuals are provided with adequate notice of what is expected of them; (2) all relevant evidence to a proposed violation is aired in a fair hearing so that individuals affected can respond; (3) the final decision is based on the evidence and free from bias; and (4) the principle of due process is widely adopted in the Nigerian University.

### **2.9 WORK AND TOTAL LIFE SPACE**

Deliberate attempt will be made to answer the following questions: is there a balance between work and life away from the job? Is there absence of undue job stress? What is the employee's state of Mind? Is there freedom from being upset or depressed both on and off the job?

A keen study of the above questions show that stress is the overriding subject under study. Now what then is stress?

Stress is a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for what the outcome is perceived to be (Schuler, 1980:189).

Typically, stress is associated with constraints and demands. two conditions are necessary for potential stress to become actual stress. There must be uncertainty over the outcome and the outcome must be important. Regardless of the conditions, it is only when there is doubt or uncertainty regarding whether the opportunity will be seized, the constant removed or the loss avoided that there is stress. That is, stress is highest for those individuals who perceive that they are uncertain as to whether they will win or lose and lowest for those individuals who think that winning or losing is a certainty. but importance is also

critical. if winning or losing is an unimportant outcome there is no stress.

### **2.10 SOURCES OF STRESS**

Three sets of factors, environmental, organizational and individual are potential Sources of stress. Whether they become actual stress depends on individual differences such as job experience and personality. Environmental factors are economic Uncertainties political uncertainties, and technological Uncertainties organizational factors identified are: Task demands (factors related to a person's job).

Role demands (relate to pressures placed On a person as a function of the particular role he or she plays in the organization); interpersonal demands (pressures created by other employees); organizational structure (defined as the level of differentiation in the organization, the degree of rules and regulations where decisions are made); Organization's leadership (represents the managerial style of the organization's senior executives); and an organization's life Stage (that is where it is in the four stage cycle. These Create different problems and pressures for employees.

Individual factors include but not restricted to family issues, Personal economic problems and inherent personality characteristics.

### **2.11 CONSEQUENCES OF STRESS**

Stress shows itself in Three general categories: physiological, psychological and behavioural symptoms.

#### **Physiological Symptoms**

According to Robbins (1998:659), most of the early concern with Stress was directed to physiological symptoms. This was predominantly due to the fact that specialist in the health and medical sciences researched the topic. This research led to the conclusion that stress could create changes in metabolism, increase heart and breathing rates induce heart attacks etc.

The link between stress and particular physiological symptoms is not clear. There are few if any consistent relationship, Opined by Beehr and Newman (1978:665). This they attribute to the complexity of the symptoms and the difficulty of objectivity in measuring them. But of greater relevance is the fact that physiological symptoms have the least direct relevance to students of Organizational Behaviour (OB) The concern of OB is behaviours and attitudes.

#### **Psychological Symptoms**

Stress can cause dissatisfaction. Job-related stress can cause job related dissatisfaction, Job dissatisfaction in fact is "the simplest and most obvious psychological effect "of stress.

But stress shows itself in other psychological states for example, tension, anxiety, irritability, boredom and procrastination.

The evidences indicate that when people are given jobs that make multiple and conflicting demands or in which there is lack of clarity as to the incumbent's duties, authority and responsibilities, both stress and dissatisfaction are increased (Cooper and Marshall, 1976:11). Similarly, the less control people have over the pace of their work the greater the stress and dissatisfaction. While more research is needed to clarify the correlation, the evidence suggests that jobs that provide a low level of variety, significance, autonomy, feedback create stress and reduce satisfaction and involvement in the job (Hackman and Oldham, 1975:159-170).

### **Behavioural Symptoms**

Behavioural related stress symptoms include changes in Productivity, absence and turnover as well as changes in eating habits, increased smoking or consumption of alcohol, rapid speech, fidgeting and sleeping disorders.

## **2.12 MANAGING STRESS**

Stress can be managed by applying either or both the individual and organizational approaches.

### **Individual Approaches**

An employee can take personal responsibility for reducing his or her stress level. Individual strategies that have proven effective include implementing time management techniques, increasing physical exercise, relaxation, training and expanding the social support network.

### **Organizational Approaches**

Several of the factors that cause stress particularly task and role demands and organizational structure - are controlled by management. As such, they can be modified or r changed. Strategies that management might want to consider include improved personnel selection and job placement, use of realistic goal setting, redesigning of jobs, increased employee involvement, improved organizational communication and establishment of corporate wellness programs,

## **2.13 THE SOCIAL RELEVANCE OF WORKING LIFE (SOCIAL RESPONSIBILITY)**

Is the organization seen by the employee as socially responsible in its products, waste disposal, employment practices, marketing techniques and other activities? Socially irresponsible organizations can cause employees

to depreciate the value of their own work and careers (Cummings, 1993:307). What then is social responsibility?

