



Work Environment and Performance of Academic Staff in Selected Public Universities in Southwestern Nigeria

Oluwafisayo Olamiposi

*Department of Public Administration
 Osun State University, Osogbo
 08106190090, falowofisayo@yahoo.com*
 &

Ogbogu Christianah

*Department of Public Administration
 Obafemi Awolowo University, Ile-Ife*

Abstract

The study assessed the impact of work environment on performance of academic staff. The population of this study consists of 1526 academic staff of University of Ibadan (UI) and 475 of Adekunle Ajasin University (AAUA). From the population, a total number of 155 academic staff was selected from UI, and 95 from AAUA using simple random sampling technique with a sampling fraction of 10% and of 20% respectively. The data was collected through the administration of questionnaire. The data was analysed using inferential statistics. The findings revealed that work environment significantly affect the performance of academic staff. The variables of work environment include funding, human environment, physical environment and reward incentive. The result showed that funding significantly affects academic staff job performance, with p-value (0.009). The result further showed that if funding is increased by one unit, performance will increase by (0.9504). There is no significant relationship between human environment and job performance of academic staff. This is indicated by the p-value (0.057) is greater (0.05). There is significant relationship between physical environment and performance of academic staff, with p-value (0.000). If physical environment is increased by a unit, then performance will increase by (0.3176). The result shows that there is significant relationship between reward incentive and academic staff job performance, with p-value (0.000). The study concluded that work environment significantly affect job performance of academic staff. However, the human factor of the work environment does not significantly affect job performance of academic staff.

Keywords: performance, work environment, university, public, academic staff

Introduction

Tertiary institutions have been identified as the most complex and critical engines for teaching, research, community impact, and economic development. This complex nature of the institution necessitates a degree of proficiency, scholarship, and proven erudition from tertiary institutions academic staff (Woru, Adamu, Gana & Danjuma, 2024). In its role as the principal location for national research base, they have led the way into developing the cross disciplinary concepts that are increasingly imperative, if we are to address myriads of complex challenges to national and global societies (Oluwafisayo, 2022).

In achieving the foregoing, the university plays a major role, this is because, the universities, by their distinctive nature, are required to be a fountain of competency, governance, and partnership (Woru et, 2024). Universities, through their role of creating, discovering and disseminating new knowledge through teaching and research, have become vehicle for economic and social development as well as equipping individuals with advanced knowledge and skills required for professorial jobs. Central to the achievement of this goals by the university, is the performance of academic staff, which is a crucial determinant of educational quality and institutional success (Onyeka-Udeh, 2024).

The university environment does not function solely on reliance on the academic staff. There are other professionals including administrative staff, technical staff etc. All these staffs perform complementary and vital roles in the entire university system. However, the academic staffs constitute the most productive workforce within the university system (Mohammad and Nimalathalsan, 2011). Academic staffs are respected because they constitute the key profession among professions (Waleed, 2011).

In Nigeria, the university system operates under the management of public ownership (federal and state government universities) and private ownership (non-governmental) (Oluwafisayo, 2022). The



university system in Nigeria is beset with several difficulties, from excessive teaching loads and inconsistent wage payments to insufficient finance and subpar facilities. Academic staff unhappiness is frequently caused by these problems, and it can show itself in high turnover rates (Kuforiji, Kalejaiye, Oladejo, Adetayo, Abosede & Jiboku, 2024).

Existing studies revealed that for the academic staff to perform their job creditably, the constituents of good work environment must be provided in adequate quantity and quality (Idowu and Ajibade, 2025; Alegbeleye, et al 2020). The academic goals achievement parameter like quality teaching, research publication, community service is largely dependent on the adequate environment of work. Emanating from the foregoing, this work intends to carry out a study on the impact of work environment on performance of academic staff in selected public universities in Southwestern Nigeria.

