



Entrepreneurial Perspectives

Workforce Development and Job Gratification of Support Workers in Selected Institutions in Lagos State Nigeria

Samuel Ayodele Majekodunmi¹, Temi Omoyigho Olajide-Arise²

Abstract: In Nigeria, not much is known about workforce development and job satisfaction. Especially considering the situation of support staff in a few chosen universities in Lagos State, Nigeria. Support staff in tertiary institutions in Lagos State, Nigeria, have been experiencing constant anxiety due to the situation's protracted duration. As a result, there are few reports on strategies for dealing with outdated skills. The motivation behind this investigation is the need to reverse the trend and close the gap. 4800 support workers made up the study population, which used a survey research design. By using Krecjie and Morgan's (1970) Table, the study was able to obtain a sample size of 357 participants, which is the same number as the number of participants who answered the questionnaires that were given. The study's data analysis was accomplished with SPSS Version 26. Analysis results showed that support workers' job satisfaction in a few chosen institutions in Lagos State, Nigeria, is not significantly impacted by workforce development. The study concludes that among support staff in particular institutions in Lagos State, Nigeria, workforce development leads to job satisfaction. According to the study, university administrations should revise their current policies to allay any concerns about competency.

Keywords: Strategies; Outdated Skills; Motivation; Investigation; Trend

JEL Classification: M10; M12; M19

¹ Ph.D., Mountain Top University, Department of Business Administration, College of Humanities and Management Sciences, KM 12, Lagos-Ibadan Expressway, Ibafo, Ogun State, Nigeria, Corresponding author: email address: samajekodunmisamuel@mtu.edu.ng.

² Ph.D., Mountain Top University, Department of Business Administration, College of Humanities and Management Sciences, KM 12, Lagos-Ibadan Expressway, Ibafo, Ogun State, Nigeria, email address: tolajide-arise@mtu.edu.ng.



Copyright: © 2024 by the authors.
Open access publication under the terms and
conditions of the Creative Commons
Attribution (CC BY) license
(<https://creativecommons.org/licenses/by/4.0/>)

1. Introduction

Existing studies have documented the problems that Nigerian labourers find disagreeable. Still, very little interest is being shown in government tertiary institutions in Lagos State, Nigeria. More precisely, previous research has not looked at the support workers in Nigeria's government universities in Lagos State. Meanwhile, most of the workforce in this category contributes to the growth and success of government universities (Lagos State Universities). There are independent and dependent constructs in the research. The study aims to address the issues related to capability and competency that have been identified as the root causes of the unfulfilled feelings experienced by support workers. The universities that were particularly selected for this study are the University of Lagos in Akoka and Lagos State University in Ojo. Concerning the evasive workforce development among support staff, Ogunode, Ahaotu, and Ajape (2021) expressed dissatisfaction. Encourage staff members who wish to attend trainings, conferences, and seminars both inside and outside of Nigeria to have their dreams funded. Nigeria has consistently failed to provide adequate funding for an essential sector such as education, with its budgetary allocation falling short of the minimum 26% government allocation that the United Nations Educational, Scientific, and Cultural Organization (UNESCO) recommends for all nations worldwide (Odigwe & Owan, 2019). In Nigeria, the National Bureau of Statistics published some official statistics that seem woefully insufficient. As an illustration, 10.75% of Nigeria's 2015 national budget went toward education. As per the 2016 national budget of Nigeria, the percentage decreased to 7.92%. Nigeria's 2017 national budget states that it decreased to 7.41%. Nigeria's national budget for 2018 states that it decreased to 7.04%. In 2019, it dropped to 7.1% (National Budget of Nigeria, 2019). 2020 saw a drop to 6.9% (Nigeria national budget, 2020). In 2021, it increased marginally to 8.6% (Nigeria national budget, 2021). Current circumstances make it unlikely that funds will be available to train support workforce members for jobs in the twenty-first century that will allow them to function as frontline employees and supply enough support services to the academic workforce.

H0: Implementation of workforce development strategy has no significant effect on job gratification of the support workers in selected institutions in Lagos State.

2. Literature Review

2.1. Workforce Diversity

Fejoh and Faniran (2016) compared workforce development to the process through which employers of labour are responsible for providing timely, regular, and adequate in-service training. The authors cited argue that shifts in technology and surroundings would steadily lower worker performance if frequent training was not

provided. The writers who have been identified, though, are still hopeful that functional in-service training will increase output. Additionally, Wanjiku (2016) understands workforce development to be the same as acquiring advanced skills, developing one's competence, and obtaining additional qualifications. According to the researcher cited support staff members in Kenyan universities were routinely refused training opportunities that would have helped them advance. The aforementioned researcher contends, among other things, that management does not understand the significance of sporadic training needs. A low level of support for workforce development is caused by inadequate funding, lack of a structure for workforce advancement, work overload, and denial of promotion that is well-deserved (Wanjiku, 2016). Workforce development was defined by Ajithakumari and Hemavathy (2016) as an achievement that results from orientation, skill training (technical, manual, and communication skills), leadership and managerial processes, and ongoing education.

