

**PERSONAL AND WORK- RELATED FACTORS AS PREDICTORS OF
CAREER GROWTH OF JUNIOR ACADEMIC STAFF IN UNIVERSITIES IN
SOUTHWESTERN, NIGERIA**

BY

Kehinde Olayiwola OGUNYINKA
B.Sc (Hons), M.I.L.R., M.Ed.(Ibadan)

A thesis in the Department of Adult Education

Submitted to the Faculty of Education in partial fulfilment of

**the requirements for the Degree of
DOCTOR OF PHILOSOPHY
of the**

UNIVERSITY OF IBADAN

**Department of Adult Education
University of Ibadan, Ibadan
Ibadan**

August, 2014

CERTIFICATION

I certify that this research was carried out by **Kehinde Olayiwola OGUNYINKA**,
(Matric No.40698) under my supervision, in the department of Adult Education, Faculty of
Education, University of Ibadan, Ibadan

.....
Supervisor
Kester, K.O. Ph. D
Department of Adult Education
University of Ibadan, Ibadan

DEDICATION

I dedicate this research work to Almighty God for granting me the grace and enablement to complete this programme despite all the challenges faced during the course of study.

To my wife, Mosunmola and children (Tise, Tiwa and Timi) for being there for me all the time inspite of all odds and for their unflinching support, especially Oluwatimilehin who always ask, daddy have you done your correction? May God bless, keep and prosper you all in your future endeavours, Thank you.

UNIVERSITY OF IBADAN

ACKNOWLEDGEMENTS

All glory, honour and majesty to the Almighty God: the author and finisher of our faith who stood by me throughout the duration of this programme. My appreciation goes to Professor M. O. Akintayo, of the Department of Adult Education, University of Ibadan, Ibadan, who nurtured and mentored me before and during the period of the programme. I am also grateful to Professor Funmi Adewumi who started me off and ensures my stability. Thank you and God bless sir. To my mentor, confidant, dependable and reliable Professor M. T. Ajayi for your support, encouragement and advice throughout the duration of this programme. I pray that Almighty God will grant you grace to eat the fruits of your labour.

Also, to my wonderful, energetic, unassuming and “God fearing and sent” supervisor, Kehinde Oluwaseun Kester, Ph. D Who deserves special gratitude for his numerous roles of a brother, a teacher, mentor and a special friend. May the Almighty Lord reward you in all your daily endeavours and beyond your imagination (Amen).

My sincere appreciation to all academic staff of the Department of Adult Education: Professors M. O. Akintayo, Professor. (Mrs) Deborah Egunyomi, the current Head of Department, Drs. A. A. Sarumi, Omobolanle Adelere, , I. A. Abiona, T. A. Akanji, P. B. Abu, K. O. Ojokheta, Medinat Momoh, E. O, Olajide, Olaisi Oladeji, Stella Odiaka, Dr Chris Omoregie and all non academic staff in the department for their support and encouragement during the course of the programme. You are all wonderful people and I pray that Almighty God will bless and honour you.

My appreciation also goes to Professor I. Onyenoru, Dr. Bimpe Adenugba of the department of Sociology, Faculty of Social Sciences, who happened to be my internal/external examiner as well as Drs. S. O. Okemakinde, M. F. Olajide, Kunle Oyelami

and Femi Oyewole their contributions cannot be glossed over. I acknowledged the support of Professors Ojo, and Alaba Simpson, Drs. Abisoye and C. Omorogbe from Crawford University for their words of encouragement. Thank you all. I also appreciate Ronke Ogunmilade, Bolanle Akinola, Tomi Ojelade, Tolulope Ayeni, A B, Gbenga (Baba Olowo), Eleboda, Aransiola, Justice and most especially Sola and Tayo Amosu (my cousins) for taking up the initial typing of this project work.

Also, the Adeyemi College of Education connection cannot but be mentioned, Egin Ileola, Abbey, Eniola (my daughter) Olamipo, now Mrs Balogun, mummy Ayo, mummy Bukky, Opemi Funmilola Faith, Kemi Port, most especially Rosemary and the powerful group, Drs. Akinbobola, Okemakinde, Edemudiah, Erinsakin, Adewunmi, Olaniyan, Anthony, Omolua, Bada, Akinwande, Ajisafe, Omotunde and others not mentioned.

To my twin sister Mrs. Taiwo Agboola, and my brother (TK) Taiwo Kolawole Ogunyinka I say thank you for your prayers and support during the duration of the programme. My wonderful family, Mosunmola, Tise, Tiwa and Timilehin thank you for providing the enabling environment and your great understanding, prayers and support saw me through the end of this programme. You are all great and wonderful.

The contributions of those people mentioned here and not mentioned were significantly related to a successful completion of this project work.

God bless you all. (Amen).

ABSTRACT

Academic and administrative responsibilities assigned to junior academic staff though crucial to their career growth, are largely becoming challenging and inimical to their overall career achievements in Nigeria. Previous studies on career growth in the Nigerian university system have concentrated more on remunerations, job satisfaction and commitment, staff welfare and incentives, funding and retention, organisational climate and career pathways without adequate consideration for the combined predictive effects of personal and work-related factors. Therefore, this study examined the combined prediction of personal (emotional intelligence and gender) and work-related (work attitude, administrative responsibility and mentoring) factors on junior academic staff career growth (Readiness for Promotion (RP), Number of Publications (NoP), Regular Class Attendance (RCA), Teaching Ability (TA) and Self-confidence (SC)) in universities in Southwestern Nigeria.

The descriptive survey research design was adopted. Equal allocation method and stratified random sampling techniques were used to select 1200 junior academic staff from 12 purposively selected universities (four each from federal, state and private). Junior Academic Career Growth Scale ($r=0.78$), Administrative Responsibility (AR) Inventory ($r=0.81$), Work Attitude (WA) Scale ($r=0.85$), Emotional Intelligence (EI) Scale ($r=0.82$) and Mentoring Scale ($r=0.81$) were used for data collection. These were complemented with four sessions of in-depth interview with four randomly selected junior academic staff in each of the 12 institutions; making a total of 48 sessions. One research question was answered and six hypotheses tested at 0.05 level of significance. Data were subjected to Pearson product movement correlation, multiple regression and content analysis.

Personal and work-related factors had a joint significant prediction on junior academic staff career growth (JASCG) ($F_{(5,1194)} = 116.47$) and jointly accounted for 33.0% of its variance. Emotional intelligence ($\beta=0.355$), gender ($\beta=0.128$), AR ($\beta=0.074$), WA ($\beta=0.056$) relatively contributed to JASCG, while mentoring did not. Also, EI ($r=0.531$), gender ($r=0.430$), mentoring ($r=0.416$), WA ($r=0.326$) and AR ($r=0.224$) positively correlated with JASCG. Administrative responsibilities significantly correlated with the components of JASCG as follows: TA ($r=0.218$), NoP ($r=0.145$), RCA ($r=0.132$), SC ($r=0.130$), and RP ($r=0.115$); while work attitude correlated with the same components as ranked: NoP ($r=0.338$), SC ($r=0.369$), RP ($r=0.343$), RCA ($r=0.295$) and TA ($r=0.265$). Further, EI correlated with JASCG components in this order: NoP ($r=0.047$), SC ($r=0.025$), TA ($r=0.025$), RCA ($r=-0.56$), RP ($r=-0.34$). Mentoring also correlated with JASCG as ranked: NoP ($r=0.209$), TA ($r=0.146$), SC ($r=0.143$), RCA ($r=0.135$), RP ($r=0.112$). The junior academic staff can always cope with the rigour of academics and constantly experience ease career growth without much hindrance under good work environment, flexible work system, better mentoring system and high level of intelligence.

Administrative responsibilities, work attitude, emotional intelligence and gender positively predicted the career growth of junior academic staff in universities in Southwestern Nigeria. There is, therefore, the need for the university management to provide enabling work environment that can enhance the right work attitude and emotional stability of the junior academic staff for them to perform optimally. In addition, there is the need to ensure an effective formal mentoring system and reduction of excessive workload.

Key words: Emotional intelligence, Mentoring and administrative responsibilities, Career growth in Nigerian universities, junior academic staff.

Word count: 492

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	vj
Table of Contents	vii
List of Tables	x
List of Figures	xiii

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	8
1.3	Objectives of the Study	10
1.4	Research Questions	11
1.5	Significance of the Study	11
1.6	Scope of the Study	12
1.7	Operational Definition of Terms	13

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1	Teaching in Tertiary Institutions (University's Academics)	16
2.2	Concept of Career Progression	18
2.3	Academic Staff and Career Progression	19
2.4	Concept of Administrative Responsibility	20
2.5	Administrative Responsibility and Junior Academic Staff Career Progression	22
2.6	Concept of Emotional Intelligence	23
2.7	Emotional Intelligence and Junior Academic's Career Progression	24

2.8	Concept of Work Attitude	27
2.9	Work Attitude and Career Progression of Junior Academics	28
2.10	The Concept of Mentoring	29
2.11	Mentoring and Junior Academic's Career Progression	30
2.12	Stress and Junior Academic Career Progression	32
2.13	Gender, Marital Status and Junior Academics Career Progression	35
2.14	Empirical Studies	37
2.15	Theoretical Framework	39
2.16	Expectancy Theory	40
2.16.1	Implications of the Theory on the Study	41
2.17	Theory of Work Adjustment	42
2.18	Constructing a Framework for the Study	43
2.19	Appraisal of Literature	46
2.20	Research Hypotheses	48
 CHAPTER THREE: METHODOLOGY		
3.1	Research Design	49
3.2	Population of the Study	49
3.3	Sample and Sampling Techniques	49
3.4	Research Instruments	51
3.4.1	Junior Academic's Administrative Responsibility Inventory	52
3.4.2	Junior Academic Career Progression Scale	52
3.4.3	Junior Academics' Work Attitude Scale	53
3.4.4	Junior Academics Emotional Intelligence Scale	53
3.4.5	Junior Academic Mentoring Scale	54
3.5	In – depth Interview	55
3.6	Administration of Research Instrument	56

3.7	Method of Data Analysis	57
CHAPTER FOUR: RESULTS AND DISCUSSION OF FINDINGS		58
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS		
5.1	Summary	107
5.2	Conclusion	109
5.3	Policy Implications of the Study	110
5.4	Recommendations	111
5.5	Contributions to Knowledge	112
5.6	Limitations to the Study	113
5.7	Suggestions for Further Studies	113
References		115
Appendixes		120

LIST OF TABLES

Table 2.1: Signs and Symptoms of Excessive Job and Work Place Stress among Academics	35
Table 3.1: Table of Selected Universities for the Study (Federal, State and Private)	50
Table 3.2: Schedule of IDI Sessions Conducted for the Study	55
Table 4.1 ^a : Regression Analysis of Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender on Career Progression	66
Table 4.1 ^b : Relative Effects of Independent Variables (Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender) on Career Progression	67
Table 4.1 ^c : Correlation matrix showing the relationship between Career Progression and Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender	67
Table 4.2 ^a : The Joint Effect of Administrative Responsibilities on (Emotional Stability, No of Publication, Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence)	71
Table 4.2 ^b : The relative effect of Administrative independent variables (Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability) on Administrative Responsibilities	72
Table 4.2 ^c : Correlation matrix showing the relationship between Administrative Responsibilities, Readiness for Promotion, No of Publications, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability	72
Table 4.3 ^a : The joint effect of work attitude on Emotional Stability, No of Publications, Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence	77

Table 4.3 ^b : The relative effect of work attitude on Readiness for Promotion, No of Publications, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability	78
Table 4.3 ^c : Correlation matrix showing the relationship between Work Attitude, Readiness for Promotion, No of Publications, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability	78
Table 4.4 ^a : Joint effect of Emotional Intelligence on, No of Publications, Class Attendance, Teaching Ability, Readiness for Promotion, Self Confidence and Emotional Stability.	82
Table 4.4 ^b : Relative effect of Emotional Intelligence on Readiness for Promotion, No of Publications, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability	82
Table 4.4 ^c : Correlation matrix showing the relationship between Emotional Intelligence, Readiness for Promotion, No of Publications, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability	83
Table 4.5 ^a : The joint effect of Mentoring on Emotional Stability, No of Publication, Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence	87
Table 4.5 ^b : The relative effect of Mentoring on Readiness for Promotion, No of Publications, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability	88
Table 4.5 ^c : Correlation matrix showing the relationship between Mentoring, Readiness for Promotion, No of Publications, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability	88

Table 4.6: Correlation matrix showing the relationship between General Performance and Administrative Responsibilities, Work Attitude, Emotional Intelligence, and Mentoring of Junior Academic Staff	93
Table 4.7: Correlation matrix showing the relationship between Stress and Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender	94
Table 4.8 ^a : T-test statistics showing the significant effect in the Career Progression of Young and Old respondents	97
Table 4.8 ^b : T-test statistics showing the significant effect in the Work Attitude of Young and Old academic staff	99
Table 4.8 ^c : T-test statistics showing the significant effect in the Emotional Intelligence of Young and Old academic staff	101
Table 4.8 ^d : T-test statistics showing the significant effect in the Mentoring of Young and Old respondents	102
Table 4.8 ^e : T-test statistics showing the significant effect in the Gender of Young and Old academic staff	103

LIST OF FIGURES

Figure 1: Distribution of the Respondents by Age	58
Figure 2: Distribution of the Respondents by Gender	59
Figure 3: Distribution of the Respondents by Marital Status	60
Figure 4: Distribution of the Respondents by Religion	61
Figure 5: Distribution of the Respondents by University	62
Figure 6: Distribution of the Respondents by Academic Position	63
Figure 7: Distribution of the Respondents by Educational Qualification	64
Figure 8: Distribution of the Respondents by Number of Years on Ph.D Programme	65

UNIVERSITY OF IBADAN

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The ability of an individual or group of people to learn new skills, put into practice those skills learnt, take up daily challenges and responsibilities with good potentials to improve personal and management skills and ability put them in vintage position to grow in a chosen career (Barnett, 2005). Also the upward movement and advancement of an individual made in an organisation and the opportunity to advance through respective title ranks in a profession constitute career growth in any given organisation. Thus, junior academic staff are expected to move and grow through the ladder of their profession to have a sense of fulfilment in their chosen career.

In line with the above, the Universities can only attain a reputable research excellence in the course of performing their three core functions of teaching, researching and community service, when they can boast of highly qualified, experienced, performing and undistracted academics (Aniedi & Effiom, 2011). For instance, Vardi, (2008) opines that the University academic staffs with good sense of fulfilment are expected to devote their primary professional allegiance to the University and to the mission of teaching, researching and community service. This must be done in such a way that their private engagements do not in any way interfere with their professional allegiance; an ability to combine town and gown together successfully.

Notably, academic employees of the University are expected to perform their duties and responsibilities with an undistracted allegiance in conformity with the policies and procedures and accordingly have an obligation to become familiar with those that affect or have implications on their areas of responsibilities. Each academic staff is, therefore, expected to seek information and clarification on policies or other University directives found to be unclear, outdated or at odds with University objectives. Academic staff are also

expected to be governed by ethical codes and standards of their profession or disciplines that will ensure an optimal performance in the discharge of their duties and responsibilities (Davis, 2009)

Succintly, the University teaching profession involves several tasks to be carried out simultaneously with their primary roles, which includes teaching, researching, and community service which are expected to be done opitimally depending on the abilities and characteristics of each academic staff. Therefore, the individual academic staff abilities and characteristics are of great importance in determining how to manage and attain better academic career growth. Interestingly, the University system attach greater importance to culture of researching and publications; this is because the twin task of researching and publication of such findings majorly determine the development and career growth of each academic staff as well as their relevance in the system (Opayemi, 2011). Boice and Jones (1984) opined that publications weigh heavily in decisions about hiring, promotion and tenure of academic staff and these tell more on their responsibilities and workload.

Regardless of the existence of ethical and procedural work codes, and standards guiding everyday responsibilities of the academic staff, there are evidences to show that, there have been increasing demands on academic workload and responsibilities (Cataldi, Bradburn, Fahimi, & Zimder, 2005). Hazelkorn (2003) opined that as higher educational institutions respond to this new competitive environment, the academy is also coming under pressure. The content of academic work, the role of faculty and the balance between teaching, researching and community service are arguably being restructured and redefined. For academics within traditional Universities, pressures for accountability and social relevance have challenged what many valued as their autonomy.

University lecturers, particularly the junior academics (from assistant lecturer to lectuer grade 1) are currently facing many challenges, which may as well affect their levels of

job performance (Kniveton, 1991) these challenges include, completion of Ph. D programme, excess academic work load and other administrative responsibilities outside teaching assigned to these set of academic staff. This coupled with the organisational climate characterised with poor communication network within departments and faculties, lack of modern physical and material resources (Fajana, 2002) among others, make most Nigerian academic staff to be largely dissatisfied with their jobs (Adenike, 2011). This situation more often than not have resulted in many academics working longer hours which make them to be expressing dissatisfaction with their working lives (Vardi, 2008), and besides hindered their sense of fulfilment by curtailing their career growth.

In essence, this show that there are some personal and work-related factors that can contribute positively or negatively to the proper growth of employees in any work situation and these variables are essential to the upward movement or otherwise of employees in any work situation and academic staff in Nigerian University system are not exclusive. Personal factors are therefore, characteristics of a person such as age, sex, socio-cultural identity and organic system, these are those distinguishing characteristics that are behaviour which can be divided into sub-categories of biological (age and body mass) and socio - cultural (ethnicity and education). According to the Health Promotion Model, personal factors are categorized as either biological or socio-cultural (Pender, Murdaugh, & Parsons, 2002) personal factors such as age, sex and marital status can affect career growth of junior academic staff in Nigerian Universities.

Literature have shown that the increasing workload and administrative responsibilities are affecting many academics in various parts of the world with the average workload for full-time academic staff being variously reported between 49 and 55 per cent per week (Mcinnis, 2000; Cataldi, Bradburn, Fahimi, & Zimder, 2005; Forgasz & Leder, 2006). This increasing workload has therefore been reported to be a major factor leading to stress among

the academics (Boyd & Wylie, 1994). Coupled with the poor social recognition of the efforts put in by academic staff in the developing countries like Nigeria, the situation was found to be demotivating and thus impacting negatively on work performance within the University system (Winter & Sarros, 2002). As important as academic staff are to the development of a nation, studies (Shirom, 1989; Wright & Cropanzano, 1998; Azeem, 2010) have shown that stress is a major factor hindering the efficiency and effectiveness of their job involvement and personal lives, particularly among the junior academic staff. Cupth and Chaadwain (2011) submitted that over the years, stress associated with the workplace have become a common and increasing phenomenon that is seriously affecting employees' mental health and well-being.

Though, some elements of stress are essential in a normal workplace situations but excessive stress can surely interfere with job performance and reduce employees' physical and emotional health (Vokic & Bojdanic, 2007; Kester, Oni, & Ogidan, 2010). Stress among junior academics produce series of undesirable, expensive, and debilitating consequences. The physical and psychosocial demands of the junior academics' schedule often make them more vulnerable to high levels of stress. These stressors lead to physical and psychosocial symptoms, burnout, absenteeism, high turnover (Kazmi, Anijad & Khan, 2005), job dissatisfaction, lower motivation, alcohol intake, less organisational commitment (Kester, Oni, & Ogidan, 2010), increased smoking and lowered overall quality of work-life (Vokic & Dogdamic, 2007).

It is evident that these junior academic staffs are saddled with most, if not all the administrative responsibilities in their various departments. These administrative responsibilities and assignments outside teaching and researching include among others, the computation of students' result, and registration of students' courses as course advisers and in other cases they may be staff advisers for the students' association bodies. They as well serve

as committee members or secretary to committees, programme coordinators and examination officers in their different departments, and can as well be involved in student's admission processes among other responsibilities.

These assignments outside academic activities that are administrative in nature according to literature are to serve as training ground for these categories of academic staff; hence, it is seen as a career development training that can be equated with the term "management in trainee" in the private sector. The purpose of which is to take these sets of junior academic staff through the routine of daily University's academic and administrative activities in the system. This is because it is assumed that they are not only employed for academic activities alone, they are equally expected to perform other administrative responsibilities assigned to them and duties as they rise and grow through the ladder of the University career.