Literature Review

Concept of Workplace Environment

Abiola and Ajibade (2025) defined work environment as the space and forces surrounding the work place. Work environment creates both negative and physical effects on the psychology and welfare of employees. Abiola et al reiterate that a work environment is effective when it makes employees happy and this automatically translates to organizational growth. Anandini (2019) stated that good work environment makes the employee feel comfortable at work. The creation of a good service will not be carried out effectively without the support of a satisfactory work environment. This conclusion of Anandini is supported by the work of Abiola and Ajibade (2025). The researchers are of the viewpoint that a good work environment supports the employees.

According to Ruchi and Sunrinder (2014), work environment can be conceived from three different perspectives which include physical, psychological and social. They held that while the physical is made up of ventilation and temperature, infrastructure and interior, amenities, the psychological environment comprises of fatigue, boredom, monotony, attitude of supervisor and colleagues and the social environment is simply made up of clusters of people working together and their behavior. Kyko (2005) explained the work environment to comprise a number of variables. The researcher stated that these variables can be positive or negative to the work environment. These elements include relationship with employer, self-esteem, organization policies, working conditions, interpersonal relationships.

Bello (2018) submitted that the work environment is an atmosphere that is welcoming, safe, well thought out, and having high quality technology, on which effective communication is dependent, all of which boost output. Cephas, Gibson and Bolaji (2018) in their conception maintained that the work environment is mainly about the physical work space. The researchers submitted that the physical work space is created to give support to performance of employees. They also extend the role of the work environment to impact interaction among employees, work pattern of employees and the management of employees.

The foregoing conceptualisations of work environment revealed that the work environment is an entity that comprised other element that make up the work environment. Some of the elements include the physical environment, the human, work conditions and so on. In another sense, the work environment is an aggregate of elements that defines the work place. This also implies that any attempt to examine the work environment will necessitate the disaggregation of these elements to capture aptly the comprehensive elements that make up the work environments. In view of the foregoing, this study examined work environment by focusing on the physical, human, reward system and funding aspects of the academic staff work environment.

Performance of Academic Staff

Okoi and Odigwe (2018) are of the viewpoint that academic staff job performance covers several activities which include classroom instruction, an assessment of students, publication, research, and community service engagement. This demonstrates the extent to which academic staff successfully fulfills this mandate. In furtherance to the aforementioned, the duties of the academic staff encompass assessment and marking, grading exam scripts, supervision of students projects and so on. In addition the performance of academic staff translates into how teaching affects success of students. The researchers further maintained that the academic staff dedicates his or her effort to ensure that course content is met.



Onyeka-Udeh (2024) submitted that performance of academic staff is typically assessed through teaching effectiveness, research output, and engagement in academic service. These components define the activity that surrounds the job functions and responsibilities of the academic staff. Teaching Effectiveness: Teaching effectiveness involves the quality of instruction and student engagement. Imrab, Sajid & Qudsia (2013) maintained that academic staff occupies pivotal position in the university community. They contribute to the development of the society through their teaching, research and community service activities. The core functions of the university are teaching, research and community services. These obligations are carried out by the academic staff. However, academic staff job activities extend to activities such as administrative activities, counseling and so on.

Ogunode and Ibrahim (2023) conceived job performance of academic staff to include the entire work responsibility of the academic staff which includes teaching, research and community service obligations in the institutions where they are contracted to serve constitute the job performance of academic staff. In another sense, the total task completed by the academic staff vis a vis their work performance and duties delegated to them. Ogunode et al, (2023) also concluded that academic staff job performance can be perceived as the task assigned to academic staff either specific or general and the expectation arising from this task which is to be completed at a specified time.

The viewpoints of the scholars revealed an idea of job performance of academic staff. It is evidently stated that academic staff performs functions beyond the teaching and research activities which is the general impression of the public about academic staff. Academic staffs are also involved in activities beyond the shores of the university which is also part of community services. Ogunode (2023) observed that community service can also be carried out within the University of Primary Appointment of the academic staff. Within the context of the university settings, the activities of the academic staff appeared to revolve around teaching, research and administrative functions. An attempt to examine the performance of academic within the university work environment which is the scope of this work implies that the job performance of academic staff will be limited to activities such as teaching, research and administrative services.