By social responsibility we mean the intelligent and objective concern for the welfare of society that restrains individual and corporate behaviour from ultimately destructive activities, no matter how immediately profitable and leads in the direction of positive contributions to human betterment (Kenneth Andrew, 1996:165). Similarly, Bowen (1953:67-70) opined that corporate social responsibilities are obligations to pursue those policies, to make those decisions or to follow those lines of action which are desirable In terms of the objectives and values of our Society.

Corporate Social responsibility is not restricted to the provision of social amenities in localities that play host to such corporate bodies. It far transcends that social responsibility to encompass) obedience to the laws of the land., payment of taxes, protecting the environment, good industrial relations, good community relations as well as provision of social amenities in host communities etc.

When an organization is perceived as being socially responsible, the individual workers are also perceived as responsible by Society and are so treated. This gives additional satisfaction to the individual workers because often times, they enjoy cordial relationship with society. Working life therefore becomes socially relevant.

Conversely when an organization is perceived as socially irresponsible, society tends to be antagonistic even to its employees thereby rendering working life of the employees socially irrelevant. such a situation will most likely lead to very obvious results other than Improve the quality of work life.

We have succeeded in giving quality of work life an indepth literature review. This researcher is of the conviction that scholars and managers alike; especially the Nigerian University management will appreciate the concept QUALITY OF WORK LIFE better after reading this text. A dispassionate elucidation of the Concept has been given to enrich the literature.

However, it may be pertinent to state that though the concept quality of work life sounds somewhat new, the substance or factors surrounding the concept are not new. It is only a matter of semantics and being put differently. Accordingly, there is a school of thought which postulates that to attract attention to oneself as a management scholar, one must say something new; whether someone before has said it becomes irrelevant as long as it is said differently.

## CHAPTER 3 RESEARCH METHODOLOGY

### 3.1 RESEARCH DESIGN

The research design employed both quantitative and qualitative method of inquiry. I decided to employ these two methods because of the apparent limitation inherent in each type of enquiry. Studies by Mitzberg (1979:102) and Beliting (1980:40) had observed that interviews or questionnaires for instance may not produce the required data since the respondents are restricted to the researcher's perception of the subject matter especially in the case of structured questionnaires.

In this study, I employed descriptive design otherwise known as quasi-experimental design. This is suitable for this kind of study once description implies natural observation of the characteristics of the research subjects without intentional manipulation of the variable of the research.

### 3.2 POPULATION AND SAMPLE SIZE

The research subjects of the study are Academic and Non-academic staff of federal and state universities. The academic and non academic staff of University of Port-Harcourt, Choba Port-Harcourt and Rivers State University of Science and Technology, Nkpolu, Port-Harcourt will constitute our sample population. This choice was made using the purposive or judgmental sampling method. This was a deliberate attempt to select such units as I desire to include in my sampling frame.

Using the accidental sampling technique, I selected One hundred and eighty (180) employed staff. Of this number, forty (40) were non-academic staff and fifty(50) academic staff from university of Port-Harcourt (UNIPORT) and Rivers State University of Science and Technology (RSUST) respectively. Those selected were administered with questionnaires. This procedure which ensured equal share of questionnaires to each category of staff in university ensured randomness and was devoid of human judgment.

### 3.3 METHODS OF DATA COLLECTION

In this study, the researcher chose to use both secondary and primary data. The secondary data consisted of information obtained from textbooks, newspapers, journals, electronic media, internet etc. A detailed presentation of such secondary data had already been made in the reading of past works in the preceding chapter. The primary data used consisted of personal interviews and hand-administered questionnaires. The information gathered through the use of the questionnaires formed the major source of data for the work

The questionnaire has two (2) parts. Part one(1) contains demographic or personal data of the respondents – Sex, marital status, academic qualification, number of years in service (working experience) and duty post (academic or non-academic). Part two(2) consists of the main body which entails variables of quality of work life and performance.

### 3.4 METHODS OF DATA ANALYSIS

The analysis of data is done using simple percentage. Hypothesis 1-3 are tested Using the chi-square ( $\chi^2$ ) goodness of fit t test. The chi-square ( $\chi^2$ ) is a statistical method used generally when one wishes to test or evaluate frequencies obtained from samples to see if they vary significantly from those which would be expected by chance alone.

In social Sciences, the  $\chi^2$  test has many applications. The most common of these is the contingency table in which two nominal scale variables have been ranked Blalock, (1979:279). The test serves a greater purpose in the presentation of results as well as in the analysis of data.

The chi- square ( $\chi^2$ ) formula is as follows.

$$\chi^2 = \frac{(f_o - f_e)^2}{f_e} \text{ where}$$

$\chi^2$  = Computed value

$f_o$  = Observed frequencies

$f_e$  = Expected frequencies

The test will be made at 5% level of significance and at a degree of freedom.

If  $\chi^2 > \chi^2_t$  (table value) -the null hypothesis will be rejected.

But if  $\chi^2_c < \chi^2_t$ , the null hypothesis will be accepted.