Most often, this is done under the guise of the mentoring system which have been an act that has been long in existence within the university system (Okurame, 2006) A mentor-mentee relationship is a deliberate pairing of a more skilled and experienced senior academic with a junior and lesser skilled academic with an assumed agreed goal of having the lesser skilled academic grow and develop specific competencies under the supervision of the mentor (Murray & Owen, 1991). In essence the mentoring relationship is therefore characterised by an experienced faculty member (mentor) taking an active role in the personal development and growth of the academic career of a less experienced faculty member (mentee) by offering guidance, support and advise. A mentor's guidance is rendered with an inside knowledge of the norms, values and procedures of the institution and from a depth of professional experience.

Generally, mentoring system is expected to play an important role in the personal career development and growth within the University system by helping the junior academic

staff to provide both professional guidance and psychosocial support for upcoming academics (Baugh & Scandura, 1999; Raggins & Cotton, 1999; Van-Emmerik, 2004). This is because mentors use their wealth of experience and knowledge to further their protégés career growth and psychosocial development through behaviours, including teaching, sponsoring, encouraging, counseling and role modeling (Bey, 1995).

Obviously, contrary to the expectation, the over burden of administrative responsibilities on junior academics staff covertly or overtly seem stressful and time consuming especially in the short run for junior academic staff particularly those that are pursuing postgraduate programmes, but in the long run put them at vitage position to take up other higher University administrative responsibilities. These additional responsibilities coupled with their normal and regular academic duties serves as enormous challenges for the junior academic staff as these set of staff would normally wish to complete their programmes on time to meet the minimum entry point requirement standard of possessing a Ph.D degree set by National University Commission (NUC). Thus, their abilities to cope in combining their regular teaching schedules, with the excess administrative work-load along with the rigour of a Ph. D programme become highly challenging for the junior academic staff. At the same time the syndrome of publish or perish is taking its turn on them.

Surely, stress arising from all these will have simultaneous damaging effects on the junior academic staff (personal) mental and physical health causing exhaustion, physical pain, depression, sleep disturbance and even death (Ganster & Schaubroeck, 1991; Brock & Grady, 2002; Lefevre, Matheny & Kort, 2003; Faragher, 2004). Such stress also have a resultant negative effect on the general organisational or institution work-related outcomes such as performance and turnover rates (Cooper, 2002; Kondylis, 2004; Tamini, 2009) as well as on the teaching - learning processes, (Palomera, Fernandez-Berrocal & Brackett, 2008), quality of teaching and students performance (Vanderbeghe & Huberman, 1999) and

students - teacher relationship (Yoon, 2002). The literature therefore submits that administrative responsibilities arising from mentoring process have consequential impacts on the general attitude of junior academics to work and their pace of career growth within the University system. Thus, Tamini (2009) asserts that this also delay and deny the junior academics of easy and quick self-autonomy and carer growth.

There is a considerable body of research suggesting that junior academic's ability to perceive, identify and manage stress arising from their job schedules provide the basis for the kinds of social and emotional competencies that are important for success in the academic world. The ability to manage feelings and handle stress is an aspect of emotional intelligence that has been found to be important for effective work performance and success, in an academic peculiar environment like the University (Lusch & Serpkerci, 1990). Salovey and Mayer (1990) described emotional intelligence as a form of social intelligence that involves the ability of the junior academics to monitor and manage one's own and others feelings and emotions, an effective thinking and actions. Literatures have therefore shown that emotional intelligence can be used as a coping strategy to control and manage occupational stress, even within the University system.

Besides, emotional intelligence (EI) governs academic staff personal use and control of coping strategies within certain situation (Matthew & Zeidner, 2000) while Wilson, (1990) opined that positive and negative attitude towards work may also exert powerful effects on academics organizational behavior. Also, Carmeli, (2003) and Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim, (1998) found a positive relationship between emotional intelligence and work attitude. Carmeli, (2003) conclude that emotional intelligence is strongly linked to work attitude especially job performance and job satisfaction. Besides, Ahsan, Abdulah, David Yong and Syed (2009), submit that the quality of academics is measured by the performance and contribution towards the educational

system and that generally, people with high level of satisfaction and low level of job stress will definitely be satisfied and contented to work within the University system. In contrast those who felt otherwise, tends to think that personal and good relationship with the surroundings, move the individual lecturers to perform and develop within the University working environment.

Ashan et al (2009) conclude that academicians must always be in good working condition because they are accountable in providing better quality of their intellectual abilities towards the students and if burdened with work-related and work overloads, it would lead to stress which significantly will affect their job performance (Wilkes, Beale, Hall, Rees, Watts, & Denne, 1998). Osagbemi (2000) opines that when academicians experience satisfaction on the overall task performance (teaching and researching) with less administrative and work-related responsibilities, they tend to build good relationship with other categories and this enhance their job performance as well (Zainudin, Junaidah, & Nazmi, 2010).

It is therefore a trite knowledge that these excessive assigned administrative responsibilities serves as a clog in the career growth of these categories of academic staff, it could also have negative effect on time devoted for research work and publications. Consequently, the standard and quality of teaching of these categories of academic staff are equally affected because of the excess administrative responsibilities and this can ultimately affect their readiness for promotion exercises that can lead to their career growth. In essence, excessive administrative work-related and workloads coupled with low emotional intelligence and lack of good mentoring system, the junior academic staff are exposed to retarded career growth within the Nigerian University system.

Although, there have been vast literatures and research works on stress among academic staff generally but not much has been done on the junior academic staff in

particular. Besides, there is a dearth of studies on the extent to which the combination of administrative responsibilities, work attitude, emotional intelligence, gender and mentoring process could predicts the career growth of these group of young academics; hence the need for a study like this.

1.2 Statement of the Problem

Nigerian Universities are being restructured, reconfigured and redefined to contribute more effectively and efficiently to economic growth, innovation and intellectual capital of the society. Studies have shown that the trend have continued to exact stress and intense pressure on the academic staff particularly the juniors (Hazelkorn, 2002). The content of academic work, attending to students' matters, and the balancing between teaching, researching and community service serve as great stressors on the junior academics. Besides, these administrative responsibilities although crucial to the career growth of the junior academic staff are becoming more enormous and challenging to their overall career achievement in Nigeria.

Specifically, publication which is the most critical indicator of research productivity and requirement for individual promotion and self-esteem has an associated problem of burnout among these academics (Zainab, 1999). Therefore, the lecturing profession is a kind of profession that involves several tasks which must be carried out simultaneously, including teaching, researching, and community service, with a negative impact on the physiological and psychological wellbeing of the individual (Opayemi, 2011).

Thus, literatures have shown that the magnitude of work-related responsibilities and workload are too enormous, and challenging; with evidences that these junior academics have difficulties meeeting their job demands. This invariably leads to occupational strains and tension which consequently tell on their career growth and general performance. Harrison's (1978) person-environment (P-E) fit-model, and Karasek and Theorell's (1990) job- demand-

control model states that individuals who experience high job demands with low work control will have difficulties to meet job demands, this may lead to occupational strains. While Lazarus's (1994) transactional stress model explains that inability of individual's cognitive processes and emotional reactions to manage strain environments may lead to increased occupational tensions. Spector and Goh's (2001) emotion-centered model of occupational stress also posits that individuals who feel stressful when exposed with an event in particular environments may experience occupational strains. This therefore, points to the critical fact that the junior academic staff in Nigerian Universities are seriously susceptible to occupational stress arising from their high job demands. More importantly, this situation is more of a threat to their career growth and with a possible impairment on their academic career growth. The concerns arise because junior academic staff who work under this condition have limited if any, career growth opportunities, a situation very precarious and counter productive for the University system in some distant years to come.

Thus, raises the salient question of whether these junior academic staff excessive administrative and work-related responsibilities combined with good work attitude, high emotional intelligence, and effective mentoring process could really help to develop self-control in their chosen career and profession in other to build in them self-esteem for future career challenges?. Do the additional work-related responsibilities incurred through the protege system given to the junior academic staff help in the buildup of their emotional intelligence and their assertiveness skill and as well as improve their communication skills? Does it equally have an effect on their disposition to student matters, teaching quality, their readiness for promotions and their general career growth?

It was on this basis that this study, therefore, examined the extent to which personal and work-related factors predicted the career growth of junior academic staff in Nigeria University system.

1.3 Objectives of the Study

The general objective is to:- Investigate the extent to which the combination of administrative responsibilities, work attitude, emotional intelligence, gender and mentoring predicts junior academic staff career growth in Nigerian universities

The specific objectives are to:-

- i) determine the extent to which administrative responsibilities correlated with the indexes of career growth of junior academic staff;
- ii) assess the extent to which work attitude of junior academic staff relate to their career growth;
- iii) assess the extent to which emotional intelligence of junior academic staff relate to their career growth;
- iv) assess the extent to which mentoring of junior academic staff relate to their career growth;
- v) ascertain the influence of administrative responsibilities, work attitude, emotional intelligence gender and mentoring on the stress level of junior academic staff
- vi) as the influence of administrative responsibilities, work attitude, emotional intelligence gender and mentoring on the general performance of the junior academic staff in Nigerian universities; and
- vii) assess if there is a difference in the level of career growth of junior academic staff on the basis of age and gender.

1.4 Research Question:

This understated research question was raised to elicit information from the respondents on the subject matter of interest to this study:

RQ: What is the extent to which the combinations of administrative responsibilities, work attitude, emotional intelligence, gender and mentoring predicts junior academic staff career growth in Nigerian universities?

1.5 Significance of the Study

It is generally believed that Education is the bedrock of any nation to develop economically, physically, technologically and socially. This is because for any nation to grow and develop, skilled manpower is very vital to the process of national planning and implementation, not only this, education is important to the preservation of her cultural values and heritage.

This study is therefore significant and important to the nation for further development of our public institutions and to all private University administrators in a number of ways; the findings affirms the need for proper and formal mentoring of junior academic staff in Nigerian Universities, most especially in South-West for career development that can lead to career growth of these set of academic staff.

The study is also significant because it will be an eye opener for junior academic staff in Nigerian Universities to know the importance of right work attitude to both academic and administrative responsibilities that can lead their career growth in the chosen profession.

Also this research work affirms that personal attributes of these set of junior academic staff goes a long way to determine their career growth and the outcome of the study will be of good benefit and practical interest and usefulness to all stakeholders with respect to knowing the various ways by which the excessive workload of these set of junior academic staff can be reduced.

The study reveals the predisposition of junior academic staff to work, whether positive or negative and how these set of academic staff feel about work and they approach either academic or administrative activities assigned them in their various Universities for

positive career growth. The study will also help to open new areas of related research work thereby widening the scope of knowledge of future researcher in particular.

The study also reveals the importance of formal mentoring system by pairing new junior academic staff with more old and experienced senior academics who will guide, advise and counsel the new junior academic staff to career growth.

1.6 Scope of the Study

The study focused on the extent to which administrative responsibilities, work attitude, emotional intelligence, gender and mentoring predict the career growth of junior academic staff in universities in Southwest Nigeria. The study was delimited to cover twelve (12) selected universities in the Southwestern region of Nigeria. These were: four each of federal, state and privately owned Universities. These include the following federal Universities; the University of Ibadan, Ibadan, Obafemi Awolowo University, Ile Ife, University of Lagos, Akoka, Lagos, and, Federal University of Technology, Akure,. The following state Universities were selected: Ladoko Akintola University of Technology, Ogbomoso, Olabisi Onabanjo University, Ago-Iwoye, Lagos State University, Ijanikin and University of Ado Ekiti, Ado, while the following privately owned Universities were also selected; Lead City University, Ibadan, Wesley University of Technology, Ondo Ondo State, Bowen University, Iwo, Osun State, and Crawford University, Igbesa, Ogun State. In all, twelve Universities were used for the purpose of this study.

The consideration for the selection of the Universities used for the study was based on the fact that both the federal and state Universities selected were among the long established Universities by government of the Federal Republic of Nigeria and the private Universities were among the first approved private Universities in the country, most especially in Southwest, Nigeria. The long standing of all the Universities selected for the study gave a

better advantage to the study to combine all the independent variables to obtain results that can be generalised.

The categories of academic staff that were used for the study were junior academics in the cadre of graduate assistant, assistant lecturer, lecturer 11 and lecturer 1 respectively and they were from the faculties of Education, Social Sciences / Management Sciences and the Arts. The choice of these faculties was to allow for openness in faculties that cut- across all types of Universities selected for the study

1.7 Operational Definition of Terms

Administrative responsibilities:- These are responsibilities and work schedules given to junior academics to perform along with their normal core academic schedule of teaching, researching and these include amongst others; students registrations, academic advisers, students' result computation, programme coordinators, and involvement in admission exercises.

Career Growth:- This is the upward movement of junior academic staff from one grade level to another in their various academic disciplines in the University system. It is expected to be an upward progression and improvement of junior academics on their jobs.

Junior academic staff:- These are university academic staffs that are between the rank of graduate assistant lecturers to lecturer one in the selected Universities.

Emotional Intelligence:- Emotional Intelligence is “the junior academics capacity for recognizing their own feelings and those of others, for motivating themselves, and for managing emotions well in themselves and in our primary relationship. Emotional Intelligence describes abilities distinct from, but complementary to, academic Intelligence, the purely cognitive capacities measured by IQ”

Work Attitude:- Work attitude refer to the predisposition of junior academic staff to work, which could either be positive or negative. It relates to how junior academics feel about work

and how they approach such work, an intangible behaviour that these junior academics staff has and neither can their colleagues also see it; but can feel it.

Mentoring:- This is pairing of new junior academic staff with more experienced senior academics, who will serve as advisor, teacher, guide or counselor to the new junior academic staff. The mentor provides expertise to less experience individuals and helps them advance in their career. It is supporting and encouraging people to manage their own learning in order that they may maximize their potentials, develop their skills, improve their performance and become the person they want to be.

Young Junior Academies:- These are junior academic staff within graduate assistant and lecturer 1 whose age range are between twenty – six and thirty – five years

Old Junior Academies:- These categories of junior academic staff within graduate assistant to lecturer 1 and are those whose age range are between thirty- six and forty – five years.

Work-Related Factors:- The need to have respect for academic culture, academic excellence, to uphold the mission, vision and goals of the University. This is because they were not employed only to teach but must also carry out other responsibilities assigned to them by the management.

Personal Factors:- these human characteristics such as age, sex, marital status and other psycho-socials factors like culture, education and environment that can motivate an individual to grow and develop in human endeavours and make such individual achieve in the environment.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter focuses on the review of relevant literature, conceptual framework and theoretical framework on the variables under investigation. Nwankwo (1984) commenting on the purpose of theoretical framework opines that theoretical framework forms the basis on which findings resolves, while literature review places the current study in proper perspective. Therefore, the literatures reviewed in this study showcases the extent of past research works with the aim of determining what has been done in the past and what is yet to be known and tested empirically. Essentially, this helped to show the gap that this study will be filling. This covers the following sub - heading

2.1 Teaching in Tertiary Institutions (University's Academics)

In the educational context, academic institutions such as Universities are complex social activity system involving a number of interrelated variables and functions within a larger dynamic environment, (Trowler & Knight, 2000; Saiti & Prokopiadou, 2004). Universities are multipurpose organizations that undertake teaching and research but also provide public service mainly for the good of the community.

Universities are complex public or private institutions; where students face several challenges at the early stage to adapt a new ethnicity and many expectations are being made by University students to enhance their knowledge and demonstrate sophistication on their learning abilities. Moreover, students are required to be familiar with University culture and be aware of the attitudes and values, as high standard will be expected to follow the academic regulations (Brick, 2006).

Increasing workload is affecting academics in many parts of the world with the average workload for full time academics being variously reported between 49 and 55 hours per week (Cataldi, Bradburn, Fahimi, & Zimber, 2005; Forgase & Leder, 2006; McLinnis,

2000). Many factors appear to underlie this increasing workload, on one hand, there is the growth in the sector that has not been matched by resources for staffing (Burgess, 1996; Coldrake, 1999^a). On the other hand, is the shift by governments in many places toward more competitive/performance based funding and more auditing and accountability.

Within a highly competitive environment, these factors have increased the demands on academics in research, teaching and administrative responsibilities. In research, there are increasing demands to publish, links with the industry, apply for grants and improve supervision (Coldrake, 1999^b), in teaching, there are pressures to adopt new practices, such as problem based learning and new technologies. Coupled with the increasing number of students and increasing diversity, teaching and learning has transformed, and in the process workload has increased. (Anderson, Johnson, & Saha, 2002; Coldrake, 1999^{a & b}; McInnis, 2000)

This has been exacerbated by the significant increase in administrative responsibilities (Anderson, Johnson, & Saha, 2002; Houston, Meyer, & Peawai, 2006; McInnis, 1999). Increasing workload has been reported to be a major factor in stress (Boyd & Wylie, 1994) with poor recognition of the effort put in. This was found to be de-motivating and to impact negatively on work performance (Winter & Sarros, 2002), while academics are motivated by the core business of teaching and research, hindrances to pursuing academic interests significantly affect overall job satisfaction.

In an organization like the University, the climate as perceived by those who work in it determines to a large extent their level of contribution and the degree of attainment of its set goals and objectives. This opinion is predicated on the understanding that whatever is the output of an individual in an organization depends on those factors that encourage academic staff to put in his best. Studies have shown that administrative organizational climate is an important factor that influences perception and performance of staff (Hoy & Tarter, 1992).

The definition of administrative responsibilities is ambiguous in the literature but has been defined as “the perception that teachers have regarding whether they control themselves and their work environment” (Pearson & Hall, 1993: 173). What one teacher view as responsibility, another may view as isolation; what one view as a means to gain substantial skills from interference or supervision, another may view as the freedom to develop collegial relationships, and accomplish tasks that extend beyond the classroom. (Pearson & Hall,, 1993; Pearson, 1995 & 1998; Pearson & Moomaw, 2006) while some teachers thrive on administrative responsibility, others may perceive it as a means for Heads to avoid their duties (Frase & Sorenson, 1992).

Academic administration is a branch of University employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics. Separate administrative structures exist almost in all academic institutions because of the fact that fewer schools are governed by employees who are also involved in academic and scholarly work. Other studies concurred with Wilner’s notion of a new sense of teacher autonomy in that “alienation is not autonomy” (Franklin, 1988: 13) and “to be isolated in a classroom without collegial interaction or meaningful feedback is not the intended spirit of autonomy” (Frase & Sorenson, 1992: 40).

Teacher administrative responsibility or the lack thereof seems to be a critical component that motivates teachers to stay in or leave the teaching profession. The degree of responsibility perceived by new teachers is indicative of current job satisfaction and a positive reaction to teaching (Natale, 1993; Pearson & Hall, 1993)

2.2 Concept of Career Growth

Career growth is an upward movement or advancement made by employee in a particular job in an organization. It is the opportunity to advance through respective title series ranks in a profession. All academic staff are expected to rise through the ladder of their

career and this movement of the junior academic staff in their various Universities motivate them to have a sense of fulfilment in their chosen career and not only this, the regular career growth of these set of academic staff gives them self actualization. Therefore, these set of academic staff need to progress and develop regularly in their academic career to give them sense of belonging without which they may not be totally fulfilled.

2.3 Academic Staff and Career Growth

Growth and development of staff is a sufficiently complex concept to defy a simple definition. It is however generally accepted that staff growth and development is a process whereby employees of an organization enhance their knowledge and skills in directions that are advantageous to their roles in the organization. O'Leary (1997) opined that staff development activity has to be outcome and process oriented.

Professional growth/development includes; technical skill development to help academic staff to teach or research more effectively, mentoring to provide academic staff with advice and support and a sounding board for self review and appraisal, and work culture development. Professional growth comprises both formal programmes (such as courses, seminars, workshops, conferences, retreats, research and study leave) and informal development activities (such as one-to-one support, informal peer review, work assignment and inclusion in groups and networks).

Staff career growth and development are in various techniques and approaches, which include Investors in People {IIP} (2004), the European Foundation for Quality Management (EFQM) (2003) and the UK's Higher Education Academy (2004). All these, systems, techniques and strategies are strong focus on the professional development of academic staff. While teaching and research are in principle equally important in higher education (HE) with research, reflection and enquiry being essential tools in the development of educators able to interrogate the production and communication of knowledge in their discipline.