Workforce development is compared by Nwanzu and Uche-Okolo (2017) to the type and extent of training received. Workforce development, according to Olumese and Udom (2018), is equivalent to regularly recruiting support staff to take part in planned workshops, symposia, international conferences, and seminars. The study's respondents, the support workforce, hardly ever get institutional sponsorship to attend any of the aforementioned programs, according to the authors' argument. As a result, the respondents' productivity in their institutions would steadily decline. Workforce development, according to Mohlomi and Mutereko (2019), is the same as using relevant needs analyses to design training programs, securing training with sound policy, and carefully carrying out training policies. Despite the previously mentioned expected process, excessive dependence on performance management as a means of needs analysis results in an incorrect alignment of workers' needs with training, which in turn leads to an unsystematic and flawed evaluation of training and development (Mohlomi & Mutereko, 2019).

In line with this, Adejare et al. (2020) compared workforce development to a scenario in which the support staff of tertiary institutions undergo appropriate on-the-job training, is given the necessary orientation and is properly mentored beginning at the entry-level. According to the cited authors, the support staff at public tertiary institutions in Nigeria perform their allocated roles and responsibilities ineffectively. According to Antiado et al. (2020), workforce development is a gradual process in which management chooses a specific professional development program that might support the workforce by using an analysis of training needs. Ensuring the sustainability of workforce development is the fundamental goal of professional development programs. The technical and maintenance sides of educational institutions employ support staff (Antiado et al. 2020). Several aspects of workforce development were identified in the literature review. (Wanjiku, 2016; Fejoh & Faniran, 2016) assert that training and

development incur expenses for both individual workers and organizations. As a result, when allocating funds to projects, decision-makers take into account both the project's cost and potential funding sources. The authors mentioned earlier issued a warning: money intended for training shouldn't be taken from other worthwhile endeavours.

Based on a combination of the aforementioned definitions, the researcher defines workforce development as the process of guiding a workforce through the necessary steps, procedures, and exposures to achieve a specific level of competency in carrying out daily responsibilities.

2.2. Job Gratification

In the field of business science and organizational behaviour (OB), Raisal (2020) states that "job satisfaction is regarded as one of the most explored ideas." In other words, fulfilment in one's work is still an ongoing process that requires putting effort into problem-solving. For this reason, researchers around the world need to keep looking for factors that determine job satisfaction. The relationship between job satisfaction and job performance, organizational performance, job commitment, and other factors is the subject of extensive research, which is interesting. When employees do not feel comfortable with the organization's management practices, especially regarding coaching, mentoring, and training, it is necessary to stop and consider whether there can be a continuous improvement in performance in these situations. Furthermore, the author of a study by Kosteas (2023) contended that job satisfaction is a byproduct of the acquisition of composite skills and knowledge, whereby employers bear responsibility for all resources used for the effective execution of programs that foster intellectual, emotional, interpersonal, and professional proficiency. The concept thus suggested that an employer's valued initiative is reflected in an employee's sense of job satisfaction. Especially so if the initiative aims to continuously raise staff competency.

Additionally, Nawi, Ismail, Ibrahim, Raston, Zamzamin, and Jaini (2016) contended that workers who experience job gratification are in a positive state regarding their positions and companies. As stated by Nawi et al. (2016), "the two categories of workforce (academic and support workforce) work hard in developing university in an educational institution." Nawi et al. (2016) further contended that "personal characteristics (gender, age, and length of service). Features of the job (resources, finance, human resources, administrative information technology). Inherent motivators include things like acknowledgement, the act of working, chances for promotion, chances for professional development, accountability, a positive sense of organization, and a clear understanding of one's mission. Job satisfaction determinants include hygiene factors (good relationships with coworkers, effective supervisors, and senior management that are all effective). Moreover, Alshammari

and Alenezi (2023) propose that job satisfaction is defined as comfortability related to one's work that results from having the requisite abilities, proficiency, and skills. The authors provided insight into why skilled workers should be happy performing the tasks they are most competent at. Furthermore, according to one author (Seller, 2022), job satisfaction acts as a catalyst to mitigate the negative effects of workforce training on workers' productivity. Put differently, job satisfaction is a prerequisite for employee performance, and worker training makes it possible for job satisfaction. Furthermore, Hunnur and Metagar (2022) approach the concept of job satisfaction through the lens of realistic motivation derived from a combination of workforce advancement programs. According to Ismail, Ahmad, Sanusi, Ibrahim, and Tunca (2023), effective mentoring from a superior result in job satisfaction. Specifically, when such coaching results in workers' capabilities being improved reasonably and translates into exceptionally creative execution of assigned responsibility.

2.3. Empirical Clarification

Kaya and Ceylan (2014) looked into how career development programs and organizational commitment affected workers' job satisfaction and how they contributed to it. Through the distribution of questionnaire copies, respondents in a few Turkish industries provided data for the research. SPSS software was used by researchers for data analysis. The analysis's findings showed that organizational commitment and career development programs had a mixed impact on workers' job satisfaction; career development programs inside organizations had no discernible impact on workers' job satisfaction levels; and organizational commitment had a direct and positive impact on workers' job satisfaction.