Empirical review

Abiola and Ajibade (2025) stated that the work environment is the situation in the universities, where the main teaching and research functions are carried out. Sadiku (2017) focused on the physical structures of the Nigerian universities and concluded that the structures are excessive and decomposing. The argument is that it is not enough for the physical structures to be available but they should be of good quality before significant work can be carried out by the academic staff. The implication thereof is that academic staff quality is affected. Okebukola (2002) and Ajayi (2007) maintained that effective teaching and learning processes cannot be guaranteed with inadequate instructional materials.

Oyedemi (2012) stated that there is a close significant relationship between the infrastructural development and performance of academic staff mainly in the areas of research publications and students' academic performance. In line with this, Bello (2011) concluded that infrastructural facilities are vital for students' academic performance and academic staff job effectiveness. Oyedemi (2012) further added that the adequacy of instructional facilities provided in the schools is indicators of measuring the quality and standard of education. In his perspective, poor and inadequate educational institutions have significant negative impact on academic staff job performance.

Kim, Cho & Lee (2021) examined the impact of infrastructure on research productive of academic staff. They found out that there exists a positive correlation between infrastructure and research productivity. From their study, improved facilities and modern technology were connected to higher research output and academic staff satisfaction. Nguyen, Tran & Dao (2022) revealed that strong administrative support enhances academic staff satisfaction and performance. They maintained that effective resource allocation, clear communication and responsive administrative practice are of importance as they reduce bureaucratic obstacles and improve job satisfaction. Edward and Johnson (2022) stated that positive organizational culture with supportive leadership improves job performance and job satisfaction. This further emphasized the role of conducive work environment in enhancing productivity.

Renne (2020) examined the role of physical environment on employee's performance in Universities in Malaysia. The researcher discovered that physical environment such as buildings, aesthetics,



furniture arrangement, facilities and ventilation are considered important, and they are deemed as facilities aiding staff. The aforementioned facilities are reported to have accounted for up to about 40% of employee performance. As a result, the researcher recommended that employers should provide the right environment for employees to assist them in executing their jobs effectively. This according to the researcher will engender the culture of productivity.

Ojo and Ibrahim (2022) discovered that elements such as office space, resource availability, and administrative support had significant effect on job performance. The availability of resources and administrative support were strongly positively correlated with higher job performance. This underscores the fact that improved infrastructure and support services enhance staff productivity. Nwankwo and Okoro (2023) found out that a supportive institutional environment characterized by job security, professional development opportunities, and a positive organizational culture had a significant positive effect on academic staff performance.

Theoretical Framework

Two theories are adopted to give further explanation to this work. These theories include Needs theory and Equity theory. Need theory deals with an attempt to satisfy basic needs for development. According to Maslow (1954), Needs theory can come in the form of deficiency and growth needs. The theory specifies that if the need required is not made available, it stifles expected behavior (performance).

In examining job performance alongside the Needs theory, it stipulates that, if basic needs are not available to employees, this will have effect on their productivity. In line with job performance of academic staff, basic needs may include good work environment, reward incentive and so on. Consequently, this implies that for the academic staff to perform, their deficiency needs as listed in the foregoing must be provided. These needs have substantial influence on their performance or work behavior and growth needs must be met. According to Maslow, the deficiency deals with physiological needs, safety needs, while growth needs are on socialization, self-esteem, self-actualization and so on. These needs if adequately provided by the employer will facilitate and enhance performance of the academic staff.

This further suggests that the work environment of the academic staff must address a number of elements which are aids to the performance of the academic staff. As conceptualized above, the work environment is disaggregated into a number of elements which can be juxtaposed with Maslow's needs as identified in his submissions.