Collett and Davidson (1997) suggested that a significant component of staff development is to facilitate change on a personal, professional and institutional level. Webb (1996) highlighted the need for human understanding and recognition that the feelings, emotions, humanity and “being” of the people involved play an important part in staff development. This “being” of the people was reinforced by Thornton and McEntee (1998) who viewed staff growth as a self development guided by critical questions practised within frameworks that can lead to meeting the needs of all persons involved in the process.

Academic Staff development is an on going process education, training, learning and support activities which is concerned with helping people to grow in their various organizations. The primary purpose of academic staff development is to expand their awareness of the various tasks they must undertake to contribute to the effective education of their students and the accomplishment of organization’s objectives. Generally, the tasks will include those related to teaching and learning, research and scholarship, professional updating, administration and management. For academic staff, learning and teaching activities will be central and staff development will include an in-depth consideration of learning and teaching competencies and activities

2.4 Concept of Administrative Responsibility

Plumlee, (2007) cited in Okurame (2008) opined that administrative responsibility serve several purposes in the field of public administration depending on the person using the term and the context. In all cases, it involves the behavior of academic staff and certain expectations others have with respect to that behavior. If the behavior is reasonably close to the expectations, the academic staff is said to be responsible; and if behavior deviates from the expectations in certain ways, the academic staff is said to be irresponsible. Therefore, a person can work towards achieving greater responsibilities from others by applying certain tools for bringing behavior more closely in line with expectations. What constitute

administrative responsibility falls into four different types, while some of these overlap with one another.

Objective responsibility:- This type according to literature is the most easily defined and it is the type championed by Herman Finner who ‘sees’ responsibility as an arrangement of correction and punishment even up to dismissal both of politicians and officials” (Finner, 1941) in Ragins and Cotton, (1999).

Expectation: - The expectations from this type of responsibility come from the law and the constitutional chain of authority where “X is accountable for Y to Z” (Finner, 1941); subordinate are accountable to their (officials) superior for carrying out responsibilities the superior gave them for implementation. The expectations of objective responsibility are generally normative.

Behavior: - Behavior that upholds the “declared or clearly deducible intention” of the law constitutes responsible behavior, while behavior that runs counter...

Tools:-The tools available for keeping behavior in line with expectation include” the court and disciplinary controls within the hierarchy of the administrative departments, and ...the authority exercised over officials by responsible ministers based on sanctions exercised by the representative assembly.

Subjective or political responsibility: - The subjective responsibility is the type invoked explicitly by several writers, its definition tends to be implicit, summed up by the phrase in the preamble of the United States’ constitution...a few writers sees this responsibility fulfilled in whole by objective responsibility...the idea that state has a will immediately entangles one in all the difficulties of assuming a group personality or something akin to it” (Friendrich, 1940). “Government agencies must strive to avoid the abuse of power by considering and balancing multiple conflicting interests within the confine of law”

Expectations: - The expectations for this type of responsibility come from the citizenry, both as individuals and groups, including those who work in the public service but only in so far as they are citizens like anyone else.

Behaviour: - Behavior is responsible if it gives “proper regards for existing performance in the community, and more particularly it is prevailing majority (Friendrich, 1940) and irresponsible otherwise. This definition is subjective rather than objective because what an individual from a majority position might see as responsible could still be seen as irresponsible from an individual in a minority.

Tools: - It is believed that there are two majority types of tools for keeping behavior in line with expectations. The first are the tools available to citizens as citizens: the courts, the press, and the vote and other formal procedures (Finner, 1941; Friendrich, 1940). The second are the tools available to any politician or person in public service with the power of appointment, that of maintaining representative bureaucracy to reflect diversity in geographical origin, family status, income, sex, race and religion.

2.5 Administrative Responsibility and Junior Academic Staff Career Growth

This is the type of responsibility made most explicit by Carl Friendrich, who uses the terms functional or objective responsibility (Friendrich, 1940). In addition, Kearney & Sinha use the term professional, and see this type of responsibility as having “two dimensions: (1) the professionals dedication to ... his/her expert knowledge and skills, and (2) utilization... in accordance with certain standards and norms set forth by the profession in the context of... the fellowship of science” (Kearney, 1988) according to Khmellor, (2000). Knowledge and skills are essential in each job category and for all employees in every work place environment. Staff growth must be appropriate to employee knowledge and experience and must be delivered using a model matched to the desired outcomes. The primary purpose

of all staff growth and development is to improve the employees on the job as well as increase the organizations output and improve the student achievement.

Research shows that the teacher in the classroom has the greatest impact on student learning process. Teacher content knowledge, background and effective instructional and assessment practices are critical to student learning, job embedded models of staff growth are the most effective means of implementing and sustaining new practices in the class room (Newman & Thompson, 2003)

2.6 Concept of Emotional Intelligence

The ability to express and control emotion is important, but so is the ability to understand, interpret, and respond to the emotions of others. Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Since 1990, Peter Salovey and John , Mayer have been the leading researchers on emotional intelligence. In their influential article “Emotional Intelligence,” defined emotional intelligence as, “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (1990)

Salovey and Mayer (1990) proposed a model that identified four different factors of emotional intelligence; the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions. Perceiving Emotion is the first step in understanding emotions and to accurately perceive them, this might involve understanding nonverbal signals such as body language and facial expressions. Reasoning with Emotion is the next step which involve using emotions to promote thinking and cognitive activity. Emotions help prioritize what to pay attention and react to; respond emotionally to things that garner attention.

The most succinct definition of emotional intelligence was offered by Martinez (1997) described emotional intelligence as “an array of non-cognitive skills, capabilities and competencies that influence a person’s ability to cope with environmental demands and pressures”. Emotional intelligence consists of “the ability to perceive, appraise and express emotion accurately and adaptively, the ability to understand emotion and emotional knowledge, the ability to access and generate feelings where they facilitate cognitive activities and adaptive actions, and ability to regulate emotions in oneself and others”. This means that a person with high intelligence and understanding about emotions is capable to receive and process emotional information and use this information as a tool to face problems and different behaviors. (Palmer and Jansen, 2004) Emotional intelligence provides and shows another alternatives and ways of being and behaving differently from others who believed in traditional concept of intelligence. These ways help a person to know himself better and accordingly know the feelings and emotions of others so as to become more effective in communication and relationship, in daily life and in the workplace. (Van Jaarsvel, 2003) cited in Bahdor, G. K., Mahmoud, M., Roozbeh, H., Ali Haj, A. and Reza, G. (2011)

2.7 Emotional Intelligence and Junior Academic’s Career Growth

Emotional Intelligence (EI) describes the ability, capacity, skill or the case of the trait emotional intelligence model (EI) a self –perceived grand to identify, assesses, manage and control emotions of one’s self, of others, and of groups. The earliest roots of emotional intelligence can be traced to Darwin’s work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional definition of intelligence emphasized cognitive aspects such as memory and problem solving, however, influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects.

Experienced partners in a multinational consulting firm were assessed on the emotional intelligence competencies plus three others. Partners who scored above the median on 9 or more of the 20 competencies delivered \$1.2 million more profit from their accounts than did other partners – a 139 percent incremental of gain (Boyatzis, 1999).

Also in jobs of medium complexity (sales clerks, mechanics) a top performer is 12 times more productive than those at the bottom and 85 percent more productive than an average performer. In the most complex jobs, (insurance sales people, account managers) a top performer is 127 percent more productive than an average performer (Hunter, Schmidt & Judiesch, 1999)

According to the findings of (Spencer, & Spencer, 1993; Spencer, Mclelland & Kelner, 1997) sales agents selected on the basis of certain emotional competencies significantly outsold sales people selected using the company's old selection procedure. On an annual basis, sales people selected on the basis of emotional competencies sold more than other sales people did, for net revenue; sales people selected on the basis of emotional competencies also had (63%) less turnover during the first year than those selected in the typical way.

Thorndike, (1920) used the term social intelligence to describe the skill of understanding and managing other people. While Wechsler, (1940) described the influence of non-intellective factors on intelligence behavior but further argued that models of intelligence will not be complete until these factors are adequately defined.

Goleman, (1995) outlined four main emotional intelligence constructs:-

- Self-awareness – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
- Social awareness – the ability to sense, understand and react to others' emotions while comprehending social network.

- Self-management – involves controlling one’s emotions and impulses and adapting to changing circumstances.
- Relationship management – the ability to inspire, influence, and develop others while managing conflict

Goleman, include a set of emotional competencies within each constructs of EI emotional competencies are not innate, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. He posited that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Emotional intelligence theory is a new concept derived from Thorndike’s (1920) social intelligence concept. Social intelligence refers to the ability to understand what motivate people, how they work cooperatively with people. It also include the ability to act wisely in human relations. Emotional intelligence is understanding one’s emotions, controlling and directing it in a way that enhances one’s productivity, personal power and quality of life.

The dimentions of emotional intelligence are related to other concepts of psychological maturity, emotional awareness, emphatic listening and assertiveness. Examples of emotional competences are self-motivation, persistence, adaptability, emphaty and initiative. It has been found to determine both personal and professional success. Emotional intelligence managers are able to handle their emotions to guide their thinking and behavior (Parker, 2004). While those who lack this ability have their emotions work against them with unproductive outcomes. Due to negative interpersonal relationships, failure to build and lead a team and inability to change and adapt during a transition, careers have been destroyed even faster than lack of technical know-how.

Emotional intelligent leaders pay greater attention to interpersonal aspects of the organization as opposed to technical aspects (Sosik & Megerians, 1999), Day, (2000); also posites that in order that leaders may achieve an appreciable success, they must learn to exercise personal and corporate advancement.

2.8 Concept of Work Attitude

The behaviour at work often depend on how people feel about being there, therefore making sense of how people behave depend on the understanding of work attitudes. An attitude refers to one's opinions, beliefs, and feelings about aspects of the work environment. Attitudes are formed towards food, people, and things done, however, at work, two job attitudes have the greatest potential to influence behaviour and these are job satisfaction and organizational commitment. Job satisfaction are the feelings people have toward their job and this is seen as the most important job attitude (Marr, 2002). While organizational commitment is the emotional attachment people have toward the organization they work for. A highly committed employee is one who accepts and believes in the organization's values and is willing to put out effort to meet the organization's goal and has a strong desire to remain with the organization.

It is worth noting that work attitude are more strongly related to intentions to behave in a certain way, rather than actual behaviors, how one feels about work and appear towards work. Work attitude cannot be seen or feel but people around can feel our work attitude. Work attitude can be feel when work is carried out with pride and whether one bebief in the work or not, work attitude is a tangible aspect of employees' work. It is the action perform at work and how the task is performed (Mueller, 2006). Dissatisfied employees with the job will have the intention to leave, whether such employee leaves is a different story. Employees' leaving the job will depend on many factors, such as availability of alternative job in the

market, employability of such employee in another institution and the sacrifice such employee will make while changing job.

2.9 Work Attitude and Career Growth of Junior Academics

Attitudes are usually viewed as evaluative tendencies (favorable or unfavorable) towards a person, thing, event or process. An attitude towards a particular object is thus a bias, predisposing a person towards evaluative responses that are positive or negative, (Marr, 2002)

Employee's attitude in the workplace can be one of the most-if not the most telling aspect of how others in organization/institution see and feel about their coworkers. The first impression can be a hard thing to shake most especially a bad one that is an employee tagged as being lazy, a slacker, a whiner or otherwise can be very hard to get rid of. Peoples' perception is often a reality and once employee get an idea in their head about something, it can be difficult to get such employees think differently to change their perception, (Mueller, 2006) Employees' attitude in the workplace can sometimes define such employees more than the work they do perform and they may make coworkers see such employees as being reliable, competent, intelligent, or somebody to be relied on.

The general believe is that enthusiasm is a silent asset of any institution or organization and goodwill for employees. An employee that shows enthusiasm for work is a person who is happy doing what he does. For an employee that is enthusiastic, it does not matter how grave the responsibilities are or the workload is, they are always eager to get the task done. Enthusiast employees dedicate time and love for their work because they have strong belief that their work is very important to their success and the development of the institution. They are always anxious to work every day for the growth of their institution and their growth as well.

Patience: a patient employee handles his work well and knows how to bid time or deal with students, clients or customers as the case may be. Such employee is always an asset to the institution and few people are gifted with this value and this value towards work is an attitude to be cultivated in an employee. The institution knows how to reward patience and dedication.

Efficiency: the development and growth of any institution depend largely on the employees' attitude towards the success of such institution.

2.10 The Concept of Mentoring

Mentoring is a relationship that gives people the opportunity to share their professional and personal skills and experiences and to achieve academic career progression in the process. It is a one - to -one relationship between a more experienced and a less experienced employee and it is based on encouragement, constructive comments, openness, mutual trust, respect and the willingness to learn and share. The three variables in the concept of mentoring are the mentor, the mentee and the process of mentoring. It is a shared experience between mentor and metee and at its most effective, it is a learning partnership. It involves collaboration and the opportunity for challenge and onging reflection on practice on the part of the mentor and the person being mentored. Mentoring is also an act of leadership where leaders need to identify, develop and nuture future leaders.

A mentoring relationship might also be a peer or collegial partnership, where each involved in the relationship is simultaneously mentor and mentee. It is primarily the mentor's responsibility to ensure that the mentoring connection is kept on the professional level. The mentor and the mentee must work together to improve the mentee's performance. Mentoring is also a powerful tool to ensure that the mentee perform to the best of his abilities, have opportunities for advancement and self – improvement and can contribute to the success of the institution.

2.11 Mentoring and Junior Academic's Career Growth

This is a form of coaching in both formal and informal training and it is an important strategy element to create and improve a community of practice. The term mentor gives an image of older, wiser individual or group of individuals leading around young protégés by passing down age-old secrets to them. In fact the principals of mentoring and modeling have been around since ancient times (Murray & Owen, 1991) cited by Hull, (2002). Mentoring has also been regarded as one of the learning methods used to enhance individuals learning and development in all spheres of life (Klasen & Clutterbuck, 2002).

A mentoring relationship is characterized by an experienced faculty member (mentor) taking an active role in the development of the academic career of a less experienced junior academics or faculty member (mentee) by offering guidance, support and advice where necessary. A mentor's guidance is rendered with an inside knowledge of the norms, values and procedures of the institution and from a depth of professional experience (Hull, 2002). Thus, mentoring in higher educational institution is defined as "a process whereby an experience senior faculty member helps to develop a less junior faculty member" (Dawn & Palmer, 2009)

Mentoring is not a new concept in academic circles (Baugh & Sullivan, 2005) cited in Okurame (2008). Mentoring must also be given prominent attention in the university system to allow career growth and development of junior academic staff in the Universities. One of the ways to maintain academic standards and performance is through mentoring – a training and development relationship that enhances an individuals professional growth (Orth & Jacobs, 1971; Levinson, Darrow, Klein, Levinson, & Mckee, 1975; Kram, 1985; Roche, 1997; Jennings, 1997; McCall, Lombardo, & Morison, 1998)

A mentor relationship is a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced person, with the agreed upon goal of having the lesser

skilled person grow and develop specific competencies (Murray & Owen, 1991)The mentor advise, guide, teach, inspire, challenge, correct and as well serves as a role model to the mentee for his professional career growth (Klasen & Clutterbuck, 2002; Harvard Business Essentials, 2004; Berk, Berg, Mortimer, Moss & Yeo, 2005; Megginson, Clutterbuck, Garviery, Stokes, & Garret- Harris, 2006). Klasan and Clutterbuck, (2000) cited in Naris and Ukpere (2009) argued that for any relationship to be successful both the mentee and mentor must possess a certain set of qualities, skills and attributes. The key competencies that the mentor should possess are; communication skills, genuine belief in the mentees' potentials, self – awareness and knowledge and experience in the area of mentors. Besides, effective mentor should be someone who manages the partnership; encourages and empowers; nurtures; teaches; the mentee; offers mutual trust and respect and responses to the needs of the mentee. (Karallis & Sandelands, 2008; Clutterbuck 2009; Abraham, 2009)

Also, Wing (2009) opined that mentor should find out whether the mentee has the desire to be mentored and once this is established, the relationship will evolve smoothly and according to (Leslie, Lingard & Whyte, 2005) the purpose of mentoring in higher educational institutions should be to acquire skills that have been described as “understanding the underlying values, traditions and unwritten behavior codes of academics, effectively managing a productive career in academics and establishing and maintaining a network of professional colleagues”

Mentoring in Nigeria work settings reflects the broad activities, opined by Kram (1985) which largely focussed on counseling, protection and sponsoring the career development of an individul or mentee; mentoring relationships develop spontaneously based on proximity, hierarchical line of responsibility, ethical affiliation, administration, competence, share values and gender concerns (Okurame, 2008)

Typical career growth and development functions include challenging work assignments, visibility to management and sponsorship, exposure and protection (Fagenson, 1989) Psychological functions comprise role modelling, friendship counseling and acceptance. These functions enhance a proteges identity, work role effectiveness, career development, self confidence and address other inter-personal concerns of the relationship (Burke, 1984; Ragin & Cotton, 1999)

Furthermore, mentoring affords the transfer of skills which proteges can apply in diverse professional circumstances, promotes productive use of knowledge, clarity of goals and roles, career success, career growth, salary increases and promotion, career and job satisfaction (Levinson, Darrow, Klein, Levinson & Mckee, 1978; Kram, 1985; Scandura, 1992; Fagenson, 1994; Arye & Chay, 1994; Burke, Mckeen & Mckenna, 1994; Okurame, 2002; Okurame & Balogun, 2005)

2.12 Stress and Junior Academic Career Growth

The difficult economy in the society is making it harder than ever for many employees to cope with stress in the workplace. This is regardless of occupation, seniority at work or salary level (Wikipedia, 2011) Employees are spending more and more of their workdays feeling frazzled and out of control instead of being alert to work activities and relaxed.

Stress is a mentally or emotionally disruptive or upsetting condition occurring in response to adverse external influences which is capable of affecting physical health, usually characterized by increased heart rate, a rise in blood pressure, muscular tension, irritability and depression. When threat is perceived, the nervous system respond by releasing a flood of stress hormones, including adrenaline and cortisol, these hormones therefore rouse the body system for emergency action. The heart pump faster, blood pressure rises, muscles tighten, breath quickens and all the sense organs become sharper. All these changes increase body

strength and stamina, speed up body reaction time and enhance preparation to either fight or quit from the danger at hand. Although stress is a normal physical response to events that threatens or upset human beings, and when danger is sensed either real or imagined, the body mechanism kicks into high gear in response to the stress situation.

Beyond this, however stress stops to be helpful and can cause major damage to human health, mood, productivity, relationship and even quality of life. Stress is also a multi-dimensional concept and may be defined based on language and organizational perspectives. In language, it is originally derived from the Latin word- *Stringare* – which means to draw tight, to describe hardship or affliction (Cartwright & Cooper, 1997). This happens when individuals' physical and emotional activity do not match or cannot handle the job demands.

Some stress is a normal part of the workplace, while excessive stress can interfere with employees' productivity and reduce employees' physical and emotional health. However, the ability to manage workplace stress may not only improve employees' physical and emotional health but this can also make the difference between success and failure on the job. In an organizational set-up, occupational stress is also known as job stress/work stress. The terms are often used interchangeably in organizations but meaning the same thing (Harrison, 1978; Larson, 2004; AbulAIRub, 2004). Work stress has two major dimensions: physiological stress and psychological stress. Physiological stress is often viewed as a physiological reaction of the body (headache, chest pain, fatigue, heart palpation, sleep disturbance and muscle ache, it could also be inform of changing in eating, drinking, sleeping and smoking habits) to various stressful triggers at workplace, (Beehr, 2001; Antoniou, 2003; Mansor, 2003; Critchley, 2004). While on the other hand, psychological stress is often seen as an emotional reaction (anxiety, depression burnout, job alienation, hostility, depression, tension, anger, anxiety, nervousness, irritability and frustration) experienced by an individual as a result from the stimuli at workplace (Antoniou, Davidson, & Cooper, 2003; Millward,

2005; World Health Organization, 2005). Thus, if employees cannot control such stresses, it may negatively affect their work attitudes and behavior (satisfaction, commitment, productivity, quality and health) at the workplace (Newell, 2002; World Health Organization, 2005; Seaward, 2005; Sy, Tram & O'Hare, 2006). However, recent studies show that the ability of employees to manage their physiological and psychological stress may have a significant impact on job satisfaction; (Snelgrove, 1998; Swanson, Power & Simpson, 1998; Fairbrother & Warn, 2003).