Furthermore, Baltaru (2018) looked into the potential for support professionals to improve the performance of UK universities, with an emphasis on reputation and organization. The Complete University Guide (CUG) and the Higher Education Statistics Agency (HESA) provide data on 100 universities that are used in the paper. CUG (supplying Mayfield Consultants-compiled ranking tables). Universities of all sizes are represented in the sample, ranging in enrollment from fewer than 5,000 to more than 30,000. To determine whether various organizational strategies were correlated with university performance in the short term, the two-time points made it easier to compute percentage changes in the predictor variables. The findings show higher rates of degree completion at universities with a somewhat growing professional workforce share.

Additionally, Karim, Choudhury, and Latif (2019) conducted a quantitative data analysis to look at how workforce performance in a Canadian organization was affected by training and development. An approach known as convenience sampling was used. The research gathered and quantitatively examined data. Results indicated a strong correlation between performance and training and development initiatives.

However, job satisfaction was not significantly impacted by training and development. In addition, an employer survey on the impact of training in Australia was conducted by Smith, Callan, Tuck, and Smith (2019). Respondent data was collected via questionnaires in the survey. Quantitative analysis was applied to the data collected during the study. The study's conclusions demonstrated how the operating environment impacted the conducted training. Furthermore, training programs were implemented with the influence of existing management structures. The study concluded that an operating environment had to be favourable for the training program to meet its predetermined goals. The structure for managing training must also be adaptable and flexible.

In addition, Antiado et al. (2020) carried out a study in the United Arab Emirates with the title "managing professional development activities for support workforce, focusing on professional growth." The researchers chose a mixed-methods, purposive sampling, and survey research design. Due to their position in the technical and support departments of educational institutions, simple percentage calculations showed that the support workforce is essential to the academic setting. In particular, "the knowledge-based economy, exponential advances in technology, growing diversity of students, calls for innovation, community involvement, fiercer competition, and demands for accountability place enormous demands on institutions of higher education; consequently, support workforce plays significant roles in today's academic work environment." It was confirmed by the study that "training needs analysis determines what professional development activities to give support workforce." This is because the challenges of the twenty-first century place the support workforce front and centre.

Wanjiku (2016) looked into the variables influencing the development of the support workforce in Kenyan universities. A sample of thirty individuals (20%) from the research population. Data were gathered via the use of administered questionnaires and in-person interviews. Inferential statistics was employed in the analysis of the data. The findings show a strong correlation between training and the development of the support workforce; there is no significant correlation between the size of the middle-level support workforce and the development of the workforce; there is a strong positive correlation between the facilities of the work environment and the development of the workforce; and there is a significant correlation between the development of technology and the development of the workforce.

Furthermore, research on workforce development was done by Gogan, Artene, Sarca, and Draghici (2016). Survey research design, questionnaire used in four drinking water distribution companies (from the Romanian counties of Mehedinti, Timis, Caras Severin, and Dolj), and statistical analysis using multiple regression and correlation were the methodology's key components. The results demonstrated

a substantial correlation between a nation's performance and the workforce element scores.

Additionally, at the KwaZulu-Natal Provincial Department, Mohlomi and Mutereko (2019) surveyed training and development in the public sector. The research employed a mixed-methods design. According to this paper, training and development ought to adhere to a methodical framework. The results showed that training must be in line with workforce needs to be effective; otherwise, it is a waste of money. Insufficient funding can impede the effective implementation of a training and development program. Policymakers and human resources managers in the public sector who are responsible for ensuring that training and development programs are implemented correctly should take note of these findings.

In their 2019 study, Dunmade, Kadiri, Aun, Bello, and Yahaya examined the impact of HRM practices on the dedication of the Nigerian Security and Civil Defence Corps workforce at the Kwara State Command Headquarters in Ilorin, with a focus on ensuring sustainable performance. The survey design, questionnaire copies, and analysis made up the methodology. The testing of the hypotheses produced results that demonstrated the significant influence of both performance evaluation and training and development on workforce commitment. Furthermore, there was a notable impact of compensation management on employee commitment.

Furthermore, in public secondary schools in Osun State, Nigeria, Fejoh and Faniran (2016) conducted an empirical investigation into the effects of workforce development and in-service training on employees' job performance and optimal productivity. An ex-post facto research design with a four-point Likert scale was used in the study. A set of instruments was given to 152 participants in the study. The results indicate that workforce development and in-service training had significant relative effects but insignificant combined effects on workers' optimal job productivity.

Additionally, using Babcock University as a case study, Allison and Otuza (2017) investigated mitigating factors in the effective management of students' records among the registry workforce in academic institutions. Data analysis, questionnaire copies, population, sample, and survey design made up the methodology. The results of that study showed that in addition to having an inadequate labour force, they also lacked the necessary training to improve their capacity. The study concludes that a significant obstacle to the effective administration of student records is the fact that a large portion of the registry's staff lacked the necessary training in record-keeping.