The first step in the calculation of  $\chi^2$  is the calculation of the expected frequency. This is followed by the calculation of the degree of freedom as follows:-

$$df = (r - 1) (c - 1)$$

where

r = number of rows

c = number of columns

The degree of freedom is then cross-checked using the chi-square ( $\chi^2$ ) table against the chosen 5% level of significance.

**CHAPTER 4  
DATA PRESENTATION,  
ANALYSIS AND FINDINGS**

**4.1 PRESENTATION OF DATA**

This chapter presents an analysis of the data based on the views of my respondents. The results are as presented below.

**TABLE 4.1 DISTRIBUTION AND COLLECTION OF QUESTIONNAIRE**

CATEGORY OF UNIVERSITY	NUMBER DISTRIBUTED	NUMBER RETRIEVED	PERCENTAGE NUMBER RETRIEVED
Federal	90	65	72
State	90	55	61
TOTAL	180	120	66

*SOURCE: Survey Data, 2008*

The sex distribution of respondents shows that 83.3% of the respondents are males whereas 16.7% are females. The ratio reflects the sex distribution in the University of Port-Harcourt which As at December 2007 according to payroll statistics was 4000 out of which 600 are females representing 16% of the total.

**TABLE 4.3 MARITAL STATUS OF RESPONDENTS**

MARITAL STATUS	FREQUENCY	PERCENTAGE
Single	20	16.7
Married	80	66.6
Widowed	20	16.7
Divorced	0	0
TOTAL	120	100

*SOURCE: Survey Data, 2008*

The table shows the marital status of respondents. The majority of the respondents representing 66.7% are married while equal percentages of 16.7% are either single or widowed.

**TABLE 4.4 EDUCATIONAL QUALIFICATION OF RESPONDENTS**

LEVEL OF EDUCATION	FREQUENCY	PERCENTAGE
FSLC only	10	8.33
WASC / GCE O'L	30	25
NCE / OND	30	25
BA / BSC and Above	50	41.67
TOTAL	120	100

**SOURCE:** Survey Data, 2008

The table shows the educational qualification of the respondents. It shows that equal percentage of respondents representing 25% each either have National certificate of Education and ordinary National diploma or West African School Certificate or General Certificate of education, 41.67% of the total entered the University with Bachelor of Arts or Science Degree or its equivalent. Only 8.33% had only first school leaving certificate. They are yet to improve on that qualification as at the time of this research. This goes to show that the literacy level in our Universities is high hence they are trainable.

**TABLE 4.5 DISTRIBUTION OF WORKING EXPERIENCE OF RESPONDENTS**

YEARS	FREQUENCY	PERCENTAGE
1-6	35	29.2
7-13	42	35
14-21	22	18.3
22-29	14	11.7
30 and Above	7	5.8
TOTAL	120	100

*SOURCE: Survey Data, 2008*

The table above shows the distribution of respondents according to the number of years that each has worked in the university. This is necessary because years of experience will determine the number of times the staff has been sent on training. It will also show the information collected on the improved performance and quality of work life in the University workforce.

From the data above 42 of the respondents representing 35% have worked 7-13 years. The least number of 7 representing 5.8% have worked for 30 years and above.

**TABLE 4.6 DISTRIBUTION OF RESPONDENTS ACCORDING TO WORK STATUS: ACADEMIC AND NON-ACADEMIC**

WORK STATUS	FREQUENCY	PERCENTAGE
Academic	45	37.5
Non-academic	75	62.5
TOTAL	120	100

*SOURCE: Survey Data, 2008*

The table shows that out of the total number of respondents, 62.5% are engaged in general duties referred to as non-academic staff while 37.5% are engaged in teaching duties referred to as academic staff. This distribution represents a very fair representation of the respondents. The respondents were asked to assess the adequacy of pay and fair compensation on quality of work life and performance.

**TABLE 4.7 RESPONSES ON ADEQUATE AND FAIR COMPENSATION AMONG ACADEMIC AND NON-ACADEMIC STAFF**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
YES	32	60
NO	48	40
TOTAL	120	100

*SOURCE: Survey Data, 2008*

From the table 60% out of the total respondents agreed to receive some form of adequate pay and fair compensation, while 40% accounted for those not compensated adequately. The rate of 60:40 shows gradual steps to quality of work life as this serves as a catalyst to awake management to review staff wages, overtime in addition to general University salary scale.

**TABLE 4.8 ADEQUACY OF BASIC TRAINING AS OPPORTUNITY TO DEVELOP HUMAN CAPACITIES**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
YES	30	25
NO	90	75
TOTAL	120	100

*SOURCE: Survey Data, 2008*

From the responses given above, 75% of respondents do not think that the basic training received on the work is adequate for what confronts them in their actual task and target. 25% however think that the training is enough. This implies that part of the reason for employee's poor performance is due to inadequate and insufficient training programme by the universities. Haven ascertained the adequacy of training based on the responses given; the study went further to find Out the extent of social integration in the work place.