For some years, stress associated with the work place has become a common and increasing phenomenon that is seriously affecting employees' mental health and well-being (Gupta & Chandwani, 2001). While Erkutlu and Chafra, (2006) were of the opinion that out of life situations, the workplace stand out as a potential source of stress because of the amount of time workers spent in such work places. Lu, Cooper, Kao and Zhou, (2003) acknowledged that stress is one of the most significant inevitable consequences of work life influencing both individual and organizational performance (Lee, 2002)

Also, the National Institute for Occupational Safety and Health (NIOSH) (2008) asserts that occupational stress has been a long standing concern of the health and care industry. According to (NIOSH) the factors or stressors leading to stress among workers in their various occupation depending on the tasks being performed (NIOSH,2008) include time pressure, lack of social support at work, exposure to work related violence or threats, long work hours, shift work, inadequate staffing, career development issues, dealing with death and dying, and role ambiguity and conflict. These stressors lead to physical and psychological symptoms, burnout, and absenteeism and turn-over (Kazmi, Amjad & Khan, 2008)

Table 2.1: Signs and Symptoms of Excessive Job and Workplace Stress among Academics

Feeling anxious, irritable or depressed	Muscle tension or headaches
Apathy, loss of interest in work	Stomach problems
Problems sleeping	Social withdrawal
Fatigue	Loss of sex drive
Trouble concentrating	Using alcohol or drugs to cope

Source: NIOSH, 2008

2.13 Gender, Marital Status and Junior Academics Career Growth

Marital status is a parameter indicating a person's status with respect to marriage, divorce, widowhood, and singleness. The general opinion is that wives contribute both directly and indirectly to their husbands' career. For men in some occupations, their wives contributions should lead to higher salaries and in addition, if wives who are not employed contribute more to their husbands' career than the employed wives, men with non-employed wives should enjoy greater financial benefits than men with employed wives.

While, gender norms are the expectations every society hold for masculine and feminine behavior and this serve to limit what is and are not considered to be appropriate roles and behaviors for men and women (Bem, 1993; Kimmel, 2000 Allan, 2004). These norms are learned roles and behaviors that are not generally determined by sex but become blurred and difficult to see. Valian, (1999) opined that these norms are gender schemas which are "a set of implicit, or non – conscious hypotheses about sex difference a central role in shaping men's and women's professional lives.

The questions of gender and science have come into the forefront in sociological theory, feminist research and human resource policy. Academic practices are assumed to be meritocratic and gender free but sometimes work against women's professional success. The harmful effects on most women are sometimes hidden behind a neutral or even positive façade erected on the highly publicized achievements of a few exceptional women, some of whom deny the existence of obstacles in their path (Science, 1992). Barriers against academic women have been framed into two different ways, emphasizing two stages at which obstacles might occur: a threshold "beyond which gender no longer matters" and a "glass ceiling of gender specific obstacles to advancement into top position". In the first, women encounter difficulties advancing in an academic field but the obstacles fall away once a certain status is attained; in the second, there is a particular career level women may attain at which point a blockage occurs for further advancement, for example women are blocked from attaining full professorship in science department at some leading Universities (Sonnert, 1990).

Some mechanism have been identified that militate against the growth of women in academic careers, first, extra- academic factors is the differential socialization of men and women and marriage and family. The second is the normal working of everyday features of academic such as advising pattern has the unintended consequences of excluding women. Three issues have been indicated in studies investigating gender and publication productivity which are: men publish more than women; there are differences in publication productivity between married and unmarried women; and the gap in the publication performance in the gender is narrowing. An Indonesian study reported and found out that the male academics appeared to be more productive and gender was significantly related with total raw and weighted publication score, (Waworuntu, 1986a &b). Kyvik, (1990 a &b) who sampled the assistant professors and professors found that on average men published 5.0 article equivalents in the three year period (1979-1981) while women published 3.5 (30%) fewer

articles. Likewise, a number of studies indicated that married women are likely to be more productive than unmarried women. Simon, Clark, and Galway (1967) reported that married women with Ph D., holding full-time positions published more on average than either single women or men. While, Cole and Zuckerman (1987) study shows that married female researchers with children published more per year more than the unmarried female researchers. However, Hamovick and Morenstein (1977) found that married American academics with children are not significantly more productive than those unmarried. While several reasons have been given to explain why women appear to be less productive than their male colleagues. Guyer and Fidell (1973) proposed that male academics engaged in theoretical research rather than applied research, which needed considerably more time to publish. Reskin, (1978a; &b) indicated that women responded differently to the citation received. Garland and Rike, 1987) opined that women are less interested in research.

Also, studies on women in leadership suggest that women find themselves torn between enormous demand of administration and societal expectations for women in terms of family responsibilities (Johnson, 1997; Valian, 1999; Grogan, 1999; Tallerico, 2000; Young & McLead, 2001; Hoff, Menard & Tuell, 2006).

2.14 Empirical Studies

Most of the research carried out in European and North American Countries indicated high levels of burnout and stress among school teachers (Means & Cain, 2003), while in African countries, research studies have also shown that teachers experience high level of stress and burnout (Olaitan, 2009). Research works have also shown that stress has negative effect and consequences on teaching – learning processes (Palomera, Fernandez-Berrocal & Brackett, 2008), quality of teaching and students' performance and (Vanderberghe & Huberman, 1999) student – teacher relationship (Yoon, 2002).

In a study carried out with secondary school teachers in England, it observed that the teacher's Emotional Intelligence (EI) predicts level of burnout and stress (Bracket, Palomera & Mojsa, Reyes & Salovey, 2010). Furthermore, Chan, (2006) found in his study on emotional intelligence and components of stress among Chinese secondary school teachers in Hong Kong that there was a significant relationship between EI and stress . Nikolaeus and Tsausis (2002) found a negative correlation between emotional intelligence and occupational stress, a similar concept to burnout. Gertis, Derkesen, Verbruggen and Katzko (2005) found a significant relationship between emotional intelligence and stress or burnout with greatest symptoms of burnout seen in female nurses who had low emotional intelligence. While Akbag and Berberyan, (2011) found a significant relationship between emotional intelligence and teachers job burnout. Platsidou, (2009) found a significant correlation between EI and stress among teachers.

Emotional intelligence has also been related to several factors such as life satisfaction, psychological well-being, occupational success, and job performance, (Salovey & Mayer, 1990; Bar-On, 1997 & 2005; Adeyemi & Adeleye, 2008) EI has also been found to be related to students' academic achievement, behaviors and attitudes; (Wong, Wong & Chau, 2001; Salami, 2004; Tagliavia, Tipton, Giannetti & Mattei, 2006; Salami & Oguntokun, 2009)

Salovey and Mayer (1990) found out that emotional intelligence involves abilities that are categorized into five domains, self-awareness, managing emotions, motivating one, empathy and handling relationships which have implications for students' performance in tertiary institutions. Nikolaous and Tsausis (2002) found a negative correlation between emotional intelligence and occupational stress, a similar concept to burnout. Gertis, Derkersen, Verbruggen and Katzko (2005) found a significant relationship between burnout and EI with greatest symptoms of burnout seen in female nurses who had low EI scores.

Vokic and Bogdanic (2007) opined that the main components of the work-stress process are potential sources of stress (stressors), factors of individual difference (moderators/mediators) and consequences of stress (strain). Suffice to say that stressors are objective events, stress is the subjective experience of the events, and strain is the poor response to the stress (Erkutlu & Chafra, 2006; Vokic & Bogdanic, 2007; Edimansyah, 2008; Gupta & Chandwani, 2011).

Also, there have been several attempts by researchers to classify the stressors into broad groups (Lu, 2003; Antoniou, Polychioni & Vlachakis, 2006). They argued that when the complexity and turbulence of contemporary economic environment and organizational life are taken into consideration, the causes of workplace stress can only be grouped into two: job-related stressors and individual- related stressors (Vokic & Bogdanic, 2007).

2.15 Theoretical Framework

Modern day research in the behavioural social science and education required that theoretical and rational foundation be provided for overall conceptualisation of critical phenomena in the society for proper clarification. This need is not however new in research procedure, what is new is the strain towards formulating pragmatic and realistic theories and models. Moronkola (2006) opined that a theory is a set of formulations designated to explain and predict facts and events which can be observed.

Theories help to clarify and give structures to concepts and facts by expressing relationship in empirical research. Akinpelu (2002) argued that theorizing without the basic empirical facts supplied in practice is empty, while practice that is guided by theory is blind, since there will be no theoretical guideline or framework to channel the activity towards achieving predetermined goals or objectives. For the purpose of this study, the Expectancy theory and the theory of Work Adjustment were examined.

2.16 Expectancy Theory

Expectancy theory of motivation assumes that people (employees) will put forth greatest effort only if they expect the effort will lead to performance that in turn leads to specific reward. Thus, the theory believes that employees are motivated by what they expect will be the consequences of their effort.

According to Victor H. Vroom, four conditions must exist for motivated behavior to occur and these conditions are: -

Condition A, which refer to Expectancy, means that employees will expend effort because they believe it will lead to performance that is $E \rightarrow P$ expectancy, subjective probabilities range between 0.0 and 1.0. Employees have higher $E \rightarrow P$ expectancies when they are equipped with necessary skills, training and self-confidence.

Condition B which is based on the assumption that employees are more willing to expend effort if they think that good performance will lead to a reward, this is refer to as $P \rightarrow O$ Instrumentality. It also ranges between 0.0 and 1.0 (instrumentality refer to the idea that the behavior is instrumental in achieving an important end). To strengthen the idea of instrumentality ($P \rightarrow O$) the employees must be given constant reassurance that the reward will be forth coming.

Condition C which is refer to as Valence, means the value an employee attach to certain outcome, therefore, the greater the valence, the greater the effort. Valence can either be positive or negative and it ranges from -1 to +1. A positive valence indicates a preference for a particular reward, while a negative valence indicate low or no preference for that particular thing.

Condition D, this is an indication that the need satisfaction stemming from each of the outcomes must be intense enough to make the effort worthwhile.

2.16.1 Implications of the Theory on the study

This theory has several and important implications on the effective management of junior academic staff employees in the Universities.

1. The issue of individual differences must be taken into account among junior academic staff, this is because of the fact that different junior academic staff attach different valence to different rewards. Therefore, superior officers must try to match rewards with individual preferences.
2. Rewards should be closely tied to those actions organizations or institutions see as worthwhile.
3. It is also assumed that junior academic staff must be given appropriate training and encouragement. This is because investment in junior academic staff training will strengthen their subjective hunches that effort will lead to good performance.
4. There must also be the presentation of credible evidence to junior academic staff that good performance leads to anticipated rewards.

The theory of Work adjustment (TWA) by Dawis and Lofquist (1991) as a way of conceptualizing junior academic staff career growth of academic staff to stay on their job in Nigeria is adopted. According to TWA, individuals strive to achieve optimal balance between their personality characteristics and the work environment characteristics. That is, individuals seek to match their personality (abilities and needs) with the ability requirements and reinforcers of the work environment and at times the theory is called Person- Environment Correspondence Theory which conceptualizes the interaction between individuals and their work environments.

2.17 Theory of Work Adjustment

According to the theory of work adjustment (TWA), work environment require certain tasks to be performed while an employee must bring skills to perform those tasks. In exchange for this, the individual requires compensation for work performance and certain preferred conditions such as a safe and comfortable workplace. The work environment and the individual must continue to meet each other's requirement for the interaction to be maintained.

Through the process of interaction, individuals gain more experience for development that can lead to career growth in their work places. The combination of satisfaction and satisfactoriness lead to what is called 'interaction' correspondence (Dawis & Lofquist, 1991). This is because growth and career development are relevant to both the workers (academic staff) personality and to the requirements and rein forcers of their professions, TWA can illuminate some of the work related obstacles and challenges faced by academics in Nigerian Universities and how these have contributed negatively to their career growth.

The Theory of Work Adjustment postulate that employees (academic staff) are satisfied with works that meet their needs leading to better performance, development and career growth (Roessler, 2002). Academic staffs depend on the University work environment to rein force their needs while the University depend on individual academic staff to meet the demands and requirements of the job. The greater the correspondence between the academic staff and the University work, the greater the job satisfaction, work performance, development and career growth. Lack of correspondence between the academic staff and the University work environment may lead to retardation in their development and academic career growth.

According to TWA, humans strive for correspondence between their work personalities and work environment (Dawis & Lofquist, 1991) Work personality is made of structures (the employees' abilities and values) and style (the employees' way of integrating abilities and values into the work place environment). Therefore, correspondence between the work personality and the work environment is achieved by mutual satisfaction of the individuals' requirements of the individual.

In adopting this theory (TWA) however, the short comings will not be overlooked, the theory is extensive and complex but does not clarify the predictive (expectable) on- the- job challenges that a staff must meet over time in order to advance in a position nor is there anything mentioned about how a staff can learn to cope more effectively with unpredictable day-to-day problems on the job.

2.18 Constructing a Framework for the Study

From the two theories used in this study, that is the expectancy theory and the work adjustment theory, the framework below is designed and developed to enhance the understanding of the inter-relationship among the study's variables.

The diagram below depicts how the variables under study are conceptualized, the dependent variable in this study is junior academic staff career growth while the independent variables are administrative responsibilities, work attitude, emotional intelligence, gender and mentoring are believed to be inter-related as shown in the adapted framework below.

In the conceptual framework depicted below, the independent variables were hypothesized to predict academic staff career growth in South-west Universities in Nigeria. The framework postulates that administrative responsibilities, work attitude, emotional intelligence, gender and mentoring predict junior academic staff growth and development in their career. Furthermore, looking at administrative responsibilities of these junior academic

staff alongside their career growth, the variables under this are students result computation, student staff advisers, committee secretary, departmental examination officer and level advisers or programme co-coordinator. The implication of all these is that the junior academic staffs are being saddled with excessive responsibilities and workload and this constitute negative influence on their career growth.

The excessive workload of these categories of academic staff may not allow them to be readily prepare for promotion as at when due and this is because these categories of academic staff may not have enough time for journal publications, conference/seminar participation to enhance their readiness for promotion that can lead to their career growth. The administrative workload may equally affect the quality of teaching of these categories of academic staff. Mayer (2006) discovered in his study that the young academic staff members' reasons for leaving were as a result of excessive administrative workload, their lack of input in decision making; insufficient autonomy and poor remuneration among other reasons.

Mergginson, Clutterbuck, Garvey, Stokes, and Garret-Harris (2006) opined that mentoring can be encouraged and employed to develop more academic staff to take up additional roles thus reducing the workload. The junior academic staff work attitude in the work place would be the most telling aspect of how others in the University see and feel about them most especially the senior academics. This will also go a long way to determine how reliable and intelligent they are and the competency and hard work in their work environment determine how prepared and ready these sets of academic staff towards their development and career growth.

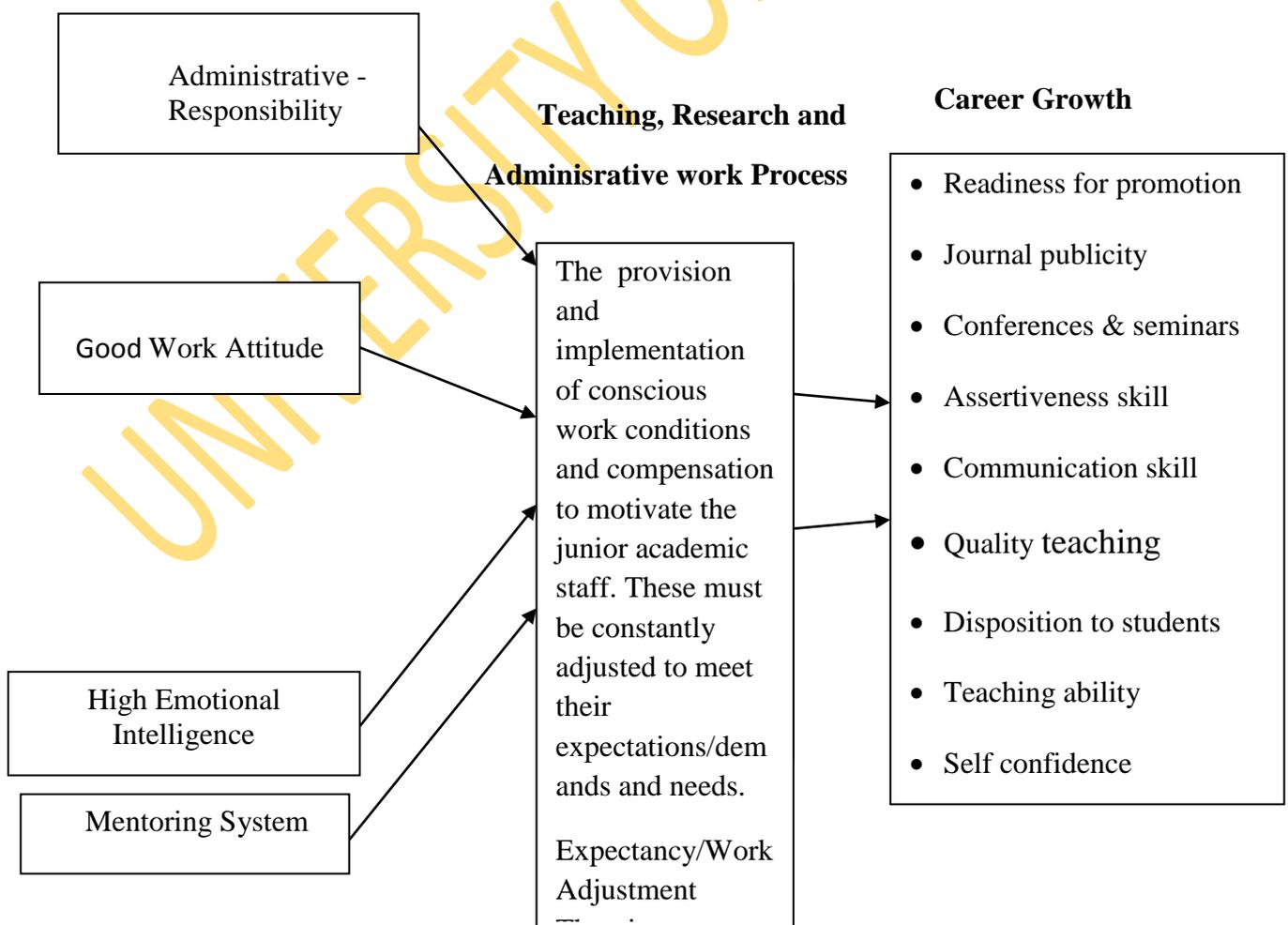
Furthermore, the excessive administrative responsibilities of these categories of academic staff can lead to emotional imbalance due to stress and work burnout experience by these set of academic staff in the workplace and if the stressors are not properly addressed and taken care of this can lead to exhaustion which will ultimately affect career growth of

these categories of academic staff. On the issue of gender, research shows that female academic staffs are being left out in the area of journal publication, conference and seminar attendance while the female academics believed that they are marginalized and are usually discriminated against and seen as being inferior to their male counterparts

While mentoring on the other hand, have been seen as the best approach to guide these set of academic staff towards their career growth. The idea of mentorship is to support, encourage, inspire and teach the junior academic staff by the senior and more experience academic staff to help them achieve their dream in the area of their chosen academic career. Therefore, all the independent variables to a large extent have impact on the development and career growth of junior academic staff in Nigeria University.

Independent Variable

Dependent Variable



2.19 Appraisal of Literature

The literatures reviewed has among other things revealed the following; there has been increasing demands on junior academic staff workload and responsibilities resulting in long hours of work, stress and burnout, thereby causing dissatisfaction among the academics. As important as academic staffs are to the development and growth of any nation, studies have shown that stress is a major factor hindering junior academic staff effectiveness, efficiency and their job involvement. It has also been established in literature that over the years, stress associated with the workplace has become a common and increasing phenomenon that is seriously affecting employees' health and well-being including junior academic staff. Literatures have also revealed that excessive stress at workplace can interfere with junior academic staff job performance, and can as well reduce their physical and emotional health. Studies also revealed that stress have damaging effects on academic staff mental and physical health, including exhaustion, physical pain, depression, sleep disturbance and even death.