Nwanzu and Uche-Okolo (2017) also investigated how training and development affected the support staff at Delta State Polytechnic in Ogwashi-Uku, Nigeria, in terms of job performance. The methodology comprises three components: convenience sampling techniques, questionnaire copies, and an ex post facto research design. Training and development have a major impact on job performance

among the polytechnic support workforce, according to the analysis. Work performance is not significantly affected by one's level of exposure to training and development. There is no discernible difference in job performance between types of training and development. As per the cited scholars, there is minimal impact of training and development on job performance.

Furthermore, Olumese and Udom (2018) conducted an empirical investigation into the impact of training on the productivity of the support workforce in Nigerian universities. The study included participants from two universities in Benin City, Nigeria: the University of Benin and Benson Idahosa University. The entire support staff employed by the vice chancellor and registrar of Benson Idahosa University in Benin City and the University of Benin in Benin City makes up the study's population. According to the study, the support staff of Benson Idahosa University and the University of Benin, Benin City, neglect to routinely arrange workshops, symposia, and seminars for them. Furthermore, there were few opportunities for the support staff at Benson Idahosa University and the University of Benin City to travel to international conferences.

Adejare et al. (2020) investigated inefficiencies within nonacademic workforces in Nigerian tertiary institutions, to determine the significance of training and development. Data analysis, copies of the questionnaires completed by respondents, and survey research design made up the methodology. Three hundred replies were obtained from the permanent workforce of fifty support employees from each of the chosen universities. The findings showed a substantial inverse relationship between on-the-job training and the calibre of services provided by Nigerian universities. Thus, the research showed that incorporating efficient training into workforce career management is the only way to address inefficiencies among the support (administrative) workforce in public tertiary institutions.

According to an empirical study by Kosteas (2023), workforce development, or training, has no appreciable impact on employees' job satisfaction. According to Alshammari and Alenezi (2023), workforce development significantly affects employees' job satisfaction. Respondents to the empirical survey included nursing staff. Furthermore, an investigative author (Seller, 2022) reported that job satisfaction functioned as a moderating variable in his quantitative test for the relationship between training and job performance. Furthermore, research by Hunnur and Metagar (2022) showed a strong correlation between job satisfaction and training and development. Additionally, the findings of Ismail, Ahmad, Sanusi, Ibrahim, and Tunca (2023) showed that managers' facilitation and guiding roles had

2.4. Existence, Relatedness and Growth Theory (ERG-T)

Growth, relatedness, and existence theories were introduced by Clayton Alderfer in 1969. According to his presumptions, performance will be motivated by satisfying needs that can be classified. Among the critics of existence, relatedness, and growth theory are Nagar and Sharma (2016), who stated that the theory has no motivational value and is difficult to apply and test. The studies conducted by Ndungu (2017), Rana & Singh (2016), and Ünal (2014) refuted the critics' arguments, identifying instead with the idea that the needs of an individual, a group, and a corporate establishment are not the same. To put it more precisely, Caulton (2012) said that the existence, relatedness, and growth theories have helped researchers understand what constitutes job satisfaction and identify relevant incentives. Existence, relatedness, and growth theory were successfully applied in conjunction with the Markov chain process by Chang & Yuan (2008), which is why their work was appreciated. The study showed that the Markov chain process, existence, relatedness, and growth theory could produce better behaviour forecasting results.

It is impossible to overstate how pertinent the theory is to this research. The impact of study variables on the support workforce in the chosen institutions in Lagos State, Nigeria, is clarified by the existence, relatedness, and growth theories. Reliability, relatedness, and growth theory inevitably aid in the forecasting of the actions of the study's participants, so that mutual balance can be achieved predictably once needs are identified and appropriately addressed by the right parties. Furthermore, the body of existing research demonstrated that the theory can be applied with complete relevance to psychological control, sociological moderation, and organizational structure contexts.

Therefore, this study is relevant to the existence, relatedness, and growth theory. Moreover, the existence, relatedness, and growth theories apply to the current study given that the needs of the support workforce in the chosen institutions in Lagos State are not uniform. Given this, the support workforce is made up of both senior and junior employees. Regression of frustration and progression of gratification both show the relevance. When it comes to achieving satisfaction where it may be lacking or strengthening it in areas where it exists in a weak form, the existence, relatedness, and growth theory assumptions can be applied. The existence, relatedness, and growth theory presumptions are thus pertinent to the primary study variables—strategic HRM practice and job satisfaction.

3. Methodology

The survey research design was modified for the study. The population of 4,800 was made up of support workers from Lagos State University, Ojo (1,740) and University of Lagos, Akoka, Yaba (3,060). The study population (4,5,800) is equal to a sample

size of 357 using the sample determination table developed by Krejcie and Morgan (1970). The study used a multi-stage sampling method. Purposive sampling was used to identify participating institutions in the initial phase. In the second phase, sample size per institution was generated using the proportionate sampling technique. Finally, the study respondents were selected using a random sampling technique. The study used a survey research design and gathered primary data via questionnaires. Kaiser-Meyer-Olkin (KMO) indicated values greater than 0.5, indicating that the instrument's validity was guaranteed. The variable's Cronbach's Alpha, a measure of instrument reliability, should fall between 0.7 and 1.0. Ten per cent of the sample was used in the pilot study. The variables' Cronbach's Alpha ranged from 0.7 to 1.0, and the study used SPSS V26 to analyze the data.