**TABLE 4.9 DISTRIBUTION OF SOCIAL NTEGRATION IN WORK ORGANIZATION AMONG FEDERAL AND STATE UNVERSTY WORKEFORCE**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
YES	90	75
NO	30	25
TOTAL	120	100

*SOURCE: Survey Data, 2008*

On whether social integration in the work organization can improve the quality of work life of the University staff, 75% of the respondents agreed, 25% however do not think that social integration can improve the quality of work life. This shows that majority of the employees of the University think that the quality of their work life can be improved if the University authority will draw up social integration services programme.

**TABLE 4.10 QUALITY OF TRAINING AS OPPORTUNITY FOR IMPROVED PERFORMANCE, GROWTH AND DEVELOPMENT**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
YES	45	37.50
NO	75	62.50
TOTAL	120	100

*SOURCE: Survey Data, 2008*

From the above, 62.5% of the respondents think that the present quality of training they receive in their workplace is poor. 37.5% of the respondents however feel that it is not actually very poor when compared to what obtains elsewhere. The implication of this is that the content of training, objective, delivery and design need to be enriched further to be in line with the demands by the University Employees.

If Significant improvements are expected in the performance, growth and development, training must be tailored towards identified objectives of the organization. It should not be just another routine thing that lacks quality and focus.

Asked further whether programmes on opportunity for continued growth and development are rich and adequate for the requirements on job security in the 21st century, the responses gotten were as follows:

**TABLE 4.11 JOB SECURITY ON QUALITY OF WORK LIFE AND PERFORMANCE**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
YES	80	66.7
NO	40	33.3
TOTAL	120	100

*SOURCE: Survey Data, 2008*

The table shows that 66.7% of the respondents think that job security can improve the performance of their duties and positive work life, 23.3% do not think so. The later g group think that other factors besides job security can improve their work life and performance.

**TABLE 4.12 FLEXIBLE WORK OPTION, REDUCED WORKLOAD, WORK WEEK, JOB SHARING ETC AND IMPROVED QUALITY OF WORK LIFE.**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
YES	30	25
NO-	90	75
TOTAL	120	100

*SOURCE: Survey Data, 2008*

Respondents were asked whether flexible work options would guarantee improved quality work life. the responses gotten followed the same pattern with variable in table 4.8. 75% of our respondents do not agree that flexible work option such as reduced workload, work week, job sharing etc will improve quality of work life and performance. 25% expressed no skepticism; they think that effective work life performance is tied to “flexible work options.”

To check the earlier responses gotten, respondents were asked whether quality of work life and performance is Occasioned by dependent are for children ie children care Services The distribution of the responses is as shown in the table below.

**TABLE 4.13 RESPONSES ON CHILDREN CARE SERVICES**

RANGE OF RESPONSES	FREQUENCY	PERCENTAGE
YES	88	73.3
NO	32	26.7
TOTAL	120	100

**SOURCE:** Survey Data, 2008

On the question whether quality of work life and performance of University staff is occasioned by the implementation of dependent children care programme, 73.3% of the respondents agree that effective performance in the organization is due to the implementation of dependent children care services. While 26.7% disagree though subtly that poor performance is related to non implementation of child care service programmes.

**TABLE 4.14 RESPONSES OF BASIC TRAINING UPON RECRUITMENT**

RANGE OF RESPONSES	FREQUENCY	PERCENTAGE
YES	120	100
NO	0	0
TOTAL	120	100

**SOURCE:** Survey Data, 2008

From the table, all the respondents agreed to receive some form of training upon recruitment; none admitted not receiving any training at all. Probed further on the forms of training received, the respondents asserted that there was “on -the-job departmental training. The course which lasted for 2, 3 to 4 months vary from department to department including features in all basic computer training.

**TABLE 4.15 RESPONSES ON REGULAR TRAINING/ WORKSHOPS**

RANGE OF RESPONSES	FREQUENCY	PERCENTAGE
None	36	30
Once	30	25
Twice	25	20.8
Thrice	25	20.8
More than three	4	3.3
TOTAL	120	100

**SOURCE:** Survey Data, 2008

On the regularity of training, respondents Varied in their answer, whereas 30% of the respondents have not attended any other training Since recruitment, 25% have attended training once in addition to the basic training; 20.8% have attended twice and thrice respectively while 3.3% comprising mostly senior academic and non- academic staff have attended training more than three times. the analysis shows that the higher one is promoted (long services) the better placed he is to attend training more regularly.

**TABLE 4.16 RESPONSES ON EFFECT OF QUALITY OF WORK LIFE AND PERFORMANCE ON NIGERIAN UNIVERSITY WORKFORCE**

RANGE OF RESPONSES	FREQUENCY	PERCENTAGE
YES	88	73.3
NO	32	26.7
TOTAL	120	100

**SOURCE:** Survey Data, 2008

On the question whether quality of work life has effect on Nigerian university workforce, 73.3% of the respondents agree that quality of work life has a great impact on the workforce while 26% disagree saying that quality of work life has no significant impact on the workforce.