Equity theory stipulates that employees' perception of unfair treatment meted to them in their work will create a bad dispositional character to work. Adams (1963) stated that individuals are motivated by fairness in relationship and the workplace, aiming to balance their input to outcome ratio with that of a referent (peer). This affirms that unfair treatment perceived by employees meted to them in the course of rendering their work input compared to a perceived better treatment to another employee of similar work input will bring about poor performance. The unfair treatment ranges from unfair wage administration, absence of welfare packages available elsewhere, and so on. If the employee perceived an unfair treatment in terms of reward that accrue to their work, when the work input is similar with their counterparts elsewhere. This perception once observed will bring about poor attitude to work in return for the treatment initially received from the employer. This framework becomes relevant to this work, since this work focuses on work environment and its impact on academic staff job performance of different universities of similar work input. Academic staff job performance in the different universities is measured using similar yardstick of measurement. Variance in the work environment can go a long way in enhancing or discouraging performance of academic staff. The equity theory assumes relevance as this study focuses on work environment and job performance of academic staff in selected public universities in Southwestern Nigeria.

Methodology

Research Design

The study adopted the survey research design. A survey is a method of collecting data in which people are asked to answer a number of questions (usually in the form of a questionnaire or interview).



Study Population

The population of this study consists of all the academic staff of University of Ibadan totaling 1,549, academic staff and academic staff of Adekunle Ajasin University with population of 476.

Sample and Sampling Procedure

The universities selected for the study were University of Ibadan; Ibadan (UI), and Adekunle Ajasin University; Akungba (AAUA). The universities were selected using stratified sampling technique representing the strata of public university ownership in Nigeria. The selection of Southwest was predicated upon the fact that southwest has the highest number of universities among the geopolitical zones in Nigeria. From the population of the two universities, a total number of 155 academic staff was selected from UI, and 95 from AAU using simple random sampling technique with a sampling fraction of 10% and of 20% respectively.

Research Instrument

The research instruments used for collecting data for this study were questionnaire. The questionnaire contains close ended questions and adopted the Likert five point scales.

Validation of Instruments

Validation of instrument was done through vetting by experts. Based on research experts' advice, the questionnaires were put in their final form, before administering to the respondents. This was done to ascertain that the contents of the questionnaire and methods of administering them were appropriate for the study.

Method of Data Analysis

Analytical tools appropriate were adopted to analyze the data collected for the study. An analytical tool such as regression analytical technique was adopted for the analysis.

Analysis of Results

Work Environment and Performance of Academic Staff in Universities in Southwestern Nigeria.

The table below presents the analyses of the effect of work environment on academic staff job performance. The work environment is analysed using a number of variables such as funding, human environment, physical environment and reward incentive. The result showed that funding significantly affects academic staff job performance. This is indicated by the p-value (0.009). The result further showed that if funding is increased, performance of academic staff will also increase. If funding is increased by one unit, performance will increase by (0.9504). On human environment as a factor of work environment, the result showed that there is no significant relationship between human environment and job performance of academic staff. This is indicated by the p-value (0.057) is greater (0.05). The result further revealed there is negative relationship between human environment and job performance of academic staff. That is, a unit increase in human environment; performance will reduce by (-0.2734). As regards physical environment, since the p-value (0.000) is less than (0.05), there is significant relationship between physical environment and performance of academic staff. If physical environment is increased by a unit, then performance will increase by (0.3176). On reward and performance of academic staff, the result shows that there is significant relationship between reward incentive and academic staff job performance. Since the p-value (0.000) is less than (0.05), it shows that, reward is significantly related to performance. And a unit increase in reward will increase performance by (0.4445), showing positive relationship between reward incentive and performance of academic staff.

Table 1: Work Environment and Performance of Academic Staff in Universities in Southwestern Nigeria.