3.1. Proportionate Sampling

$$\text{Proportion of sample} = \frac{\text{population of non - teaching staff}}{\text{total population of staff}} \times 100$$

$$\text{Proportion of sample}_{UNILAG} = \frac{3060}{4800} \times 100 = 63.75\%$$

$$\text{Proportion of sample}_{LASU} = \frac{1740}{4800} \times 100 = 36.25\%$$

Table 1. Proportionate Distribution of Sample Size

S/N	Institution	% of Population	Sample Size (Proportionate)
1	University of Lagos	63.75%	63.75% of 357= 228
2	Lagos State University	36.25%	36.25% of 357= 129
	TOTAL	100%	357

Source: Researcher's Computation (2023)

From table 1, sample size of support workers for the University of Lagos is 228, sample size of support workers for Lagos State University is 129, adding up 228 with 129, the total is 357.

3.2. Model Specification

The linear regression models used for the study:

$$Y = f(X)$$

Where: Y = Dependent Construct = Job Gratification

X = Independent Construct = Workforce Development

Table 2. Descriptive Statistics of Responses to Workforce Development

Items	Very high	High	Fairly high	Fairly low	Low	Very low	Mean	STD
Training frequency	91 25.5 %	109 30.5 %	142 39.8 %	10 2.8%	5 1.4 %	0 0.0 %	4.76	.914
Development programs frequency	59 16.5 %	142 39.8 %	126 35.3 %	23 6.4%	6 1.7 %	1 0.3 %	4.62	.912
Development programs interactivities	95 26.6 %	108 30.3 %	118 33.1 %	26 7.3%	9 2.5 %	1 0.3 %	4.70	1.037
Training adequacy for present job	66 18.5 %	138 38.7 %	108 30.3 %	24 6.7%	16 4.5 %	5 1.4 %	4.56	1.091
Adequacy of coordination	70 19.6 %	129 36.1 %	129 36.1 %	16 4.5%	10 2.8 %	3 0.8 %	4.63	.994
Average							4.65	0.990

Source: Field Survey, 2023

Table 2 displays the findings from workforce development descriptive statistics. In the identified institutions, the study aimed to ascertain the extent to which the implementation of workforce development functions affects support workers' job satisfaction. The descriptive analysis's findings showed that 91 (25.5%) of the respondents said the "frequency of training" is very high, 109 (30.5%) said it is high, 142 (39.8%) said it is fairly high, 10 (2.8%) said it is fairly low, 5 (1.4%) said it is low, and 0 (0.0%) said it is very low. Mean = 4.76, STD = 0.914 shows that respondents generally said that the "frequency of training" is high. The aforementioned table additionally disclosed that 59 (16.5%) of the participants expressed that the "frequency of development program" is extremely high, 142 (39.8%) indicated high, 126 (35.3%) indicated fairly high, 23 (6.4%) indicated fairly low, 6 (1.7%) indicated low, and 1 (0.3%) of the participants indicated very low. The average response rate from the respondents was 4.62, with a standard deviation of 0.912, indicating a high "frequency of development program."

The "interactiveness" of the development program was rated as extremely high by 95 respondents, or 26.6%. In terms of response categories, 108 (30.3%) indicated high, 118 (33.1%) indicated fairly high, 26 (7.3%) indicated fairly low, 9 (2.5%) indicated low, and 1 (0.3%) indicated very low. (Mean = 4.70, STD = 1.037) The respondents generally expressed a high level of "interactiveness of development program." Furthermore, the descriptive analysis's outcome showed that 66

respondents, or 18.5%, said their level of “adequacy of training for the present job” was extremely high. Twenty-four (6.7%) indicated fairly low, sixteen (4.5%) indicated low, five (1.4%) indicated very low, and 138 (38.7%) indicated high.

With a mean score of 4.65 and a standard deviation of 1.091, the respondents generally expressed that the “adequacy of training for the present job” is good. Concerning the “adequacy of coordination,” workforce development was rated as having very high quality by 70 (19.6%) of respondents, high quality by 129 (36.1%), fairly high quality by 129 (36.1%), fairly low quality by 16 (4.5%), low quality by 10 (2.8%), and very low quality by 3 (0.8%) of respondents. (Mean = 4.63, STD = 0.994) The respondents generally stated that the “adequacy of coordination” is low. The statements had an average score of 4.65 with a standard deviation of 0.990, indicating that respondents generally thought the workforce development process was being implemented in a high-quality manner.