**TABLE 4.17 RESPONSES ON DIMENSIONS OF QUALITY OF WORK LIFE AMONG ACADEMIC ACADEMIC STAFF**

STAFF STATUS	RANGE OF RESPONSES	FREQUENCY	PERCENTAGE
Academic	Yes	35	29.2
Non academic	No	85	70.8
TOTAL		120	100

**SOURCE:** Survey Data, 2008

From the table above, 70.8% of respondents (non-academic staff) believed that dimensions of quality of work life neither vary in the performance of academic staff and theirs in this 21<sup>st</sup> century. however 29.2% think that dimensions of quality of work life vary among academic and non-academic staff of both federal and state Universities. This implies that variables that stimulate quality of work life should be properly co-ordinated and implemented in the Universities among both the academic and non-academic staff.

**TABLE 4.18 QUALITY OF WORK LIFE AMONG STATE AND FEDERAL UNIVERSITY WORKFORCE**

CATEGORY OF UNIVERSITY	RANGE OF RESPONDENTS	FREQUENCY	PERCENTAGE
Federal	Yes	100	83.3
State	No	20	16.7
TOTAL		120	100

From the above,33.3% of the respondents believe that there is adequate quality of work life in federal University which enhances their career prospects. While 16.7% of the state University are not sure if their career prospects are tied to adequate quality of work life.

**TABLE 4.19 RESPONSES ON LENGTH OF SERVICE RECOGNITION TO IMPROVE EXCELLENCE**

RANGE OF RESPONSES	FREQUENCY	PERCENTAGE
Yes	120	100
No	0	0
TOTAL	120	100

**SOURCE:** Survey Data, 2008

All the respondents were unanimous in their responses that their Universities are conscious of and do implement long service awards. the implication is that we have a set of staff that carry out their assignments with tolerance, commitment and ever expectant of how they will be rewarded in due course.

This study shows that quality of work life in this area improves performance.

**TABLE 4.20 RESPONSES OF EFFECTS OF QUALITY OF WORK LIFE ON PERFORMANCE OF NIGERIAN UNIVERSITY WORKFORCE**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
Yes	88	73.3
No	32	26.7
TOTAL	120	100

**SOURCE:** Survey Data, 2008

On the question, the effect of quality of work life on Performance of of Nigerian University workforce, 73.3% of the respondents agree that the implementation of quality of work life variables (already sited in the questionnaire) will definitely affect the performance of the workforce.

While 26.7% disagree though subtly that performance of university workforce is occasioned by the implementation of quality of work life variables. The implication here is that the staff of the universities feel strongly about the negative impact of non-implementation of quality of work life programmes.

**TABLE 4.21 RESPONSES ON PROMPT PAYMENT OF SALARIES**

RANGE OF RESPONSES	FREQUENCY	PERCENTAGE
Yes	30	25
No	90	75
TOTAL	120	100

**SOURCE:** Survey Data, 2008

From the responses given above, 75% of respondents are of the opinion that salaries and wage benefits are not paid to them as at when due while 25% however think that they receive their pay package on time. This implies part of the reasons why both academic and non-academic staff of Universities always embark on long term strike that eventually affects the output of graduates.

**TABLE 4.22 RESPONSES ON WHETHER UNIVERSITIES GRANT THEIR EMPLOYEE ANNUAL LEAVE**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
Yes	120	100
No	0	0
TOTAL	120	100

**SOURCE:** Survey Data, 2008

All the respondents were unanimous in their response that they are normally granted annual leave by the school authority. This implies That quality of work life has been improved because staff have time of rest from the job and when they resume, performances increase.

**TABLE 4.23 RESPONSES ON ANNUAL LEAVE ALLOWANCES**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
Yes	90	75
No	30	25
TOTAL	120	100

**SOURCE:** Survey Data, 2008

from the data, 75% out of the respondents agreed that their leave allowances are duly paid while 25% think otherwise. This result could impact positively on the performance of the category of staff that is duly paid. Those that disagree are a negligible population of the workforce and can not coordinate strike that will affect the pace of University activities. The University is expected to improve on leave allowance benefits to stat.

**TABLE 4.24 SPONSORED HOLIDAY TRIPS ENHANCE QUALITY OF WORK LIFE**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
Yes	90	75
No	30	25
TOTAL	120	100

**SOURCE:** Survey Data, 2008

From the data, 75% the respondents hold the view that sponsored holiday trips is responsible for their ordeal while 25% think other wise. This implies that University authorities should embark upon sponsored holiday trips to all categories of staff for positive performances.

**TABLE 4.25 RESPONSES ON REGULARITY OF HOLIDAY SPONSORED TRIPS**

RANGE OF RESPONDENT	FREQUENCY	PERCENTAGE
Twice a year	25	20.8
Yearly	50	41.7
Every two years	25	20.8
Don't know	20	16.7
TOTAL	120	100

**SOURCE:** Survey Data, 2008

From the above.50% of the respondents think that holiday trips should be a yearly affair. 20.8% either think it should be every 6 month or biannual. 16.7% could not give any response. The implication of this is that members of the University workforce yearn for Improvement on their work life through regular holiday trips.