Performance	Coeff.	T	p-value
Funding	0.9504	-4.22	0.009
Human environment	-0.2734	1.91	0.057
Physical environment	0.3176	-3.81	0.000
Reward Incentive	0.4445	-4.80	0.000

Source: fieldwork, 2025



Discussion of Findings

This section focuses on discussion of result from this study. The result showed how work environment affect job performance of academic staff. This is discussed under a number of elements that make up the work environment (funding, human environment, physical environment and reward incentive). The first element is funding. The result showed that funding significantly affects the performance of academic staff. This result aligns with the work of Ojo and Ibrahim (2022). The researchers concluded that resource availability which is an indication of funding significantly affect the performance of academic staff.

The result also aligns with Nwankwo and Okoro (2023). Nwankwo and Okoro (2023) found out that a supportive institutional environment characterized by job security, professional development opportunities, and a positive organizational culture had a significant positive effect on academic staff performance. The foregoing as listed by Nwankwo and Okoro direct evidence of funding the work environment.

On human environment, the result revealed that human environment does not affect job performance in universities in Southwestern Nigeria. The result does not to the line of Edward and Johnson (2022). Edward and Johnson (2022) stated that positive organizational culture with supportive leadership which is an indication of human environment improves job performance and job satisfaction. The result showed that physical significantly affects performance of academic staff. The result support earlier findings such as the work of Ojo and Ibrahim (2022) that discovered that elements such as office space, resource availability, and administrative support had significant effect on job performance. The result also aligns with Sadiku (2017) who focused on the physical structures of the Nigerian universities.

The result also supported the research findings of Oyedeji (2012) who stated that there is a close significant relationship between the infrastructural development and performance of academic. Furthermore, the result is in agreement with the findings of Renne (2020). Renne (2020) specifically identified the element of the physical environment to include buildings, aesthetics, furniture arrangement, facilities and ventilation which he considered as aids to staff productivity. The result and previous findings further underscores the importance of the physical to job performance of employees, which is not only limited to academic staff job performance.

On reward incentive, the result further revealed that performance is significantly affected by reward incentive. This is line with theories adopted for this study (The Need and Equity theories). The Needs theory specifically emphasized meeting the needs of the academic staff which will further trigger improved job performance. Good reward incentive to academic is an indication of meeting the needs of academic staff and treating academic staff fairly.

Conclusion

The study concluded that work environment significantly affect job performance of academic staff. The study further revealed that element of work environment such as human factors do not affect job performance of academic staff. Other elements such as funding, physical environment and reward incentive significantly affect job performance of academic staff.

Recommendation

In view of the findings of this work, the work further recommended that:

- (1) There is a need for the government to give proper attention to the work environment. this is in view of the role of work environment on performance of academic staff. Government should commit to improving the conditions of infrastructure and amenities in the university environment. These are established to significantly affect the performance of staff and in turn improve the learning conditions of the students.
- (2) Government must look into the funding of the university system. The government must take practical and urgent step in addressing the challenges posed by funding. Through funding academics can directly access resources available to development
- (3) The reward system is another element of the work environment that is in dire need of government attention. There is a need to do an upward review of the reward system currently operational.