Table 3. Descriptive Analysis of Respondents Responses to Job Gratification

Items	Very high	High	Fairly high	Fairly low	Low	Very low	Mean	STD
Responsibility	152 42.6 %	141 39.5 %	52 14.6 %	7 2.0%	1 0.3%	4 1.1%	5. 19	.90 6
Working condition	43 12.0 %	185 51.8 %	47 13.2 %	70 19.6 %	11 3.1%	1 0.3%	4. 49	1.0 51
Health support	37 10.4 %	106 29.7 %	92 25.8 %	30 8.4%	38 10.6 %	54 15.1%	3. 75	1.5 90
Regular promotion	45 12.6 %	93 26.1 %	93 26.1 %	24 6.7%	42 11.8 %	60 16.8%	3. 71	1.6 54
Sense of accomplishment	81 22.7 %	96 26.9 %	61 17.1 %	31 8.7%	34 9.5%	54 15.1%	3. 99	1.7 36
Average							4. 23	1.4 00

Source: Field Survey, 2023

In the chosen institutions, Table 3 displays the findings of the descriptive statistics regarding the job satisfaction of the support workers. As per the findings of the descriptive analysis, 152 (42.6%) of the participants expressed that the workforce’s involvement in determining their level of “responsibility” is extremely high, 141 (39.5%) expressed high, 52 (14.6%) expressed fairly high, 7 (2.0%) expressed fairly low, 1 (0.3%) expressed low, and 4 (1.1%) expressed very low. For the most part,

the respondents (Mean = 5.19, STD = .906) indicated that there is a high level of workforce participation in determining “responsibility.”

Furthermore, the above table showed that, of the respondents, 43 (12.0%) indicated that the “working condition” was very suitable, 185 (51.8%) indicated high, 47 (13.2%) indicated fairly high, 70 (19.6%) indicated fairly low, 11 (3.1%) indicated low, and 1 (0.3%) indicated very low. Overall, respondents (Mean = 4.49, STD = 1.051) expressed a fairly high level of suitability for “working conditions.” Thirty-eight (8.4%) respondents indicated fairly low, thirty (10.6%) indicated low, 106 (29.7%) respondents indicated high, 92 (25.8%) respondents indicated fairly high, and 54 (15.1%) respondents indicated very low about “health support.” With a mean of 3.75 and a standard deviation of 1.590, the respondents generally expressed that “health support” is fairly high.

The descriptive analysis’s outcome also showed that 45 respondents (12.6%) thought that “regular promotion” is very high, 93 respondents (26.1%) thought it is high, 93 respondents (26.1%) thought it is fairly high, 24 respondents (6.7%) thought it is fairly low, 42 respondents (11.8%) thought it was low, and 60 respondents (16.8%) thought it was low. With a mean of 3.71 and a standard deviation of 1.654, the respondents generally expressed that “regular promotion” is fairly high. Regarding “sense accomplishment,” 81 (22.7%) stated that it was very high, 96 (26.9%) that it was high, 61 (17.1%) that it was fairly high, 31 (8.7%) that it was fairly low, 34 (9.5%) that it was low, and 54 (15.1%) that it was very low. Mean = 3.99, STD = 1.736 indicates that respondents generally thought “sense accomplishment” was fairly high. The respondents generally indicated that they were fairly satisfied with their jobs, as indicated by the statements’ average score of 4.23 with a standard deviation of 1.400.

Table 4. Model Summary

Model	R	R-Square	Adjusted R-Square	Std. Error of Estimate
1	.076	.006	.003	1.177

a. Predictor: (Constant), Workforce Management
Source: Researcher’s Computation (2023)

Table 5. Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t-stat.	Sig.
	B	Std. Error			
Constant	3.665	0.366		10.019	0.000
Workforce Development	0.109	0.077	0.076	1.428	0.154

a. Dependent Variable: Job Gratification
Source: Researcher’s Computation (2023)

Based on the data presented in Tables 4 and 5, the coefficient of correlation (R) is 0.076, indicating a 7.6% strength of relationship between job satisfaction and workforce development. The information above indicated that, in the chosen institutions in Lagos State, Nigeria, there appears to be little correlation between Workforce Development and Job Gratification of Support Workers. There is a 0.006 value for the coefficient of determination (R^2). This indicates that workforce development has an impact on the 0.6% variance in support workers' job satisfaction. Regarding the p-value of 0.154, the t-statistic value of 1.428 indicated a statistically insignificant but positive effect of workforce development on the job satisfaction of support workers in specific institutions in Lagos State. As a result, H_0 is accepted since there is sufficient evidence to support it.

4. Findings

The study looked into how support workers' job satisfaction was affected by workforce development in a few different Lagos State institutions. The findings were consistent with the study by Kaya and Ceylan (2014), which confirmed that career development and training programs within organizations had no bearing on the degree of job satisfaction in the workforce. The results also showed a positive, but statistically insignificant, effect of workforce development on job satisfaction of support workers in specific institutions in Lagos State. The study's conclusions are consistent with those of Baltaru (2018), whose findings suggested that the usefulness of support workers in the UK has its limits. The results of this investigation also contradict those of Karim, Choudhury, and Latif (2019), who claimed that training and development initiatives had little effect on job satisfaction. Several other researchers have also published studies with findings that are comparable to the impact of workforce development and training on job satisfaction (Fejoh & Faniran, 2016; Allison & Otuza, 2017; Smith, Callan, Tuck, & Smith, 2019).