**TABLE 4.26 TRAINING ALONE AS AN ANTIDOTE TO PERFORMANCE IN UNIVERSITY WORKFORCE**

RANGE OF ANSWERS	FREQUENCY	PERCENTAGE
Yes	90	75
No	30	25
TOTAL	120	100

**SOURCE:** Survey Data, 2008

All respondents agree that other factors outside training contribute in effective performance of University workforce. These other factors are as listed below: (1) loan to staff at minimal interest rates; (b)staff shuttle buses;(c) furnished offices; (d) provision of lunch on work days; (e) recreational facilities; (f) end of year get together party; and g) retainership clinics etc. The implication is that training alone is not the antidote to effective performance and quality of work life. Other intervening variables such as are listed above should not be ignored.

## 4.2 TESTING OF HYPOTHESIS

To validate the stated null hypothesis on which this research is premised. The researcher shall subject it to a test of significance. the test will be based on the data collected

### HYPOTHESIS 1

The quality of work life does not affect the performance of Nigerian Universities Workforce.

**TABLE 4.27 EXPECTED FREQUENCY TABLE USING RESPONSES FROM QUESTION 20**

**Question 20.** Does quality of work life affect your performance?

Responses	fo	fe	fo – fe	(fo -fe) <sup>2</sup>	(fo -fe) <sup>2</sup> /fe
Yes	88	60	28	784	13
No	32	60	-28	784	13
Total	120				26

X<sup>2</sup> as calculated=26, X<sup>2</sup> from table = 3.84, Degree of Freedom=1,Level of Significance =0.05

**See Appendix 1**

**Decision Rule:** From table 4.27, the calculated value of X<sup>2</sup> 26 is greater than the critical value 3.84. The null hypothesis is rejected at 0.05 confidence level. Hence the research hypothesis is accepted. The deduction from this is that quality of work life affects the performance of Nigerian university workforce;if variables of quality of work life are given their pride of place in the management of Nigerian Universities.

**HYPOTHESIS 2**

Quality of work life of federal Universities is not better than that of the state Universities workforce. This is tested using questions 18 and 9

**Question 1 18:** Do you think that quality of work life in federal is better than thnat in state Universities workioerce?

**TABLE 4.28 EXPECTED FREQUENCY OF RESPONSES USING QUESTION 18**

Responses	Fo	fe	fo – fe	(fo -fe) <sup>2</sup>	(fo -fe) <sup>2</sup> /fe
Yes	100	60	40	1600	26.7
No	20	60	-40	1600	26.7
Total	120				53.4

X<sup>2</sup> as calculated=53.4, X<sup>2</sup> from table = 3.84, Degree of Freedom=1,Level of Significance =0.05

**See Appendix 2.**

**Decision** From table 4.28. the calculated value (X<sup>2</sup>) 53.4 is more than the critical table value of 3.84 at 0.05 confidence level. We therefore reject the null hypothesis and accept the research hypothesis. That this implies the quality of work life of federal Universities workforce are better than that of state Universities.

To further substantiate this finding, research question 9 is here tested as well.

**Question 9** Do you think that social integration in work organization can improve the quality of your work life more in federal than in state Universities?

**TABLE 4.29 EXPECTED FREQUENCY OF RESPONSES USING QUESTION 9**

Responses	Fo	fe	fo – fe	(fo -fe) <sup>2</sup>	(fo -fe) <sup>2</sup> /fe
Yes	90	60	30	900	15
No	30	60	-30	900	15
Total	120				30

X<sup>2</sup> as calculated=30.4, X<sup>2</sup> from table = 3.84, Degree of Freedom=1,Level of Significance =0.05

**See Appendix 3**

**Decision:** From table 4.29 the calculated value (X) 30 is greater than the critical table value 3.84 at 0.05 confidence level. The null hypothesis is therefore rejected. This implies that the state Universities should therefore implement quality of work life service programmes to enhance quality of work life and performance of its workforce

**HYPOTHESES 3**

The level of importance attached to various dimensions of quality of work life does not vary among academic and non-academic staff of Universities. This shall be tested using questions 17 and 6

**Question 17**

Do dimensions of quality of work life affect the workforce of both academic and non-academic staff of Universities?

**TABLE 4.30 EXPECTED FREQUENCY OF RESPONSES USING QUESTION 17**

Responses	Fo	fe	fo – fe	(fo -fe) <sup>2</sup>	(fo -fe) <sup>2</sup> /fe
Yes	35	60	25	625	10.4
No	85	60	-25	625	10.4
Total	120				20.8

X<sup>2</sup> as calculated=20.8, X<sup>2</sup> from table = 3.84, Degree of Freedom=1,Level of Significance =0.05

**See Appendix 4**

**Decision** From table 4.30 X<sup>2</sup> calculated value of 20.8 is greater than the table critical value of 3.84 at 0.05 degree of confidence. therefore the e null hypothesis is rejected and research hypothesis accepted. This result proves that the levels of dimensions of quality of work life vary among academic and non-academic staff of universities, To drive this finding to conclusion, question 7 will try to evaluate adequate pay and fair Compensation among academic and non-academic staff of Universities

**Question 7** Where you given adequate pay and fair

Compensation?