Increasing workload is affecting academics in many parts of the world with the average workload for full time academics reported between 49 and 55 hours per week. Academics will achieve success and built self-confidence if the workload is drastically reduced by bringing in new academics that can best do the job. The competitive environment for the academics demand high increase in academics research work, teaching and administrative responsibilities. In teaching, there is need to improve quality because of new innovations and technological changes coupled with the increasing number of student's enrolment in both public and private Universities. The increasing workload and administrative responsibilities has been found to be de-motivating and also to impact negativity on the junior academics work performance.

The university climate as perceived by those working in it determines to a large extent the levels of their contributions and the degree of attainment of University vision, mission, goals and objectives. This is predicated upon the understanding that whatever is the output of an individual academic staff depends on those factors that encourage such academic to put in his best. Thus, institutional climate is an important factor that influences perception and staff performance of such categories of academic staff.

Academics attitude in the workplace is assumed to be one of the most if not the most revealing aspect of how others in the University see and feel about the academics. The early impression can be a hard one to shake most especially if it is a bad one, that is if an academic is tagged as lazy, a slacker or can be very hard to get at.

Academic staff attitude in the university or workplace can sometimes define such academics more than the work they are engaged in or performed particularly if such academics are tagged as being reliable, competent or somebody to be relied on. An attitude is therefore viewed as evaluative tendencies towards academics may be biased, predisposing such academics towards responses that can either be positive or negative.

Emotional intelligence is not innate from the literature reviewed but is rather learned capabilities that must work on and can also be developed to achieve outstanding performance. Study also revealed that individuals are born with general emotional intelligence that determines their potentials for learning emotional competencies.

Also, literature reviewed revealed that mentoring is a deliberate pairing of a more skilled and experienced academic staff with a junior and less skilled academics with the understanding that the lesser skilled academic will grow and develop specific competencies under the tutelage of senior academics.

It was also revealed that mentoring played an important role in career growth by helping to provide both professional guidance and psychological support to these junior academic staff in their various Universities.

2.20 Research Hypotheses

The following null hypotheses were raised and tested at 0.05 level of significance to determine the extent to which each of the independent variables predicted the junior academic staff career growth in all the universities selected for the study:

- Ho₁: There is no significant relationship between administrative responsibilities and career growth of junior academic staff
- Ho₂: There is no significant relationship between work attitude and career growth of junior academic staff
- Ho₃: There is no significant relationship between Emotional intelligence and career growth of junior academic staff
- Ho₄: There is no significant relationship between mentoring and career growth of junior academic staff
- Ho₅: There is no significant difference of administrative responsibilities, work attitude, emotional intelligence, gender and mentoring on the stress level of junior academic staff
- Ho₆: There is no significant influence of administrative responsibilities, work attitude, emotional intelligence, gender and mentoring on the general performance of junior academic staff
- Ho₇: There is no significant difference in the level of career growth of junior academic staff on the basis of age and gender

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The descriptive research design of *ex- post facto* type was adopted for the study. This was used to describe, examine, interpret and analyze all the variables in the study. It also helped in answering questions and described the situations relating to the problems under study, thus allowing inferences to be drawn from the results obtained from the field.

3.2 Population of the Study

The population of the study consisted of all junior academic staff whose faculty positions were between graduate assistant and lecturer 1 in all the twelve Universities based on the faculty types and departments selected for the study. The population of the junior academic staff consisted of both male and female junior academic staff of all the twelve Universities purposively selected for the study with the male junior academic staff taken a larger percentage of 57% of the total population while their female counterparts took 43%. These junior academic staff have been in the University system for more than five years and this qualified them to be selected for the study. The population was estimated to be about three thousand four hundred and three (3,403) in all the twelve Universities selected for the study.

3.3 Sample and Sampling Techniques

The purposive and proportionate stratified random sampling techniques with equal allocation method were adopted for the study. This afforded the researcher to purposively select the sample size for the study from the total population of three thousand, four hundred and three (3403) population size in all the twelve Universities selected for the study from South-west Nigeria. The samples were purposively chosen because of the peculiarities (faculties and departments) of the Universities used for the study. While equal allocation method was used to select the Universities in the region. The first generation Universities were picked because of their population strength and their long existence in the country. This

was followed by the state universities with lesser staff population and then the private universities which are just gaining ground in the country and all the four private Universities selected for the study have been in existence of five years.

Table 3.0: Population of Junior Academic Staff

S/N	Universities	Pop. of Junior Academic staff	Sample of Universities	States
1	Federal	1954	4	Lagos, Osun, Ondo and Oyo
2	State	1181	4	Ekiti, Lagos, Ogun and Osun
3	Private	268	4	Ogun, Oyo, Ondo and Osun
Total		3403	12	

Source: Field Survey 2013

The Table above showed the estimated population of junior academic staff in all the twelve Universities (Federal, State and Private) used for the study. The table revealed that the Federal Universities had the highest number of junior academic staff, followed by the State Universities, while the Private Universities had the lowest number of junior academic staff. This can be as a result of the fact that these Universities are privately driven and due to the fact that the number of students intake are completely small when compared with the government (Federal and State) established Universities.

Therefore, the specific sample size purposively selected with equal allocation method and randomly selected respondents for the study based on certain percentages, forty five percent (45.0%) was used to select the respondents from the Federal Universities while forty (40.0%) was used to select the respondents from the four State Universities and eighty eight percent (88.0%) was used to select respondents from the Privately owned Universities and

the high percentage was used because of the lower number of academic staff in all the Private Universities compared with the government established Universities to have a good representation of the academic staff from the Universities and apart from this there is job security and stability in the public University and here staff are usually ready to divulge information when necessary compared with Privately established University, therefore the total number of respondents was 1583 from all the twelve Universities selected in Southwest region for the study. See the table below for the population distribution and sample size of each of the Universities (federal, states and private) selected from Ekiti, Lagos, Ondo, Osun and Oyo States for the study.

Table 3.1: Table of Selected Universities for the Study (Federal, State and Private)

Categories	No	Name of University	Population	Sample Size
Federal	4	University of Ibadan, Ibadan, Oyo State	425	191 (45.0%)
		Obafemi Awolowo University, Ile Ife, Osun State	597	269 (45.0%)
		University of Lagos, Lagos, Lagos State	657	295 (45.0%)
		Federal university of Technology, Akure, Ondo State	275	124 (45.0%)
State	4	Olabisi - Onabanjo University, Ago-Iwoye, Ogun State	286	114 (40.0%)
		Lagos state University, Ijanikin, Lagos State	393	157 (40.0%)
		Lagoke Akintola University of Technology, Ogbomoso, Oyo State	246	98 (40.0%)
		University of Ado-Ekiti, Ado, Ekiti State	256	102 (40.0%)
Private	4	Crawford University, Igbesa, Ogun State	54	48 (88.0%)
		Lead City University, Ibadan Oyo State	62	55 (88.0%)
		We sley University of Technology, Ondo, Ondo	107	90 (88.0%)
		Bowen University, Iwo, Osun State	45	40 (88,0%)
Total	12		3403	1583

Source: Field Survey 2013

3.4 Research Instruments

The major instruments used for the study were five sets of structured questionnaires adapted and constructed by experts in the areas of interest of the research to cover the major variables inherent in the study. These were Junior Academics' Administrative Responsibility Inventory, Junior Academic Career Growth Scale, Junior Academics' Work Attitude Scale, Junior Academic Mentoring Scale and Junior Academics Emotional Intelligence Scale. These were complemented with forty - eight (48) sessions of qualitative method of the In-Depth Interview (IDI) with four randomly selected junior academic staff across the 12 selected Universities.

3.4.1 Junior Academic's Administrative Responsibility Inventory

This Junior Academic Administrative Responsibility Inventory was developed by experts in the field of administration and restructured by the supervisor to measure the strength of relationship between administrative responsibilities and career growth of junior academic staff in Nigeria Universities. It contained thirty – one (31) questionnaire items on a Likert's standard scale instrument of Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD). It was to elicit information from the respondents on how they were coping with the administrative responsibilities and at the same time whether these responsibilities had positive or negative effects on their career growth and development in their various Universities.

The validity of this instrument was done to make sure the instrument measured what it was expected to measure without any ambiguity. The criticism of the management experts was the basis for the construction of the instrument. While the reliability co-efficient of the instrument was done ($r = 0.81$) by giving the scale to fifteen (15) junior academic staff of Osun State University to make sure that if the instrument is subjected to test again, it will produce and give the same result.

3.4.2 Junior Academic Career Growth Scale

The Academic Career Growth Scale was used for objective one (1) which was a scale developed by administrative experts designed to measure the extent of relationship between junior academic staff administrative responsibilities and their career growth, while junior academic career growth inventory scale was used for objectives two, three, four and five raised for the research work. It contained twenty (20) questionnaire items on Likert's standard scale instrument of Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD) This was developed to elicit information from the respondents on how they were coping with the administrative responsibilities alongside their academic career growth in their various Universities. The validity of the instrument was done to remove all ambiguity in text and content construction and the reliability (co-efficient; $r = 0.78$) of the instrument was done in Osun State University to make sure that the instrument will produce the same result and measure what it was expected to measure anytime it is taken to the field for research purposes.

3.4.3 Junior Academics' Work Attitude Scale

The Junior Academics' Work Attitude Scale was adapted to measure the strength of relationship between junior academic staff work attitude and their career growth in Nigeria Universities. this was used for objective two (2) and eleven (11) questions were generated for the questionnaire items which was on Likette scale structure of Strongly Agree (SA) Agree (A) Disagree (D) and Stongly Disagree (SD).

The reliability of the instrument was done by giving fifteen junior academic staff of Osun State University to make sure that if the instrument is subjected to test again it will yield and give thesame result with reliability co-efficient; of $r = 0.85$.

Items on work attitude scale contained some questions on junior academic staff work attitude and attitude generally that can lead to individual junior academic staff career growth

at work and the purpose of this was to see how these categories of academic behaves, relates and handle both administrative and academic activities that can enhance their career growth and development in their various institutions.

3.4.4 Emotional Intelligence Scale

The Junior Academics Emotional Intelligence scale was adopted from already existing emotional intelligence scale developed in the field of Psychology and Guidance-Counseling to measure the strength of relationship between emotional intelligence and career growth of junior academic staff in Nigeria Universities. The scale was used for objective four (4) and fifteen (15) questions were generated on the questionnaire items to elicit information from the junior academic staff for the purpose of the study. The Likert's standard scale of Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD) was used for the scale and the reliability of the instrument was done in Osun State University, Osun State to make sure that the instrument will give the same result if tested again. The reliability co-efficient of the emotional intelligence scale was ($r=0.82$)

The emotional intelligence scale was to ascertain how these set of academic staff can cope and withstand various work pressure from their work demands and how this will contribute whether positively or otherwise to their proper career growth and development in their various Universities.

3.4.5 Mentoring Scale

The Junior Academics Mentoring Scale was a designed scale to measure the extent to which mentoring of junior academic staff in Nigeria Universities affects their career growth. This scale was used for objective five (5) and ten (10) questions were generated for the questionnaire items used for the research work on a Likert's standard measuring scale of Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD).

This mentoring scale instrument was given to experts in the area of psychology and guidance and counseling to remove any ambiguity in text and content construction to ensure that the instrument measured what it was designed to measure while the reliability of the instrument was carried out at Osun State University to make sure that the instrument was highly reliable to measure what it was designed to measure at reliability co-efficient of $r = 0.81$.

This junior academic staff mentoring scale was designed to elicit information on mentoring activities in all the Universities selected for the study. The idea was to know whether formal mentoring of junior academic staff by the senior faculty academics were still much around the various Universities selected for the study. This mentoring activity was to prepare and build up the junior academic staff for their career growth if they are properly handled by the senior academic staff in the Universities.

In- depth Interview

The In-depth Interview (IDI) was used to supplement the five sets of questionnaire in order to ensure that some information that may not be captured by the survey technique was captured through mutual interaction of the researcher with the respondents, the junior academic staff. Also, the questionnaire alone did not serve the purpose of getting adequate information from the (respondents) junior academic staff as desired by the researcher. A total of 48 IDI sessions was conducted with four junior academic staff each from the twelve selected Universities from South-west Nigeria. The IDI sessions were conducted with the aid of discussion guide prepared by the researcher with the help of the supervisor and experts in the field of Industrial relations and personnel management and a tape recorder to store up responses apart from the jottings from the interview.

Table 3.2: Schedule of IDI Sessions Conducted for the Study

Universities	Location of IDI	No of Sessions	Date	No. of Respondents Per Session
University of Ibadan	Ibadan	4	05/10/2012	1
University of Lagos	Lagos	4	07/11/2012	1
FUTA, Akure	Akure	4	22/01/2013	1
OOU, Ile Ife	Ile Ife	4	29/01/2013	1
Olabisi Onabanjo, Ago-Iwoye	Ago-Iwoye	4	13/11/2012	1
LASU, Lagos	Lagos	4	08/11/2012	1
Ladoke Akintola, Ogbomoso	Ogbomoso	4	11/02/2013	1
University of Ado-Ekiti	Ado-ekiti	4	20/03/2013	1
Crawford University	Igbesa	4	21/11/2012	1
Wesley University of Science and Technology, Ondo	Ondo	4	23/01/2013	1
Lead-City University, Ibadan	Lagos express, Ibadan	4	11/09/2012	1
Bowen University, Iwo	Iwo, Osun State	4	12/02/2013	1

3.5 Administration of Research Instrument

The instrument was administered by the researcher with the help of research assistants and other contacts in the Universities selected for the study. The research assistants were given thorough explanation on some aspects of the questionnaire in order to minimize misrepresentation and false response from the respondents. The researcher also conducted an in-depth interview on some of the respondents to have on the spot assessment and an in-depth knowledge of the respondents' opinion on some of the issues generated in the questionnaire items.

A total of one thousand, five hundred and eighty three (1583) questionnaire was taken to the field for administration but a total number of one thousand two hundred and thirty two (1232) questionnaire were returned and out of the total number of questionnaire brought back from the field, thirty – two (32) were either badly filled or incomplete which was thirty-one

point nine in percentage (31.9%) and a total number of one thousand and two hundred (1200) questionnaire were subjected to data analyse.

3.6 Method of Data Analysis

The descriptive and inferential statistical tools were used to analyze the data collected from the field. The descriptive statistics of frequency counts and percentages was used to analyze the demographic characteristics data of the total respondents while inferential statistics of multiple regression, Pearson Product Movement Correlation and t-Test (the t-Test was used to test if there were differences among the young and old junior academic staff. The content of the IDI was also given to experts for proper analysis to remove any ambiguity from the interview items.

UNIVERSITY OF IBADAN

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the analysis and discussion of the major findings based on the data collected from the 1200 respondents used for the study. The result obtained were clearly presented and exhaustively discussed starting with the demographic characteristics of respondents in Part A. Furthermore, results of the analysis of quantitative data on the six hypotheses and one research question were presented in tabular forms, followed by detailed discussion on each in the Part B. These were complemented with information from the qualitative data collected.

PART A

This part of chapter four presented demographic characteristics of the respondents that is the respondents age, gender, marital status, religion, University, academic position, educational qualifications, and numbers of years spent on Ph.D programme, as well as number of respondents selected from each of the twelve Universities as respondents.

Demographic Characteristics of the Respondents

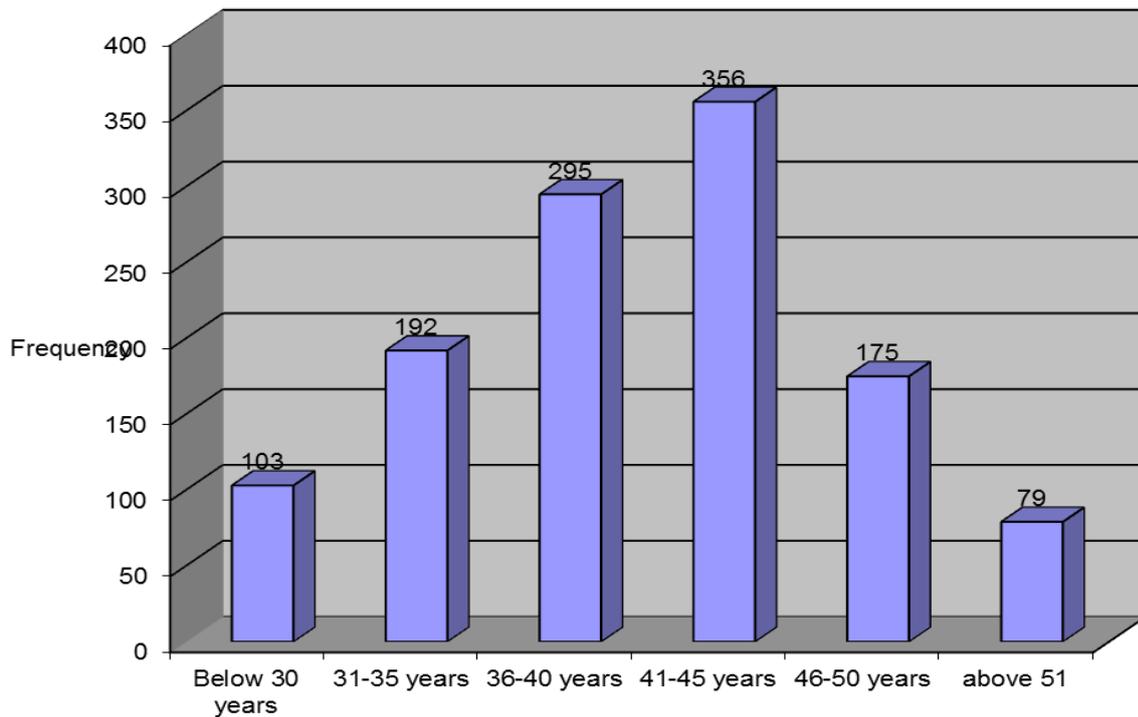


Figure 1: Distribution of the Respondents by Age

The Figure 1 above showed that 103 or 8.6% were aged below and within 30years, that is ≤ 30 ; 192 or 16.0% of the respondents fell within the ages 31-35; 295 or 24.6% of the respondents were aged within 36-40 range, while 356 or 29.7% respondents were aged within 41-45, also 175 or 14.6% of the respondents were aged within 46-50 and the rest respondents that is 79 or 6.6% were within the age range of 51years and above. This implied that the ages within 41-45 years carried a majority of all the lecturers in the 12 selected Universities used for the study and it further showed that the respondents can safely be regarded as people who are matured and old enough to be trusted with any given assignment and responsibilities in their various institutions.

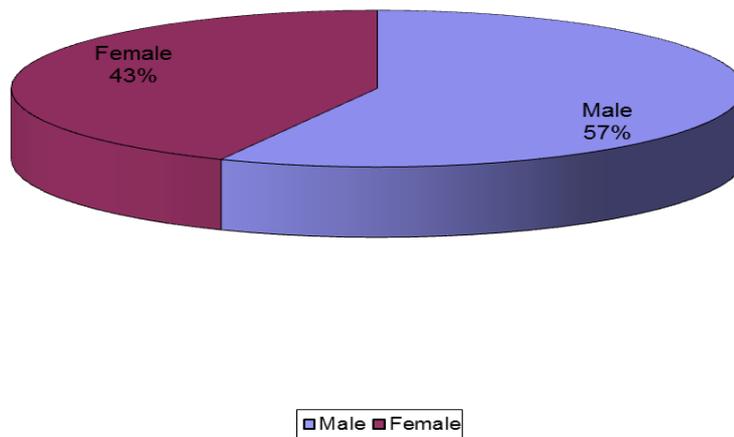


Figure 2: Distribution of the Respondents by Gender

The Figure 2 above showed that 684 or 57.0% of the total respondents were male lecturers in the 12 Universities selected for the study while the remaining 516 respondents 43.0% were females. The implication of this is that more than half of the respondents were males. This implied that there were more male lecturers in all the 12 Universities selected for the study than female lecturers. Therefore more female lecturers could still be given more opportunities to teach in the tertiary institutions. The result also indicated that more male lecturers were in the Univeristy system than their female counterparts and this may be attributed to family roles of the females in the society because females are expected to stay more at home to see to proper upbringing of the chikdren while the males are expected to fend for the needs of the family.