Reference

- Abiodun-Oyebanji, O. (2011). Towards effective management of university education in Nigeria. *Journal of Emerging Trends in Salau et al. 15 Educational Research and Policy Studies (JETERAPS)*, 2(6), 526–530.
- Abiola, I & Ajibade (2025). Effect of Work Environment on Performance of Academic Staff in Northcentral, Nigeria. DOI: <https://dx.doi.org/10.47772/IJRISS.2025.906000446>
- Adams, J.S. (1963) Toward an Understanding of Inequity. *Journal of Abnormal and Social Psychology*, 67, 422-436.
<http://dx.doi.org/10.1037/h0040968>
- Ajayi, I. A. (2007). *Issues in School Management*, Lagos: Bolabay Publications
- Gonzalez-Mule, E., and Kim, M. (2019). A Meta-analytic test of additive and multiplicative models of stress. *Acad. Manag. Proc.* 2019: 18416.doi 10.5465/ ambpp. 2019.18416
- Alegbeleye, G.O., Unegbu, V.E., Babalola, Y.T. Gbemi-Ogunleye, P (2024). Work Environment And Employee Performance In Universities Libraries In Southern Nigeria. *Global Journal of Applied, Management and Social Sciences (GOJAMSS)*; Vol.18, January 2020; P.249 - 272 (ISSN: 2276 – 90
- Anandini, D (2018) Pengaruh Lingkungan Kerja dan Stres Kerja Terhadap Kinerja Karyawan PT Duta Wiry (Doctoral dissertation Universitas Muhammadiyah Surakarta)
- Bassey John Okoi, John Bassey Okoi, & Ruth Moses Onen. (2025). Academic Staff Welfare and Job Performance in Federal Universities in South-South Geopolitical Zone of Nigeria. *Sustainable Campus Development Today*, 1(1), 30-35. <https://doi.org/10.64229/mjnr7h06>
- Bello, T. O. (2011). Public-Private Partnership, Infrastructural Development and Academic Goals Achievement in Nigerian Development and Academic Goals Achievement in Nigerian
- Bello, J. O. (2018). Effects of Office Environment on Secretary's Productivity: Research Project Submitted to the Department of Office Technology and Management, Kogi State Polytechnic, Lokoja.
- Cephas N. L, Gibson J. G, & Bolaji, A, K. (2018). Influence of Physical Environment on Academic Staff Productivity in Federal Polytechnic Bauchi Towards Rebuilding Educational System. *International Journal Of Educational Benchmark (IJEB)*, 18 (2), 1- 9
- Durotolu, A. O. (2000). Administrative Environment As A Factor of Academic Staff Performance in College of Education in Kwara State, Nigeria. Unpublished PhD Thesis, University of Ibadan, Nigeria.
- Edwards, T., & Johnson, R. (2022). Organizational culture and staff performance in higher education institutions. *International Journal of Higher Education Management*, 40(3), 233-245.
- Imrab, S. M., Sajid, A. & Qudsia, B. (2012). Factors Affecting the Motivation of Academic Staff (A case study of University College Kotli,UAJ&K). *International Journal of Business and Management Invention* ISSN (Online): 2319 – 8028, ISSN (Print): 2319 – 801X
www.ijbmi.org Volume 2 Issue 1 | January. 2013| PP.105-112
- Kim, S., Cho, J., & Lee, H. (2021). The role of infrastructure in academic research productivity. *Journal of Higher Education Policy*, 37(1), 54-67.
- Kuforiji, A.A. Kalejaiye, P. O. Oladejo, S. Y. Adetayo, A.E. Jibku, J.O. (2024). Workplace Conditions, Job Satisfaction/Performance and the well-being of Academic Staff at Olabisi Onabanjo University (OOU), Ogun State, Nigeria. *AKSU Journal of Administration and Corporate Governance*, Volume 4, Issue 4, November 2024; P-ISSN:2805-4083; E-ISSN: 2811-1981
- Kyko, A. F. (2005). Evaluation of occupational stress management for improving performance productivity at workplaces and by monitoring the health, well-being of workers. *Business Management and economicsengineering*.doi:<https://doi.org/10.3846/bme.2019.10379>.
- Levi, U. A., Valentine, J. O., Peter, O. A., Eridiong, O.O., Martin, A. O., David, A. A., Ajigo, I., and Abosede, A. U. (2022). Occupational Stress and Academic Staff Job Performance in Two Nigerian Universities. *Journal of Curriculumand Teaching*, 11(5): 64-78.