Academic staff                      Yes                       No

Non Academic staff                Yes                       No

**TABLE 4.31 EXPECTED FREQUENCY OF RESPONSEs USING QUESTION 7**

Responses	Fo	fe	fo – fe	(fo -fe) <sup>2</sup>	(fo -fe) <sup>2</sup> /fe
Yes	72	60	12	144	2.4
No	48	60	-12	144	2.4
Total	120				4.8

X<sup>2</sup> as calculated=4.8, X<sup>2</sup> from table = 3.84, Degree of Freedom=1,Level of Significance =0.05

**See Appendix 5**

**Decision** From table 4.31,the calculated value of (X<sup>2</sup>) 4.8 is greater than the table critical value 3.84. The null hypothesis is rejected at 0.05 confidence level. The research hypothesis is therefore accepted. The deduction to be drawn here is that the various dimensions Of quality of work life vary among academic and non- academic staff.

## CHAPTER 5

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 SUMMARY

Basically in this work, an attempt has been made to lend scientific legitimacy to the notion of quality of work life and performance of Nigerian University workforce. The study proceeded by first identifying the problematic area of the research and why it is significant as an area of study. In doing this, it espoused a theoretical position adopting the systems theory approach which links a problem on one part of the whole to the other parts.

It hinged its argument on the premise that quality of work life and performance is dependent on how quality of work life service programmes are implemented by each University; the effect of which each University authority attached importance to each dimension of quality of work life. The employees also attach importance to the quality of work life service programmes.

After the demographic section, the researcher started by first reviewing the basic training courses an opportunity to develop capacities on assigned tasks and target. This training which as the name implies, basic training happens to be the only opportunity most respondents have gotten to improve themselves. From the views expressed by the majority of the respondents, implementation quality of work life service programmes is the adequacy for meeting the practical demands of the job performances.

From this, it is obvious that most respondents will require additional and Constant training if they are to contribute in uplifting the effective running of the University. However, this has not been as evident from the responses on question 15. Only 3.3% of the respondents admitted to have attended courses more than three times since being engaged.

Quality of work life involves the application of the principles of quality of work life programmes such as adequate pay and fair compensation, social integration in the work organization, job security, opportunity to develop human capacities, regular training and workshops, length of service recognition and rewards, prompt payment of salaries, staff shuttle buses etc.

In both the manufacturing and civil service, remunerations are highly adequate that workers do not feel motivated to put in their best. It has been pointed out by Ahiauzu (1999:55) that in Nigeria, the most important factor of work life and performances of an average worker is **pay**:

Unfortunately, Nigerian Universities ignore this very important factor in the work life of their employees.

Walton (1975:93) also emphasizes that:

The typical impetus to work is to earn a living, it is fundamental therefore that the quality of work life is affected by how well this aim is achieved. What level of earning is adequate for a particular job or for any individual in the most relative of all aspects of the quality of work life.

There are policies on the area of health and employment security as analyzed in questions 11 and 13 with a percentage of 66.7 and 73.3 respectively but there are flaws which threaten employees work life and performance in Universities. Although there is no research evidence on the general level of work life and performances among federal and state universities, employees generally should be happy with some quality of work life variables in place.

Another finding of this study is that quality of work life in the federal University is better off compared to the state University. This is as a result of direct implementation of work life variables by the Federal government compared to the state government due to insufficient fund. Finally the study also reveals that all the features of work life service programmes have a positive correlation to quality of work life and performances in both federal and state Universities.

#### 5.2 CONCLUSIONS

The ideas which necessitated this study were the effect of work life on performances of Nigerian University workforce, the comparisons of quality of work life in the federal and state Universities and the level of attachment to various dimensions of quality of work life among academic and non-academic staff of Universities. The evidences from the study support this proposition that quality of work life affects the performances of Nigerian University workforce.

Quality of work life in the federal University is better off compared to that in the state University and there is a high level of importance attached to various dimensions of quality of work life among academic and non-academic staff of Universities. We therefore conclude that:

1. Nigerian Universities should implement quality of work life service programmes in order to improve the quality of work life and performance for productivity.
2. The importance the employees attach to these quality of work life service programme have features which favourably contribute to the quality of work life.

3. It is borne out of the belief that regular training ensures progression In any organization. Most times, workers are sent on promotion courses or others to ensure both job enlargement and enrichment. This rekindles hope in the employee that his career prospects are bright and improves his quality of work life.

### 5.3 RECOMMENDATIONS

The University organization is like any other work organization. The management of the University has a responsibility to maintain a virile, vibrant, responsive and responsible workforce that can help achieve the objectives of the university. An organization that fails to develop its human resources has an initial plan to fail. To help achieve effective human resource development, quality of work life and trainings should be improved to in turn improve performance in the Nigerian University. Based on my findings, the following recommendations for action are made;

1. the Nigerian university authorities should constitute a body to study the quality of work life dimensions among academic and non-academic staff of all Universities.
2. Training and human resource development should be made a regular feature of the Universities. It should be fully geared towards uplifting the morale, quality and confidence of the university workforce.
3. On this finding, a study should be designed to establish the importance or attitude University workforce attaches to work life service programme.
4. Finally more studies are also needed to establish the quality of work life in our Nigerian Universities.