The results, however, contradict the findings of Nwanzu and Uche-Okolo (2017), who found that training and development positively impacted the support staff members of a postsecondary institution in Delta State, Nigeria, enabling them to make significant contributions to the institution's advancement. Similarly, Olumese and Udom (2018) discovered that training is the key to encouraging the greatest output from the support staff at Benson Idahosa University and the University of Benin. Similarly, Adejare et al. (2020) discovered that to achieve satisfactory performance, a support workforce with adequate training is required. Additionally, Antiado et al. (2020) discovered that support workers in the United Arab Emirates who have received adequate training and development perform satisfactorily in front-line roles in educational institutions. The following researchers' related studies provided positive insight into how workforce development affects job satisfaction: Seller, 2022; Hunnur & Metagar, 2022; Alshammari & Alenezi, 2023; Kosteas,

2023; Ismail, Ahmad, Sanusi, Ibrahim, & Tunca, 2023; Dunmade, Kadiri, Aun, Bello, & Yahaya, 2019; Mohlomi & Mutereko, 2019”.

5. Conclusion

The study looked into how support workers’ job satisfaction was affected by workforce development in a few different Lagos State institutions. The study looked into how support workers’ job satisfaction was affected by workforce development in a few different Lagos State institutions. The findings were consistent with the study by Kaya and Ceylan (2014), which confirmed that career development and training programs within organizations had no bearing on the degree of job satisfaction in the workforce. The results also showed a positive, but statistically insignificant, effect of workforce development on job satisfaction of support workers in specific institutions in Lagos State. The study’s conclusions are consistent with those of Baltaru (2018), whose findings suggested that the usefulness of support workers in the UK has its limits. The results of this investigation also contradict those of Karim, Choudhury, and Latif (2019), who claimed that training and development initiatives had little effect on job satisfaction. Several other researchers have also published studies with findings that are comparable to the impact of workforce development and training on job satisfaction (Fejoh & Faniran, 2016; Allison & Otuza, 2017; Smith, Callan, Tuck, & Smith, 2019).

The results, however, contradict the findings of Nwanzu and Uche-Okolo (2017), who found that training and development positively impacted the support staff members of a postsecondary institution in Delta State, Nigeria, enabling them to make significant contributions to the institution’s advancement. Similarly, Olumese and Udom (2018) discovered that training is the key to encouraging the greatest output from the support staff at Benson Idahosa University and the University of Benin. Similarly, Adejare et al. (2020) discovered that to achieve satisfactory performance, a support workforce with adequate training is required. Additionally, Antiado et al. (2020) discovered that support workers in the United Arab Emirates who have received adequate training and development perform satisfactorily in front-line roles in educational institutions. The following researchers’ related studies provided positive insight into how workforce development affects job satisfaction: Seller, 2022; Hunnur & Metagar, 2022; Alshammari & Alenezi, 2023; Kosteas, 2023; Ismail, Ahmad, Sanusi, Ibrahim, & Tunca, 2023; Dunmade, Kadiri, Aun, Bello, & Yahaya, 2019; Mohlomi & Mutereko, 2019”.

References

- Adejare, B. O.; Olaore, G. O.; Udofia, E. E. & Emola, T. B. (2020). Inefficiency among non-teaching staffs in Nigerian tertiary institutions: the role of training and development. *Journal on Efficiency and Responsibility in Education and Science*, 13(2), pp. 56-66. <http://dx.doi.org/10.7160/eriesj.2020.130201>.
- Allison, G. O. & Otuza, C. E. (2017). Millitating factors on the efficient management of students' record among registry staff in academic institutions (a case study of Babcock University). *Advances in Social Sciences Research Journal*, 4(18), pp. 21-34.
- Alshammari, M. H. & Alenezi, A. (2023). Nursing workforce competencies and job satisfaction: the role of technology integration, self-efficacy, social support, and prior experience. *Springer Nature BMC Nursing*, 22(308), pp. 1-15. <https://doi.org/10.1186/s12912-023-01474-8>
- Antiado, D. F. A.; Castillo, F. G.; Reblando, J. R. P.; & Tawadrous, M. I. (2020). Managing professional development activities for non-teaching staff: for professional growth. *Universal Journal of Educational Research*, 8(7), pp. 3280-3285.
- Baltaru, R-D. (2018) Do non-academic professionals enhance universities' performance? Reputation vs. organization. *Studies in Higher Education*, 44(7), pp. 1183-1196.
- Chang, W. & Yuan, S. (2008). A synthesized model of markov chain and ERG theory for behaviour forecast in collaborative prototyping. *Journal of Information Technology Theory and Application*, 9(2), pp. 45-63.
- Dunmade, E. O.; Kadiri, I. B.; Aun, I. I.; Bello, M. L. & Yahaya, I. J. (2019). Effect of human resource management practices on employees' commitment in ensuring sustainable performance in the Nigerian security and civil defence corps, Ilorin. *Journal of Sustainable Development in Africa*, 21(4), pp. 16-27.
- Fejoh, J. & Faniran, V. L. (2016). Impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. *Journal of Education and Practice*, 7(33), pp. 183-189.
- Gogan, L. M.; Artene, A.; Sarca, I. & Draghici, A. (2016). The impact of intellectual capital on organizational performance. *International Symposium in Management, Procedia – Social and Behavioral Sciences* 221, pp. 194 – 202. Available online at: www.sciencedirect.com.
- Hunnur, R. R. & Metagar, Y. (2022). An empirical investigation on impact of training & development on job satisfaction among private school teachers. *Journal of Business and Management*, 24(9), pp. 19-33.
- Ismail, A.; Ahmad, N. N.; Sanusi, S.; Ibrahim, N. S. & Tunca, M. Z. (2023). Keeping up job satisfaction: relationship between coaching style leadership and employees' belief in their abilities to handle job. *International Journal of Organizational Leadership. Canadian Institute for Knowledge Development Journal of Organizational Leadership*, 12(3), pp. 295-310. <https://doi.org/10.33844/ijol.2023.60373>.
- Karim, M. M.; Choudhury, M. M. & Latif, W. B. (2019). The impact of training and development on employees' performance: an analysis of quantitative data. *Noble International Journal of Business and Management Research*, 3(2), pp. 25-33.
- Kaya, C. & Ceylan, B. (2014). An empirical study on the role of career development programs in organizations and organizational commitment on job satisfaction of employees. *American Journal of Business and Management*, 3(3), pp. 178-191.