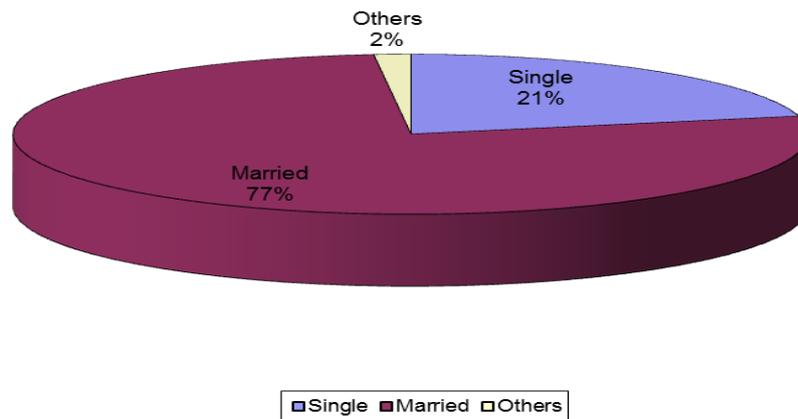


Figure 3: Distribution of the Respondents by Marital Status

The Figure 3 above gave an illustration that majority of the respondents that is, 924 or 77.0% were married. Single respondents accounted for 252 or 21.0%, while 34 or 2.0% of the total respondents represent others. The implications of this is that majority of the respondents were used to carrying out social responsibilities as well as possessing some measure of maturity.

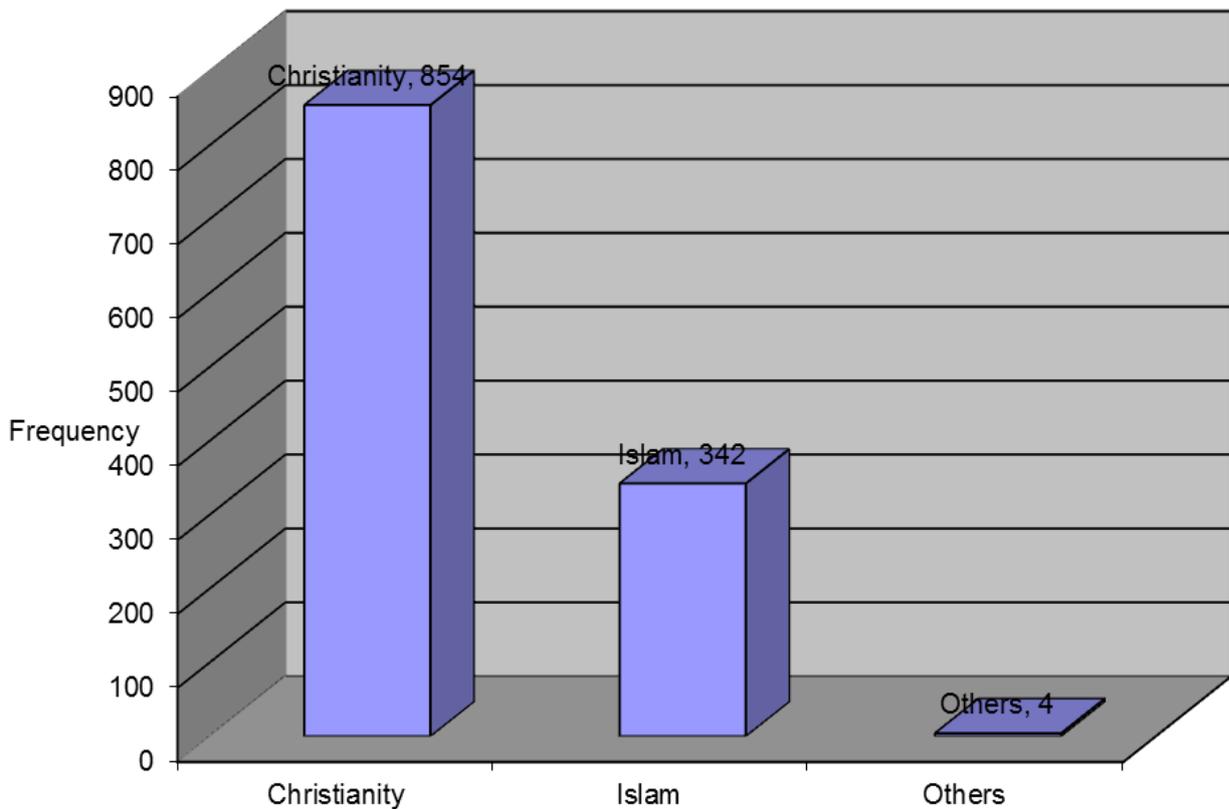


Figure 4: Distribution of the Respondents by Religion

The above Figure 4 showed the frequency distribution of the junior academic staff selected for the study by their religion. It was indicated in the study that 854 respondents representing 71.2% of the total population of the respondents were Christian while 342 or 28.5% of the respondents were Muslim and the rest respondents (representing 0.3%) fell within the range of others. The implication of this table is that majority of the respondents selected for the study were Christians while about 28.5% were Muslim and the remaining 4 or 0.3% of the respondents fell under the category of other religion. This can be attributed to the fact that three out of the four private Universities selected for the study are faith based Universities.

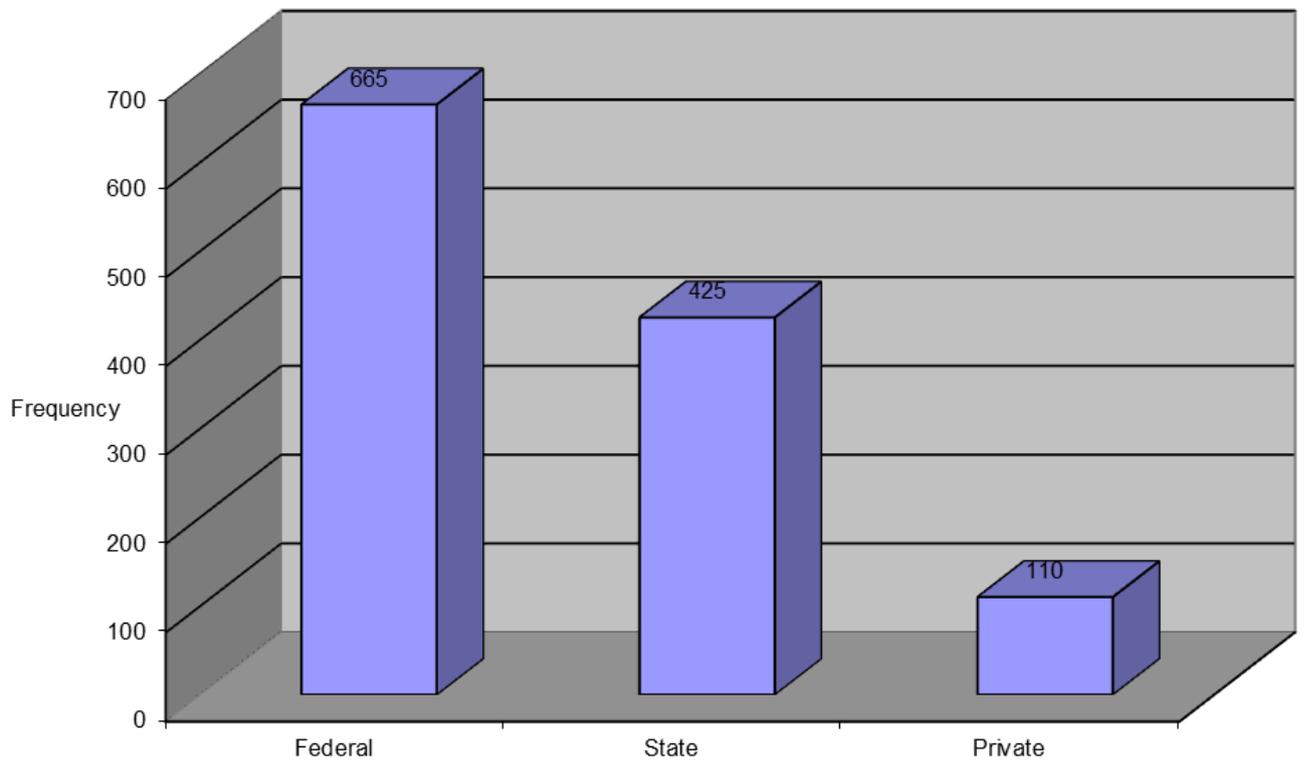


Figure 5: Distribution of the Respondents by University

The figure 5 above showed that 665 or 55.4% of the respondents selected for the study were from the four Federal Universities selected, also 425 or 35.4% were from the four State Universities and the rest 110 or 9.2% of the respondents were from the four Private Universities selected for the study. This implied that 55.4% of the total respondents constituting the majority of the total respondents were from the four Federal Universities selected for the study while the minority that is 110 or 9.2% of the respondents came from the four Private Universities selected.

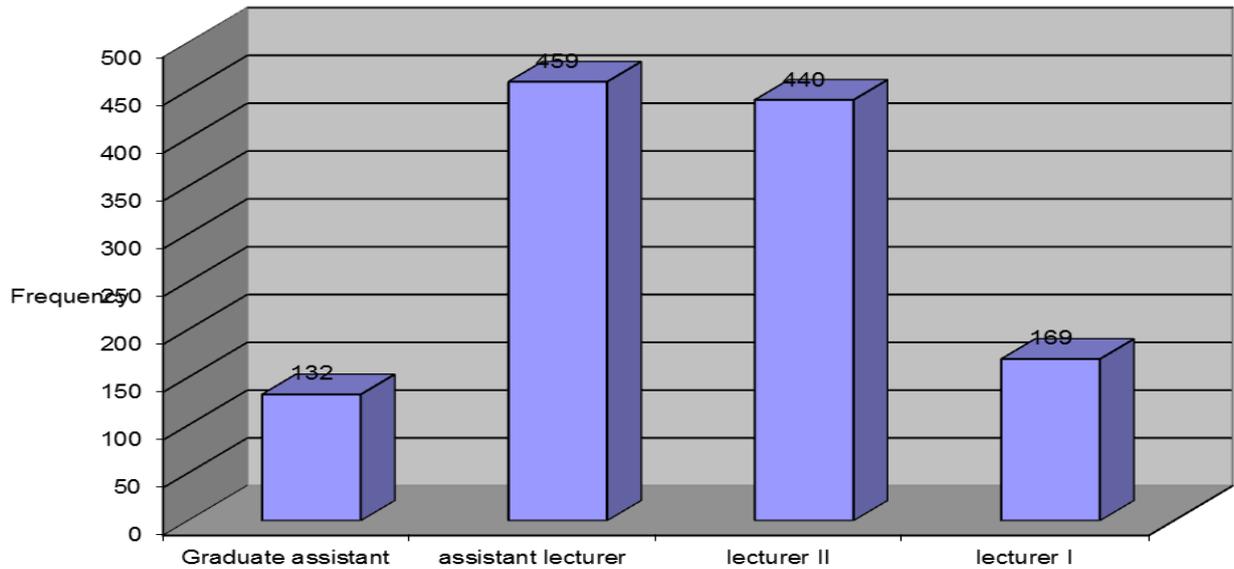


Figure 6: Distribution of the Respondents by Academic Position

The Figure 6 above indicated that 459 or 38.2% were in the position of assistant lecturers and 440 or 36.7% were in the position of lecturer II, 169 or 14.1% of the total respondents were lecturer I in all the Universities selected for the study while the rest respondents representing 132 or 11.0% of the total respondents for the study were graduate assistants. This implied that all the respondents were adequately selected for the purpose of the study.

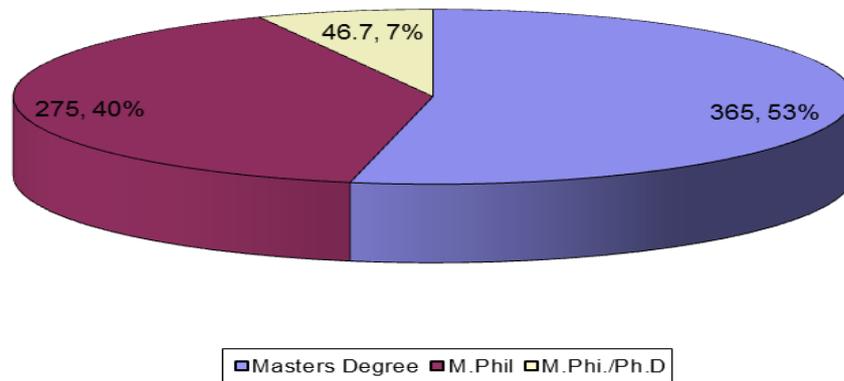


Figure 7: Distribution of the Respondents by Educational Qualification

The Figure 7 above showed the educational qualifications of the respondents selected for the study. The table indicated that 365 or 53.0% were master's degree holder, 275 or 40.0% were M. Phil. degree holders while 46.7 or 7% were Ph. D degree holders representing the majority of the respondents. The implication of this is that all the respondents used for the study fell under the category of junior academic staff in their various institutions.

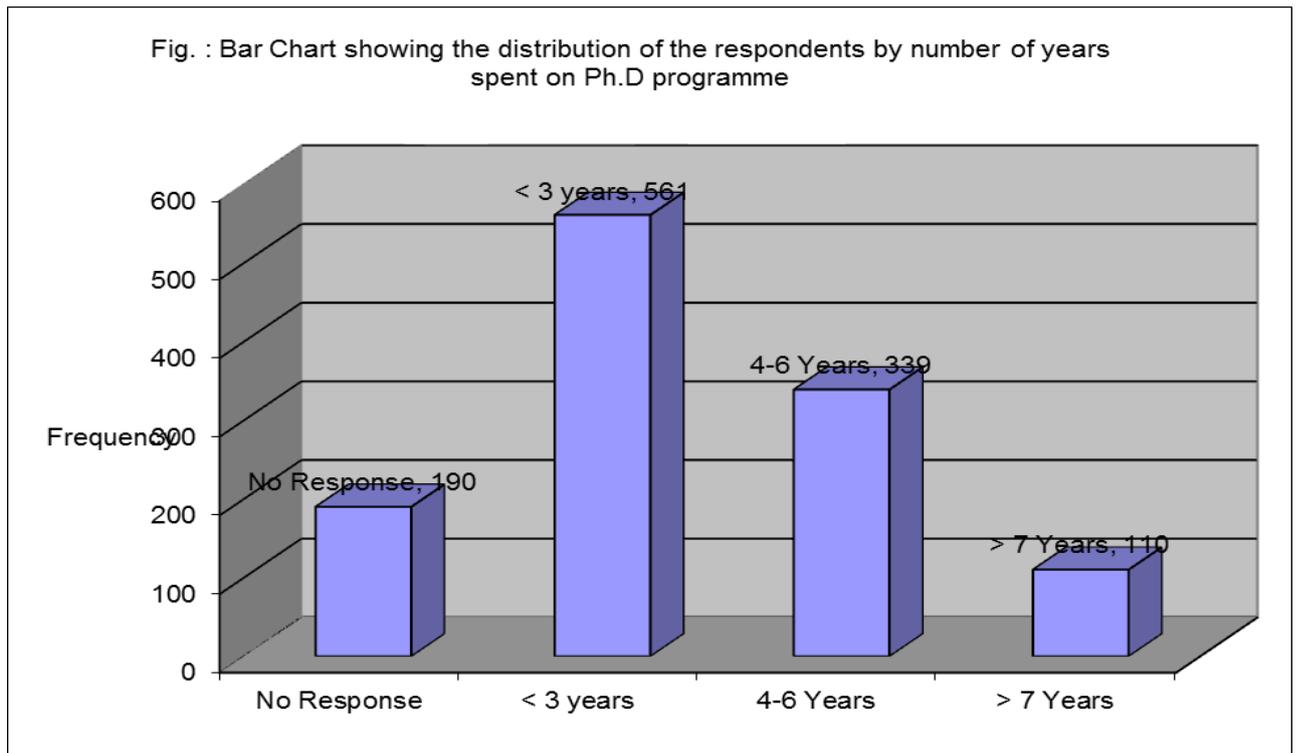


Figure 8: Distribution of Respondents by Number of Years on Ph. D Programme

The Figure 8 above indicated the number of years the respondents have been on their P.hD programmes. The table showed that 561 or 46.8% of the respondents were less than three years on their Ph.D programme and also constituted the majority of the total respondents, 339 or 28.3% were between 4-6years on the programme while 110 or 9.2 % of the respondents were more than 7years on the programme. The remaining respondents representing 15.0% (190) indicated that they had completed their Ph.D programme.

PART B

This part discussed in detail the results on the test of contributions and strength of the independent variables on the dependent variable; which was anchored on the research question and six hypotheses stated for the study. Each of the results was clearly presented in tabular form and followed by a detailed interpretation and discussion for better comprehension.

Research Question:

What is the extent to which the combinations of administrative responsibilities, work attitude, emotional intelligence, gender and mentoring predict junior academic staff career growth in Nigerian Universities?

Effects of Independent variables (Administrative Responsibilities) on Career Growth of Junior Academic Staff

The tables 4.1^a, 4.1^b and 4.1^c below showed the composite effects of all the independent variables (administrative responsibilities work attitude, emotional intelligence, mentoring and gender) on junior academic staff career growth in all the twelve Universities selected for the study. The results and discussion following were provided information on research question one which states that: what is the extent to which the combinations of administrative responsibilities, (work attitude, emotional intelligence, gender and mentoring) predicts junior academic staff career growth in Nigerian Universities? The data collected was subjected to multiple regression and correlational matrix.

Table 4.1^a: Regression analysis of administrative responsibilities, work attitude, emotional intelligence, mentoring and gender on career growth

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	11456.578	5	2291.316	116.468	.000
Residual	23490.059	1194	19.673		
Total	34946.637	1199			

$$R = .573, R^2 = .328, \text{Adj } R^2 = .325$$

Table 4.1^b: Relative effects of independent variables (Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender) on Career Growth

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	β		
(Constant)	10.880	1.441		7.549	.000
Administrative Responsibilities	5.617E-02	.020	.074	2.865	.004
Work Attitude	8.297E-02	.043	.056	1.910	.056
Emotional Intelligence	.324	.029	.355	11.007	.000
Mentoring	.122	0.31	.118	3.909	.000
Gender	.168	0.41	.128	4.049	.000

Interpretation

It was shown in the table 4.1^b above that the joint effect of independent variables (Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender) on career growth was significant ($F(5,1194) = 116.468$; $R = .573$, $R^2 = .328$, $\text{Adj. } R^2 = .325$; $P < .05$). About 33.0% of the variation in Staff Growth was accounted for by the independent variables.

Relationship of Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender with Junior Academics Career Growth

Table 4.1^c: Correlation matrix showing the relationship between Career Growth and Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender

	Staff Growth	Administrative Responsibilities	Work Attitude	Emotional Intelligence	Mentoring	Gender
Career Growth	1					
Administrative Responsibilities	.224**	1				
Work Attitude	.326**	.363**	1			
Emotional Intelligence	.531**	.194**	.364**	1		
Mentoring	.416**	.283**	.420**	.560**	1	
Gender	.430**	.210**	.502**	.585**	.428**	1
Mean-	35.6717	60.6183	31.9108	33.1750	40.3867	18.1692
S.D	5.3987	7.0969	3.6605	5.9162	5.2101	4.1253

Interpretation and Discussion

The Table 4.1^c above showed the relationship of administrative responsibilities, work attitude, emotional intelligence, mentoring and gender on junior academic staff career growth in all the Universities selected for the study. The result indicated how all the independent variables contributed to the career growth of junior academic staff.

In the table 4.1^c above, it was noted that there was a significant correlation between staff career growth and each of the independent variables, Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender with correlational values of .224**, .326**, .531**, .416** and .430** respectively.

The above (Table 4.1^c) showed that there was a relationship matrix in junior academic staff career growth and administrative responsibilities ($r = .224$, $P < .01$) work attitude ($r = .326$, $P < .01$) emotional intelligence ($r = .531$, $P < .01$) mentoring ($r = .416$, $P < .01$) and gender ($r = .430$, $P < .01$). It therefore, implied that career growth had positive influence on each of the independent variables at .01 and .05 levels of significance i. e. (** 01; *05).