- Maslow, A. H. (1954). *Motivation and Personality*. New York, NY: Harper & Row Publishers.
- Mohammad, S & Nimalthasan, B. (2011). Factors Affecting Employees Performance in Ready Made Garments(RMGs) Sector in Chittagong, Bangladesh. *Economic Science Series Vol. LXIII No 1*
- Nguyen, P., Tran, Q., & Dao, L. (2022). Administrative support and academic staff satisfaction. *International Journal of Educational Administration*, 34(2), 198-210.
- Nwankwo, C. I., & Okoro, B. A. (2023). Impact of institutional environment on academic staff performance: A case study of South Eastern Nigerian universities.
- Ogunode, N. J., Jegede & Musa, A. (2021). Problems Facing Academic Staff of Nigerian Universities and the Way Forward. *International Journal on Integrated Education*, 4, 230- 239.
- Ogunode, N. J. ., & Josiah, H. F. (2023). Deployment of Instructional Materials in Basic Schools in Nigeria: Impact, Challenges and Implications for Decision Making by School Administrators. *International Journal of Inclusive and Sustainable Education*, 2(1), 118–127. Retrieved from <https://inter-publishing.com/index.php/IJISE/article/view/966>
- Ojo, A. A., & Ibrahim, A. (2022). The influence of workplace environment on job performance of academic staff in Nigerian universities.
- Okebukola, P. A. (2008, September 19–20). Quality assurance mechanisms and academic mobility in Anglophone Countries: Case study of Nigeria. Paper presented at the capacity building workshop on the License-Master-Doctorate (LMD) reform held at Universiteit Gaston Berger, Saint Louis, Senegal.
- Okoi, I. I. and Odigwe, F. N. (2018). Lecturers' Financial Well-Being and Job Performance in Universities in Cross River State, Nigeria. *Journal of Faculty of Education University of Calabar Vol. 14(12)*, 50-54
- Oluwafisayo Falowo (2022). Performance of Academic Staff in Universities in Southwestern Nigeria. *Uluslararası Eğitimde Yenilikçi Yaklaşımlar Dergisi International Journal of Innovative Approaches in Education 2022*, Vol. 6 (1), 01-10
<https://doi.org/10.29329/ijiape.2022.437.1>
- Onyeka-Udeh, V (2024). The Relationship between Workplace Environment and Performance of Academic Staff of the State Universities in South East, Nigeria. *International Journal of Social Sciences and Management Research E-ISSN 2545-5303 P-ISSN 2695-2203 Vol 10. No. 8 2024 www.iiardjournals.org Online Version*
- Oosthuizen, A. (2018). Investigating cyberloafing, organisational justice, work engagement and organisational trust of South African retail and manufacturing employees. *SA Journal of Human Resource Mangement*. Received: 16 Oct. 2017; Accepted: 12 Feb. 2018; Published: 03 May 2018
- Renne, Y. N. (2020). Effects of Motivation on Employees' Job Commitment in the Turkish Banking Empirical Analysis. *Industry: An International Journal of Business and Innovation Research* 1(3), 1-17.
- Ruchi, J., & Surinder, K. (2014). Impact of work environment on job satisfaction. *International Journal of scientific and research publication*, 4(1)
- Sadiku, B.O. (2017). University funding and utilization as correlates of academic staff job performance in southwest, Nigeria. Unpublished Ph.D Disertation, Ekiti State Univeristy, Ado Ekiti, Nigeria.
- Waleed Ahmed. A (2011) Factors Affecting the Effectiveness of Job Performance of the Specialist Working in the Youth Care at Helwen University. *World Journal of Sport Sciences* 4(2): 116-125, IDOSI Publication, 2011
- Woru, Y. A. Adamu, M. N., Gana, j. Danjuma, A. Y. (2024). The Impact of Work Environment on Academic Staff Performance in the School of Business Studies of Niger State Polytechnic, Bida Campus. *International Journal of Education and National Development* | ISSN: 3027-0626 Vol. 2, Issue 1 (January-March, 2024) | www.ijaar.org