Krejcie, R.V. & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, pp. 607-610.

Mohloni, N, & Mutereko, S. (2019). *Training and development in the public sector: a case study of a provincial department in KwaZulu-Natal*. Retrieved from: https://www.researchgate.net/publication/333292758_Training_and_Development_in_the_Public_Sector_A_Case_Study_of_a_Provincial_Department_in_KwaZulu-Natal. Accessed on February 6, 2021.

Nagar, J. G. & Sharma, S. (2016). Relevance of theories of Motivation in retail business: A study on Retailer's decision-making process. *Research Journal of Management Sciences*, 2319, p. 1171. <https://api.semanticscholar.org/CorpusID:212594287>.

Nawi, N. C.; Ismail, M.; Ibrahim, M. A. H.; Raston, N. A.; Zamzamin, Z. Z. & Jaini, A. (2016). Job satisfaction among academic and non-teaching staff in public Universities in Malaysia: a review. *International Journal of Business and Management*, 11(9), pp. 148-153.

Ndungu, D. N. (2017). The effects of rewards and recognition on employee performance in public educational institutions: a case of Kenyatta University, Kenya. *Global Journal of Management and Business Research*, 17(1), pp. 42-68.

Nigeria national budget, (2015-2021). *Nigerian National Bureaus of Statistics*.

Nwanzu, C. L. & Uche – Okolo, O. C. (2017). Influence of training and development on job performance among non-teaching staff of Delta State Polytechnic, Ogwashi-uku, Nigeria. *African Journal for the Psychological Study of Social Issues*, 20(2), pp. 177-187.

Odigwe, F. N. & Owan, V. J. (2019). Trend analysis of the Nigerian budgetary allocation to the education sector from 2009 – 2018 with reference to UNESCO'S 26% benchmark. *International Journal of Educational Benchmark*, 14(1), pp. 1-14.

Ogunode, N. J.; Ahaotu, N. & Ajape, T. S. (2021). Problems faced by non-academic staff of Nigerian public universities and the way forward. *Academicia Globe: Inderscience Research*, 2(6), pp. 176-184.

Olumese, H. A. & Udom, I. D. (2018). Influence of training on productivity of non-teaching staff in Nigerian Universities (A Case Study of University of Benin and Benson Idahosa University, Benin City, Nigeria). *International Journal of Educational Benchmark, University of Uyo*, 10(1), pp. 69-79.

Raisal, I. (2020). *A review of empirical research in employee job satisfaction in the service context*. The Mattingley Publishing Co., Inc., 83, pp. 27592 – 27599.

Rana, S., & Singh, V. (2016). Employee empowerment and job satisfaction: an empirical study in IT industry. *Journal of Humanities and Social Science*, 21(10), pp. 23-29.

Smith, E.; Callan, V.; Tuck, J. & Smith, A. (2019). Employer training in Australia: current practices and concerns. *International Journal of Training and Development*, pp. 1-15. Doi: 10.1111/ijtd.12152.

Ünal, Z. M. (2014). Influence of leaders' humour styles on the employees' job related affective well-being. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 4(1), pp. 201–211.

Wanjiku, W. G. (2016). Factors affecting non-teaching staff development in Kenyan Universities. *International Journal of Academic Research in Business and Social Sciences*, 6(5), pp. 104-130.

Younas, W.; Farooq, M.; Khalil-Ur-Rehman, F. & Zreen, A. (2018). The impact of training and development on employee performance. *Journal of Business and Management*, 20(7), pp. 20-23.