The results above showed the relative contributions of each of the independent variables on the dependent: Administrative Responsibilities ($\beta = .074, P <.05$); Work Attitude ($\beta = .056, P >.05$); Emotional Intelligence ($\beta = .355, P <.05$); Mentoring ($\beta = .118, P <.05$); and Gender ($\beta = .128, P <.05$) on Staff Career Growth. It was also observed that all the five independent variables were significant and contributed towards the career growth of junior academic staff in all the Universities of learning.

The result showed that Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender were good predictors of Career Growth in the study.

The result obtained from the multiple regression analysis for the hypothesis indicated that the independent variables, that is administrative responsibilities, work attitude, emotional intelligence, mentoring and gender collectively influenced junior academic staff career growth. ($R = .573$). The independent variables as shown above made significant composite contributions of 32.8% on junior academic staff career growth. This was manifested given the value F-ratio = 116.468 ($F = 51194$).

The outcome of the hypothesis indicated that the independent variables were good influence of junior academic staff career growth in the Universities under study. The result above showed the relative contributions of each of the independent variables on the dependent variable: administrative responsibilities ($\beta = .074, P <.05$), work attitude ($\beta = .056, P >.05$), emotional intelligence ($\beta = .355, P <.05$) mentoring ($\beta = .118, P <.05$) and gender ($\beta = .128, P <.05$) on junior academic staff career growth.

From the questionnaire items drawn for the research hypothesis, most of the junior academic staff believed that administrative responsibilities given them may actually contribute to their academic career growth. This was because of the fact that they were not only employed for teaching in their various Universities, they were also expected to carry out some

administrative responsibilities which are to prepare them for higher position of authority in the nearest future. The junior academic staff also agreed that the departmental responsibilities was equally to prepare these set of academic staff for future academic administrative challenges in their departments. While they equally believed that faculty type responsibilities was a pointer to greater administrative responsibilities at the faculty level. However, these set of academic staff also commented that too much of administrative responsibilities most especially in the private Universities may be a serious hinderance to those junior academic staff currently on their Ph. D programmes.

Responding to question eighteen on the questionnaire items, majority of the junior academic staff opined that male junior academic staff are more receptive to students academic problems than their female counterparts, while most of the junior academic staff believed that gender is a factor on how administrative responsibilities are shared among the junior academic staff. The response was that more administrative responsibilities were given to male junior academic staff than female academic staff.

It was indicated that all the five variables individually contributed significantly to junior academic staff career growth. The result however, showed a significant difference among the five independent variables in their contributions to the career growth of junior academic staff with emotional intelligence ($\beta = .355, P < .05$) contributing more than the others and this is followed by gender and mentoring ($\beta = .128, P < .05$; $\beta = .118, P < .05$) respectively. From the results, it was revealed that there was a significant joint effect of administrative responsibilities, work attitude, emotional intelligence, mentoring and gender on junior academic staff career growth. This result is in corroborates the findings of Kearney, (1998) that knowledge and skills are essential in job category and for all employees in every workplace environment, staff career growth must be appropriate to employee knowledge and experience.

This is also in consonance with the findings of Newman & Thompson, (2003) that knowledge, background and effective instructional and assessment practices are critical to student learning, job embedded models of staff development are the most effective of sustaining new practices in the class room. While some of the respondents during the In-depth Interview section argued that their work attitude did not have anything to do with their career growth because they knew what is required of them to move from one cadre of their academic career to another most especially in the public institutions whereas it is of greater importance to have positive attitude towards work in the private universities because of the stringent measures imposed by the management.

The result of the IDI also revealed that the junior academic staff working in the Private Universities faces more academic challenges than their counterparts in the public Universities, this is because of the enormous work schedules given to these categories of academic staff when compared with their counterparts in the Public Universities. It was also revealed that the junior academic staff in the Private Universities enjoyed less academic freedom than their colleagues in the Public school and this to a large extent they believed hinders their academic career growth. It was also revealed that the issue of mentoring of junior academic staff by the senior ones does not arise in the Private Universities, except where a senior colleague took interest in a junior academic staff

Ho₁: There is no significant relationship between administrative responsibilities and career growth of junior academic staff.

Administrative Responsibilities and indexes of Junior Academic Staff Career growth

The table 4.2^a, 4.2^b, and 4.2^c below showed the impact as well as correlation of administrative responsibilities with the indexes of career growth (that is readiness for promotion, numbers of publications, teaching ability, class attendance, self confidence and emotional stability) of junior academic staff in all the Universities selected for the study.

Table 4.2^a: The joint effect of Administrative Responsibilities on (Emotional Stability, No of Publication, Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4685.417	6	780.903	16.724	.000
Residual	55703.780	1193	46.692		
Total	60389.197	1199			

$$R = .279, R^2 = .078, \text{Adj. } R^2 = .073$$

Interpretaton

It was shown in the Table 4.2^a above that the joint effect of independent variables (Emotional Stability, Number of Publication, Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence) on Administrative Responsibilities was significant ($F(6,1193) = 16.724$; $R = .279$, $R^2 = .078$, $\text{Adj. } R^2 = .073$; $P < .05$). About 8% of the variation in Administrative Responsibilities was accounted for by the independent variables.

Table 4.2^b: The relative effect of Administrative independent variables (Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability) on Administrative Responsibilities.

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	B		
(Constant)	48.253	1.434		33.645	.000
Readiness for Promotion	.650	.281	.069	2.311	.021
No of Publication	.806	.283	.085	2.844	.005
Teaching Ability	1.491	.228	.191	6.527	.000
Class Attendance	.285	.261	.034	1.091	.275
Self Confidence	.676	.248	.084	2.724	.007
Emotional Stability	.154	.212	.021	.727	.468

Interpretation

The result of Table 4.2^b above shows the relative contribution of each of the independent variables on the dependent: Readiness for Promotion ($\beta = .069$, $P < .05$), Number of Publications ($\beta = .085$, $P < .05$), Teaching Ability ($\beta = .191$, $P < .05$), Class Attendance ($\beta = .034$, $P > .05$), Self Confidence ($\beta = .084$, $P < .05$) and Emotional Stability ($\beta = .021$, $P > .05$) on Administrative Responsibilities.

Table 4.2^c: Correlation matrix showing the relationship between Administrative Responsibility, Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability.

	Administrative Responsibility	Readiness for Promotion	No of Publication	Teaching Ability	Class Attendance	Self Confidence	Emotional Stability
Administrative Responsibility	1	.115**	.145**	.218**	.132**	.130**	.018
Readiness for Promotion	.115	1	.330**	.029	.126**	.097**	.013
No of Publication	.145**	.330**	1	.135**	.087**	.107**	.002
Teaching Ability	.218**	.029	.135**	1	.263**	.074*	-.119**
Class Attendance	.132**	.126**	.087**	.263**	1	.369**	.053
Self Confidence	.130**	.097**	.107**	.074*	.369**	1	.207**
Emotional Stability	.018	.013	.002	-.119**	.053	.207**	1
Mean	60.6183	3.28	3.19	2.90	3.08	3.03	2.81
S.D	7.0969	.75	.75	.91	.85	.88	.96

Interpretation and Discussion

While in the table 4.2^c above, there was significant relationship between Administrative Responsibility; Readiness for Promotion, Number of Publications, Teaching Ability, Class Attendance and Self Confidence, but there was none between Administrative Responsibility and Emotional Stability. This is an indication that there was also that there was high correlation between the independent variables and the dependent variable. The

implication of this is that administrative responsibilities, readiness for promotion, number of publications of junior academic staff, the teaching ability, class attendance, self confidence and emotional stability have high correlation with career growth of junior academic staff in Nigeria Universities.

From the results of the questionnaires administered, it was indicated that majority of the junior academic staff had the believe that administrative responsibility was also a pointer towards their academic career growth. They argued that their primary assignment in the University was not only to teach but must include some administrative responsibilities to push them towards their academic career growth. These set of academic staff also argued that these administrative responsibilities exposed them to various challenges in the system and this will equally facilitate their academic career growth. The junior academic staff also believed that administrative responsibilities develops their emotional stability and this could fasten up their academic career growth. However, some of these academic staff argued that enormous administrative responsibilities may increase their stress level and this may lead to slow academic career growth.

From the tables 4.2^{abc} above it could be observed that all the indexes of career growth had there various significant influence on administrative responsibilities of junior academic staff. With the teaching ability having the highest influence at $\beta = .191$, $P < .05$ level of significance. In line with Plumlee, (2009) that administrative responsibility serve several purposes in the field of public administration depending on the person using the term and the context. Respondents in the study equally agreed that for any staff to grow, there is the need for such academic staff to go through some administrative processes since they were not only employed to teach in the class room alone but must also perform some administrative responsibilities.

The result of the IDI also indicated that the junior academic staff need to go through some administrative procedures for proper career growth but it was revealed that administrative activities are enormous in the Private Universities and this is causing delay in their growth and career development especially those on Ph.d programmes. The IDI also revealed that more administrative responsibilities could kill the spirit of paper writing and publications of the junior academic staff and this could disturb their readiness for promotion that can equally hinder junior academic staff career growth

The result of the study also revealed that regular class attendance of the junior academic staff could build a sense of confidence in them and this can hasten their career growth in their various Universities.

Plumlee (2007) opined that administrative responsibility serve several purposes in the field of public administration depending on the person using the term and the context. In all cases, it involves the behavior of academic staff and certain expectations others have with respect to their behavior. If the behavior is reasonably close to the expectations, the academic staff is said to be responsible; and if behavior deviates from the expectations in certain ways, the academic staff is said to be inaccurate and grossly inefficient. Therefore, a person can work towards achieving greater responsibilities from others by applying certain tools for bringing behavior more closely in line with expectations. What constitute administrative responsibility falls into four different types (objective, subjective and technical) while some of these overlap with one another.

The objective responsibility is the type according to literature, the most easily defined and it is the type championed by Herman Finner who 'sees' responsibility as an arrangement of correction and punishment even up to dismissal (Finner, 1941).

The expectations from this type of responsibility come from the law and the constitutional chain of authority where "X is accountable for Y to Z" (Finner, 1941); subordinate are accountable to their (officials) superior for carrying out responsibilities the

superior gave them for implementation. The expectations of objective responsibility are generally normative. The Behavior that upholds the “declared or clearly deducible intention” of the law constitutes responsible behavior, while behavior that runs counter are irresponsible and the tools available for keeping behavior in line with expectation include” the court and disciplinary controls within the hierarchy of the administrative departments, and ...the authority exercised over officials by responsible ministers based on sanctions exercised by the representative assembly.

The subjective responsibility is the type invoked explicitly by several writers, its definition tends to be implicit, summed up by the phrase in the preamble of the United States’ constitution ...a few writers sees this responsibility fulfilled in whole by objective responsibility...the idea that state has a will immediately entangles one in all the difficulties of assuming a group personality or something akin to it” (Friendrich, 1940). Also, Kearney (1988) opined that Government agencies must strive to avoid the abuse of power by considering and balancing multiple conflicting interests within the confine of law.

The expectations for this type of responsibility come from the citizenry, both as individuals and groups, including those who work in the public service but only in so far as they are citizens like anyone else. The behaviour is responsible if it gives “proper regards for existing performance in the community, and more particularly it is prevailing majority (Friendrich, 1940) and irresponsible otherwise. This definition is subjective rather than objective because what an individual from a majority position might see as responsible could still be seen as irresponsible from an individual in a minority. It is believed that there are two majority types of tools for keeping behavior in line with expectations. The first are the tools available to citizens as citizens: the courts, the press, and the vote and other formal procedures (Finner, 1941; Friendrich, 1940). The second are the tools available to any politician or person in public service with the power of appointment, that of maintaining

representative bureaucracy to reflect diversity in geographical origin, family status, income, sex, race and religion (Kearney, 1988).

The technical responsibility is the type of responsibility made most explicit by Carl Friendrich, who uses the terms functional or objective responsibility (Friendrich, 1940). In addition, Kearney & Sinha use the term professional, and see this type of responsibility as having “two dimensions: (1) the professionals dedication to ... his/her expert knowledge and skills, and (2) utilization... in accordance with certain standards and norms set forth by the profession in the context of ... the fellowship of science” (Kearney, 1988) Knowledge and skills are essential in each job category and for all employees in every work place environment. Staff development must be appropriate to employee knowledge and experience and must be delivered using a model matched to the desired outcomes. The primary purpose of all staff development is to improve the employees on the job as well as increase the organizations output and improve the student achievement.

Research shows that the teacher in the classroom has the greatest impact on student learning process. Teacher content knowledge, background and effective instructional and assessment practices are critical to student learning, job embedded models of staff development are the most effective means of implementing and sustaining new practices in the class room (Newman & Thompson, 2003)

The result revealed that readiness for promotion ($\beta = .069$, $P < .05$); number of publication ($\beta = .085$, $P < .05$); teaching ability ($\beta = .191$, $P < .05$); class attendance ($\beta = .034$, $P > .05$); self confidence ($\beta = .084$, $P < .05$) and emotional stability ($\beta = .021$, $P > .05$) have significant impact on junior academic staff career growth.

H₀₂: There is no significant relationship between work attitude and career growth of junior academic staff

Work Attitude and Indexes of Junior Academic Staff Career Growth

The Tables 4.3^{abc} below showed the impact and the significance of work attitude on the indexes (readiness for promotion, numbers of publications, teaching ability, class attendance, self confidence, and emotional stability) of junior academic staff career growth. The results below indicated the testing of hypothesis two and the statistical instruments used to test the data obtained from the field. Regression and correlation matrix were used to get the result presented.

Table 4.3^a: The joint effect of work attitude on Emotional Stability, No of Publication, Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence.

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	8281.757	6	1380.293	211.556	.000
Residual	7783.702	1193	6.524		
Total	16065.459	1199			

$R = .718, R^2 = .516, \text{Adj } R^2 = .513$

Interpretation

It was shown in the Table 4.3^a above that the joint effects of independent variables (Emotional Stability, No of Publication, Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence) on Work Attitude was significant (F(6,1193) = 211.556; $R = .718, R^2 = .516, \text{Adj } R^2 = .513; P < .05$). About 52.0% of the variation in Work Attitude was accounted for by the independent variables.

Table 4.3^b: The relative effect of work attitude on Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability.

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	B		
(Constant)	13.654	.536		25.468	.000
Readiness for Promotion	1.056	.105	.216	10.051	.000
No of Publication	1.257	.106	.256	11.869	.000
Teaching Ability	.947	.085	.236	11.088	.000
Class Attendance	.409	.097	.094	4.192	.000
Self Confidence	.757	.093	.181	8.162	.000
Emotional Stability	1.605	.079	.421	20.246	.000

Interpretation

The Table 4.3^b above shows the relative contributions of each of the independent variables on the dependent: Readiness for Promotion ($\beta = .216$, $P < .05$), No of Publication ($\beta = .256$, $P < .05$), Teaching Ability ($\beta = .236$, $P < .05$), Class Attendance ($\beta = .094$, $P < .05$), Self Confidence ($\beta = .181$, $P < .05$) and Emotional Stability ($\beta = .421$, $P < .05$) on Work Attitude

Table 4.3^c: Correlation matrix showing the relationship between Work Attitude, Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability

	Work Attitude	Readiness for Promotion	No of Publication	Teaching Ability	Class Attendance	Self Confidence	Emotional Stability
Work Attitude	1	.343**	.388**	.265**	.295**	.369**	.439**
Readiness for Promotion	.343**	1	.330**	.029	.126**	.097**	.013
No of Publication	.388**	.330**	1	.135**	.087**	.107**	.002
Teaching Ability	.265**	.029	.135**	1	.263**	.074*	-.119**
Class Attendance	.295**	.126**	.087**	.263**	1	.369**	.053
Self Confidence	.369**	.097**	.107**	.074*	.369**	1	.207**
Emotional Stability	.439**	.013	.002	-.119**	.053	.207**	1
Mean	31.9108	3.28	3.19	2.90	3.08	3.03	2.81
S.D	3.6605	.75	.75	.91	.85	.88	.96

Interpretation and Discussion

. Further more in the Table 4.3^c above, there was significant relationship between Work Attitude and Readiness for Promotion, no of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability respectively.

The results revealed that emotional stability of the junior academic staff in all the universities selected for the study contributed more to their work attitude at ($\beta = .421, P < .05$). this shows that the joint effect of all the independent variables on the dependent variables are statistically significant at 0.05 level. The study has shown that the junior academic staff need all the independent variables to have right attitude to work which can lead to their career growth. This corroborate the findings of Marr (2002) that attitudes are evaluative tendencies (favourable or unfavourable) towards a person, thing (work) or process. According to Marr

(2002) work attitudes are personal disposition of an individual towards his or her work and that right work attitude will facilitate such an individuals' academic career growth.

Mueller, (2006) opined that once employees get the right attitude into their heads, it is difficult to get such employee change their attitude, thus junior academic staff with right attitude towards work will exhibit all the independent variables of work attitude that leads to career growth. This was also in line with the IDI result from the study, one of the respondents agreed that the junior academic staff work attitude will to a large extent speak for or against towards academic career growth and development.

He opined that a junior staff that is lazy, incompetent and unreliable may find it difficult to grow and develop at the right time. While a staff that is competent, intelligent and hard working will not only see the support of the senior ones but rise quickly on the ladder of his academic career. He therefore advised the junior academic staff to be up and doing for them to attain their academic career

This is also corroborating one of the questionnaire items (45) that positive attitude of junior academic staff towards their academic career will enhance their career growth. It therefore revealed in the study that junior academic staff right attitude to work will enhance the junior academic staff career growth and development in all the Universities.

Attitudes are usually viewed as evaluative tendencies (favorable or unfavorable) towards a person, thing, event or process. An attitude towards a particular object is thus a bias, predisposing a person have towards evaluative responses that are positive or negative, (Marr, 2002)

Employee's attitude in the workplace can be one of the most-if not the most telling aspect of how others in organization/institution see and feel about their coworkers. The first impression can be a hard thing to shake most especially a bad one that is, an employee tagged as being lazy, a slacker, a whiner or otherwise can be very hard to get rid of. Peoples' perception is often a reality and once employee get an idea in their head about something, it

can be difficult to get such employees think differently to change their perception, (Mueller, 2006)

Employees' attitude in the workplace can sometimes define such employees more than the work they do perform and they may make coworkers see such employees as being reliable, competent, intelligent, or somebody to be relied on.

The general believe is that enthusiasm is a silent asset of any institution or organization and goodwill for employees. An employee that shows enthusiasm for work is a person who is happy doing what he does. For an employee that is enthusiastic, it does not matter how grave the responsibilities are or the workload is, they are always eager to get the task done. Enthusiast employees dedicate time and love for their work because they have strong belief that their work is very important to their success and the development of the institution. They are always anxious to work every day for the growth of their institution and their growth or the junior academic staff career development as well.

Patience: a patient employee handles his work well and knows how to bid time or deal with students, clients or customers as the case may be. Such employee is always an asset to the institution and few people are gifted with this value and this value towards work is an attitude to be cultivated in an employee. The institution knows how to reward patience and dedication.

Efficiency: the development and growth of any institution depend largely on the employees' attitude towards the success of such institution.

H₀₃: There is no significant relationship between emotional intelligence and career growth of junior academic staff.

Emotional Intelligence and indexes of Academic Staff Career Growth

The tables 4.4^{a,b & c} below showed the significant impact of emotional intelligence on the indexes of junior academic staff career growth, that is readiness for promotion, numbers of publications, teaching ability, class attendance, self confidence and emotional stability. The tables tested hypothesis three of the research study, multiple regression analysis and correlation matrix were used for the statistical analysis to the results below.

Table 4.4^a: Joint effect of Emotional Intelligence on, No of Publication, Class Attendance, Teaching Ability, Readiness for Promotion, Self Confidence and Emotional Stability.