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## APPENDIX A

### Computation From Table 4.27

$$1. Fe = \text{expected frequency} = N/2 = 120/2 = 60$$

$$X^2 = \frac{[(fo - fe)^2]}{Fe}$$

$$X^2 = \frac{(88 - 60)^2}{60} + \frac{(32 - 60)^2}{60}$$

$$X^2 = \frac{(28)^2}{60} + \frac{(-28)^2}{60}$$

$$X^2 = 13 + 13$$

$$= 26$$

### Computation From Table 4.28

$$2 \dots X^2 = \frac{[(fo - fe)^2]}{fe}$$

$$X^2 = \frac{(100 - 60)^2}{60} + \frac{(20 - 60)^2}{60}$$

$$X^2 = \frac{1600}{60} + \frac{1600}{60}$$

$$X^2 = 26.7 + 26.7$$

$$X^2 = 53.4$$

**Computation From Table 4.29**

$$3.. X^2 = \frac{[(fo - fe)^2]}{fe}$$

$$X^2 = \frac{(90 - 60)^2}{60} + \frac{(30 - 60)^2}{60}$$

$$X^2 = \frac{900}{60} + \frac{900}{60}$$

$$X^2 = 15 + 15$$

$$X^2 = 30$$

**Computation From Table 4.30**

$$4. X^2 = \frac{[(fo - fe)^2]}{fe}$$

$$X^2 = \frac{(35 - 60)^2}{60} + \frac{(85 - 60)^2}{60}$$

$$X^2 = \frac{625}{60} + \frac{625}{60}$$

$$X^2 = 10.4 + 10.4$$

$$X^2 = 20.8$$

**Computation From Table 4.31**

$$5. X^2 = \frac{(fo - fe)^2}{fe}$$

$$X^2 = \frac{(72 - 60)^2}{60} + \frac{(48 - 60)^2}{60}$$

60

60

$$X^2 = \frac{144}{60} + \frac{144}{60}$$

$$X^2 = 2.4 + 2.4$$

$$X^2 = 4.8$$

## APPENDIX B

### RESEARCH QUESTIONNAIRE

We believe that you have a standard of the kind of life you would like to live. The organization (University) you work for should enable you meet the standard expected. This study is undertaken to ascertain the adequacy or inadequacy of the organization to meet your quality of life programmes as set by you. Therefore, honestly provide answers to the questions below to enable us achieve our objective.

#### PART 1: Personal Data (Tick as Appropriate)

1. Sex

Male

Female

2. Marital Status

Married

Single

Widowed

Divorced

1. Educational Qualification

FSLC only

WASC/GCE O'L

NCE/OND

BA/BS and Above

4. Working Experience

1 – 6 Years

7- 13 Years

14 -21 Years

22 – 29 Years

30 Years & Above

5. Work status: Academic  Non-Academic

6. What is the name of your University

PART 11 Please tick V as appropriate.

7. Are you given adequate pay and fair compensation?

Academic YES

Non-Academic NO

NO

YES

8. Were you given basic training as an opportunity to develop your capacities on assigned duties?

Yes

No

9. Do you think that social integration in the work organization can improve the quality of your work life more in federal than in State University?

Yes   
No

10. Do you agree that quality of training is an opportunity for continued growth and development?

Yes   
No

11. Is there any programme of job security in your University?

Yes   
No

12. does flexible work options e.g. reduced work load, work week, Job sharing etc improve quality of your work life?

Yes   
No

13. Does your University implement any dependent care for children i.e. children care services programme?

Yes   
No

14. Were you given any form of training when you were employed?

Yes   
No

15. Since you were employed, apart from the initial training how many other times have you been sent on training?

None   
Once   
Twice   
Thrice

More than three times

16. Do quality of work life affect the performance of your workforce?

Yes   
No

17. Do dimensions of quality of work life affect the workforce of Both academic and non-academic staff of Universities?

Yes   
No

18. Do you think that quality of work life in federal is better than that in state University workforce?

Yes   
No

19. Does your University implement long service award?

Yes   
No

20. Does quality of work life affect your performance?

Yes   
No

21. Does your University pay your salary promptly?

Yes   
No

22. Do you normally go on annual leave?

Yes   
No

23. Do you normally receive your annual leave allowance?

Yes   
No

24. Do you think that University sponsored holiday trips enhance Quality work life?

Yes   
No

25. How often do you think that a staff should be sent on

Sponsored holiday trips?

Yearly

Twice a year

Every Two years

Every Three years

26. Do you think that training alone is responsible for the lack of effectiveness in the performance of the Nigerian University workforce?

Yes  
No