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	2967.459	6	494.577	15.129	.000
Residual	38999.791	1193	32.691		
Total	41967.250	1199			

$R = .266, R^2 = .071, \text{Adj } R^2 = .066$

Interpretation

It was shown in the Table 4.4^a above that the joint effect of independent variables (Emotional Stability, No of Publication, Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence) on Emotional Intelligence was significant ($F(6,1193) = 15.129; R = .266, R^2 = .071, \text{Adj. } R^2 = .066; P < .05$). About 7.0% of the variation in Emotional Intelligence was accounted for by the independent variables.

Table 4.4^b: Relative effect of Emotional Intelligence on Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability.

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	B		
(Constant)	29.107	1.200		24.256	.000
Readiness for Promotion	-.382	.235	-.048	-1.624	.105
No of Publication	.484	.237	.061	2.040	.042
Teaching Ability	.460	.191	.071	2.408	.016
Class Attendance	-.603	.218	-.086	-2.764	.006
Self Confidence	-1.479E-02	.208	-.022	-.071	.943
Emotional Stability	1.549	.177	.251	8.727	.000

Interpretation

The result of table 4.4^b above shows the relative contribution of each of the independent variables on the dependent: Readiness for Promotion ($\beta = -.048$, $P > .05$), No of Publication ($\beta = .061$, $P < .05$), Teaching Ability ($\beta = .071$, $P < .05$), Class Attendance ($\beta = -.086$, $P < .05$), Self Confidence ($\beta = -.022$, $P > .05$) and Emotional Stability ($\beta = .251$, $P < .05$) on Emotional Intelligence.

Table 4.4^c: Correlation matrix showing the relationship between Emotional Intelligence, Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability.

	Emotional Intelligence	Readiness for Promotion	No of Publication	Teaching Ability	Class Attendance	Self Confidence	Emotional Stability
Emotional Intelligence	1	-.034	.047	.025	-.056	.025	.237**
Readiness for Promotion	-.034	1	.330**	.029	.126**	.097**	.013
No of Publication	.047	.330**	1	.135**	.087**	.107**	.002
Teaching Ability	.025	.029	.135**	1	.263**	.074*	-.119**
Class Attendance	-.056	.126**	.087**	.263**	1	.369**	.053
Self Confidence	.025	.097**	.107**	.074*	.369**	1	.207**
Emotional Stability	.237**	.013	.002	-.119**	.053	.207**	1
Mean	33.1750	3.28	3.19	2.90	3.08	3.03	2.81
S.D	5.9162	.75	.75	.91	.85	.88	.96

Interpretation and Discussion

In the Table 4.4^c above, there was a positive significant relationship between Emotional Intelligence and Emotional Stability, but there were none between Emotional Intelligence and Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance and Self Confidence respectively.

The above results (Table 4.4^{abc}) revealed that the independent variables on the dependent variable is statistically significant at .05 level. The study has shown that emotional stability of the junior academic staff is a significant influence on their career growth. This corroborates the findings of Boyatzis (1999) experienced partners in a multinational consulting firm with high emotional stability performed more and scored above the median on 9 or more of the 20 competencies.

Also, according to the findings of (Spencer & Spencer, 1993; Spencer, Mclelland & Kelner, 1997) sales agents selected on the basis of certain emotional competencies significantly outsold sales people selected using the company's old selection procedure. This is an indication that people with high emotional stability performed better and grow rapidly on their job than people with low emotional stability and intelligence. Thorndike (1920) used the term social intelligence to describe the skill of understanding and managing other people, while Wechsler, (1940) described the influence of non-intellective factors on intelligence behavior. Goleman, (1995) found out that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies

This study is therefore in conformity with other studies on emotional intelligence, indicating that emotional stability ($\beta = .251, P < .05$) of junior academic staff put them at vantage advantage for career growth with regular class attendance taking the highest at $\beta = -.086, P < .05$, and this is followed by the teaching ability of junior academic staff at $\beta = .071, P < .05$ level of significance. This is also an indication that about 7.0% of the variation in emotional intelligence was accounted for by the independent variables.

Emotional Intelligence (EI) describes the ability, capacity, skill or the case of the trait emotional intelligence model (EI) a self-perceived grand to identify assesses, manage and control emotions of one's self, of others, and of groups. The earliest roots of emotional intelligence can be traced to Darwin's work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional definition of intelligence emphasized cognitive aspects such as memory and problem solving, however, influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects.

Experienced partners in a multinational consulting firm were assessed on the emotional intelligence competencies plus three others. Partners who scored above the median on 9 or more of the 20 competencies delivered \$1.2 million more profit from their accounts than did other partners – a 139 percent incremental of gain (Boyatzis, 1999).

Also in jobs of medium complexity (sales clerks, mechanics) a top performer is 12 times more productive than those at the bottom and 85.0 percent more productive than an average performer. In the most complex jobs, (insurance sales people, account managers) a top performer is 127 percent more productive than an average performer (Hunter, Schmidt & Judiesch, 1999)

According to the findings of (Spencer, & Spencer, 1993; Spencer, Mclelland & Kelner, 1997) sales agents selected on the basis of certain emotional competencies significantly outsold sales people selected using the company's old selection procedure. On an annual basis, sales people selected on the basis of emotional competencies sold more than other sales people did, for net revenue; sales people selected on the basis of emotional competencies also had (63.0%) less turnover during the first year than those selected in the typical way.

Thorndike, (1920) used the term social intelligence to describe the skill of understanding and managing other people. While Wechsler, (1940) described the influence of non-intellective factors on intelligence behavior but further argued that models of intelligence will not be complete until these factors are adequately defined.

Goleman, (1995) outlined four main emotional intelligence constructs:-

- Self-awareness – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
- Social awareness – the ability to sense, understand and react to others' emotions while comprehending social network.

- Self-management – involves controlling one’s emotions and impulses and adapting to changing circumstances.
- Relationship management – the ability to inspire, influence, and develop others while managing conflict

Goleman, include a set of emotional competencies within each constructs of EI emotional competencies are not innate, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. He posited that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Emotional intelligence theory is a new concept derived from Thorndike’s (1920) social intelligence concept. Social intelligence refers to the ability to understand what motivate people, how they work cooperatively with people. It also include the ability to act wisely in human relations. Emotional intelligence is understanding one’s emotions, controlling and directing it in a way that enhances one’s productivity, personal power and quality of life.

The dimentions of emotional intelligence are related to other concepts of psychological maturity, emotional awareness, emphatic listening and assertiveness. Examples of emotional competences are self-motivation, persistence, adaptability, emphaty and initiative. It has been found to determine both personal and professional success. Emotional intelligence managers are able to handle their emotions to guide their thinking and behavior (Parker, 2004). While those who lack this ability have their emotions work against them with unproductive outcomes. Due to negative interpersonal relationships, failure to build and lead a team and inability to change and adapt during a transition, careers have been destroyed even faster than lack of technical know-how.

Emotional intelligent leaders pay greater attention to interpersonal aspects of the organization as opposed to technical aspects (Sosik & Megerians, 1999), Day, (2000) also posited that in order that leaders may achieve an appreciable success, they must learn to exercise personal and corporate advancement.

Ho₄: There is no significant relationship between mentoring and career growth of junior academic staff

Mentoring and Indexes of Staff Career Growth

The Tables 4.5^{abc} below showed the significant impact of mentoring on indexes that is readiness for promotion, numbers of publications, teaching ability, class attendance, self confidence and emotional stability of junior academic staff career growth in all the selected universities for this study. The tables below tested hypothesis and the results was gotten through the use of multiple regression and correlation matrix

Table 4.5^a: The joint effect of Mentoring on Emotional Stability, No of Publication, Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence.

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	3870.923	6	645.154	26.840	.000
Residual	28675.664	1193	24.037		
Total	32546.587	1199			

$R = .345, R^2 = .119, \text{Adj. } R^2 = .115$

Interpretation

It was shown in the table 4.5^a above that the joint effect of independent variables (Emotional Stability, No of Publication, Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence) on Mentoring was significant ($F_{(6,1193)} = 26.840; R = .345, R^2 = .119, \text{Adj. } R^2 = .115; P < .05$). About 12.0% of the variation in Mentoring was accounted for by the independent variables.

Table 4.5^b The relative effect of Mentoring on Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability.

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	B		
(Constant)	28.465	1.029		27.663	.000
Readiness for Promotion	.265	.202	.038	1.315	.189
No of Publication	1.176	.203	.169	5.786	.000
Teaching Ability	.746	.164	.131	4.554	.000
Class Attendance	.323	.187	.053	1.729	.084
Self Confidence	.279	.178	.047	1.566	.118
Emotional Stability	1.178	.152	.217	7.744	.000

Interpretation

The result of Table 4.5^b above shows the relative contributions of each of the independent variables on the dependent: Readiness for Promotion ($\beta = .038$, $P > .05$), No of Publication ($\beta = .169$, $P < .05$), Teaching Ability ($\beta = .131$, $P < .05$), Class Attendance ($\beta = .053$, $P > .05$), Self Confidence ($\beta = .047$, $P > .05$) and Emotional Stability ($\beta = .217$, $P < .05$) on Mentoring.

Table 4.5^c: Correlation matrix showing the relationship between Mentoring, Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability.

	Mentoring	Readiness for Promotion	No of Publication	Teaching Ability	Class Attendance	Self Confidence	Emotional Stability
Mentoring	1	.112**	.209**	.146**	.135**	.143**	.215**
Readiness for Promotion	.112**	1	.330**	.029	.126**	.097**	.013
No of Publication	.209**	.330**	1	.135**	.087**	.107**	.002
Teaching Ability	.146**	.029	.135**	1	.263**	.074*	-.119**
Class Attendance	.135**	.126**	.087**	.263**	1	.369**	.053
Self Confidence	.143**	.097**	.107**	.074*	.369**	1	.207**
Emotional Stability	.215**	.013	.002	-.119**	.053	.207**	1
Mean	40.3867	3.28	3.19	2.90	3.08	3.03	2.81
S.D	5.2101	.75	.75	.91	.85	.88	.96

Interpretation and Discussion

In the Table 4.5^c above, there was a positive significant relationship between Mentoring and Readiness for Promotion, No of Publication, Teaching Ability, Class Attendance, Self Confidence and Emotional Stability respectively.

Thus, it was indicated that all the independent variables individually have significant relationships on mentoring of junior academic staff for proper career growth. The result shows a significant difference among the independent variables on their contributions to mentoring of junior academic staff with emotional stability contributing ($\beta = .217, P < .05$) more than others variables. This is followed by the number of publication ($\beta = .169, P < .05$) and teaching ability ($\beta = .131, P < .05$) in that order. While class attendance, self confidence and readiness for promotion contributed less in this order, ($\beta = .053, P > .05$; $\beta = .047, P > .05$; $\beta = .038, P > .05$) respectively.

From the result above, it was revealed that there was a significant joint effect on emotional stability, number of junior academic staff publications and teaching ability on mentoring of junior academic staff career growth. This implies that the variables, jointly were capable of influencing junior academic staff mentoring for career growth in the South-West, Nigeria. This finding is in agreement with the position of Klasen & Clutterbuck, (2002) that mentoring is regarded as one of the learning methods used to enhance individuals learning and development in all spheres of life. This is also corroborated in the result of the study by majority of the respondents agreeing to the fact that mentoring is an essential ingredient for junior academic staff career growth in the University.

The respondents during the IDI interview also agreed that for junior academic staff career growth, the system of mentoring of junior academic staff by the senior ones should be re-introduced in our University education system to encourage the young academic staff coming into the system.

This result also corroborated the findings of Hull, (2002); Dawn & Palmer, (2009) that mentoring in higher educational institution is a process whereby an experienced senior faculty member helps to develop a less experience junior faculty member to develop. The findings also concurred with the findings of (Murray & Owen 1991; Klasen & Clutterbuck, 2002; Harvard Business Essentials, 2004; Berk, Berg, Motimer, Moss & Yeo, 2005; Meggeinson, Clutterbuck, Garviery, Stokes & Garret-Harris, 2006; and Naris & Ukpere, 2009). This result was also confirmed in Abraham, (2009) that effective mentor should be someone who manages the partnership; encourages and empowers; nurtures; teaches; the mentee and offer mutual trust and respect and responses to the needs of the mentee.

This result was also in line with the findings of Wing (2009) who opined that mentor should find out whether the mentee has the desire to be mentored and once this is established, the relationship would evolved smoothly. In the findings of the result during the Indepth Interview (IDI):

The interviewees were equally of the opinion that the moment the relationship is established between the mentor and the mentee, the mentee become a protege and the mentor passes down the old aged academic cultures,. norms and traditions of the University system for proper development and career growth of the mentee.

This findings supported the findings of Leslie, Lingard & Whyte, (2005) that the purpose of mentoring in higher educational institutions should be to acquire skills that have been described as “understanding the underlying values, traditions and unwritten behavior codes of academic, effectively managing a productive career in academics and establishing and maintaining a network of professional colleagues.

This is a form of coaching in both formal and informal training and it is an important strategy element to create and improve a community of practice. The term mentor gives an image of older, wiser individual or group of individuals leading around young protégés by passing down age-old secrets to them. In fact the principals of mentoring and modeling have been around since ancient times (Murray & Owen, 1991) cited by Hull, (2002). Mentoring has also been regarded as one of the learning methods used to enhance individuals learning and development in all spheres of life (Klasen and Clutterbuck, 2002).

A mentoring relationship is characterized by an experienced faculty member (mentor) taking an active role in the development of the academic career of a less experienced junior academics or faculty member (mentee) by offering guidance, support and advice where necessary. A mentor’s guidance is rendered with an inside knowledge of the norms, values and procedures of the institution and from a depth of professional experience (Hull, 2002). Thus, mentoring in higher educational institution is defined as “a process whereby an experience senior faculty member helps to develop a less experienced junior faculty member” (Dawn and Palmer, 2009)

A mentor relationship is a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced person, with the agreed upon goal of having the lesser skilled person grow and develop specific competencies (Murray & Owen, 1991) The mentor advise, guide, teach, inspire, challenge, correct and as well serves as a role model to the mentee for his professional career growth (Klasen & Clutterbuck, 2002; Harvard Business Essentials, 2004; Berk, Berg, Mortimer, Moss & Yeo, 2005; Megginson, Clutterbuck, Garviery, Stokes, & Garret- Harris, 2006). Klasan and Clutterbuck, (2000) cited in Naris and Ukpere (2009) argued that for any relationship to be successful both the mentee and mentor must possess a certain set of qualities, skills and attributes. The key competencies that the mentor should possess are; communication skills, genuine belief in the mentees' potentials, self – awareness and knowledge and experience in the area of mentors. While, Clutterbuck (2009) cited by Karallis & Sandelands, (2008); Abraham, (2009) noted that effective mentor should be someone who manages the partnership; encourages and empowers; nurtures; teaches; the mentee; offers mutual trust and respect and responses to the needs of the mentee.

Also, Wing (2009) opined that mentor should find out whether the mentee has the desire to be mentored and once this is established, the relationship will evolve smoothly and according to (Leslie, Lingard & Whyte, 2005) the purpose of mentoring in higher educational institutions should be to acquire skills that have been described as “understanding the underlying values’ traditions and unwritten behaviour codes of academics, effectively managing a productive career in academics and establishing and maintaining a network of professional colleagues”

H₀₅: There is no significant influence of administrative responsibilities, work attitude, emotional intelligence, gender and mentoring on the stress level of junior academic staff

Influence of Administrative Responsibilities, Work Attitude Emotional Intelligence, Mentoring and Gender on Stress Level

The Table 4.6 below showed the significant relationships between administrative responsibilities, work attitude, emotional intelligence, mentoring and gender on stress level of the junior academic staff work performance and this table also tested hypothesis four of the research work. The table showed that there was a significant correlation between the junior academic staff stress level and their administrative responsibilities, work attitude, emotional intelligence, mentoring and gender.

Table 4.6: Correlation matrix showing the relationship between Stress and Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender

	Stress	Administrative Responsibilities	Work Attitude	Emotional Intelligence	Mentoring	Gender
Stress	1					
Administrative Responsibilities	.193**	1				
Work Attitude	.275**	.363**	1			
Emotional Intelligence	.312**	.194**	.364**	1		
Mentoring	.345**	.283**	.420**	.560**	1	
Gender	.240**	.210**	.502**	.585**	.428**	1
Mean	16.1458	60.6183	31.9108	33.1750	40.3867	18.1692
S.D.	2.8580	7.0969	3.6605	5.9162	5.2101	4.1253

Interpretation and Discussion

In the Table 4.6 above, it is noted that there was a significant correlation between Stress and each of the independent variables, Administrative Responsibilities, Work Attitude, Emotional Intelligence, Mentoring and Gender with correlational values of .193**, .275**, .312**, .345** and .240** respectively. From the above it is indicated that mentoring took

the highest order in the ranking and this could be as a result of the significance of mentoring on some of the junior academic staff and it is also an indication that proper mentoring of these categories of academic staff by the most senior ones can reduce their stress level. This is followed by emotional intelligence which is equally an indication that emotional stability of these set of academic staff can as well reduce their stress level in the work place. The junior academic staff work attitude was third in the ranking order and this shows that the junior academic staff right attitude to their academic and other related work could reduce their stress level. While junior academic staff administrative responsibilities took the least in the ranking order and it is an indication that more administrative responsibilities without proper mentoring of these set of academic staff could lead to high stress level.

The implication from the table above indicated that there was a significant correlation between junior academic staff stress level and each of the independent variables in the following order; administrative responsibilities ($r = .193, P < .05$) work attitude ($r = .275, P < .05$) emotional intelligence ($r = .312, P < .05$) mentoring ($r = .345, P < .05$) and gender ($r = .240, P < .05$).

The above table 4.6 also showed that all the independent variables indicated a significant positive correlation with the dependent variable. At .05 levels of significance, that is (**.01; *.05).

From the table, it was revealed that all the independent variables had their various effects on the dependent variable, for instance the administrative responsibilities given the female junior academic staff induced their stress level if the responsibilities are becoming more and this tends to affect their work attitude towards their fellow colleagues and the students.

The IDI conducted revealed that; the female junior academic staff resorted to nagging and attimes this affect their work attitude, leading to loss of concentration that can altimately affect their career growth. While the male junior academic staff beleived that they can withstand pressure from enormous administrative responsibilities that may not affect their work attitude because they see this as a challenge and according to them they are ready to face challenges emanating from their workplace as this will contribute positively towards their academic career growth.

This result is corroborated in the findings of Gupta and Chandwanni, (2001) were of the opinion that out of life situations, the work place stand out as a potential source of stress this is because of the amount of time workers spent in such work places. This was also corroborated in the findings of (Lu, Cooper, Kao,& Zhou, 2003) that stress is one of the most significant inevitable consequences of work life influencing both individual and organizational performance. This was also supported in the findings of Lee, (2002).

This was also corroborated in the findings of National Institute for Occupational Safety and Health (NIOSH) (2008) that occupational stress has been a long standing concern of the health and care industry. According to (NIOSH) the factors or stressors leading to stress among workers and junior academic staff inclusive in their various occupation depending on the tasks being perform include time pressure, lack of social support at work, exposure to work related violence or threats, long work hours, shift work, inadequate staffing, career development issues, dealing with death and dying and role ambiguity.

This was corroborated with the response from the IDI to elicit response from some of the junior academic staff selected for the study. One of the interviewee from one of the Private Universities opined that the work load is enormous and demanding on the junior academic staff and this at times lead to burnout and fatigue that is seriously affecting and telling on the health of most of the junior academic staff. Another respondent revealed that the combination of administrative responsibilities with teaching and research activities are

harzardous to the health of the junior academic staff and if this is not reduced it can lead to untimely death of some of these junior academic staff.

Ho₆: There is no significant Influence of Administrative Responsibilities, Work Attitude, Emotional Intelligence and Mentoring on General Performance of Junior Academic Staff.

Correlation of Administrative Responsibilities, Work Attitude, Emotional Intelligence, and Mentoring with General Performance of Junior Academic Staff

The Table 4.7 below showed the significant impact of administrative responsibilities, work attitude, emotional intelligence and mentoring on junior academic staff general work performance in their chosen profession. The table also tested hypothesis five of the research study and the result of the analysis was gotten through the use of correlation matrix.

Table 4.7: Correlation matrix showing the relationship between General Performance and Administrative Responsibilities, Work Attitude, Emotional Intelligence, and Mentoring of Junior Academic Staff

	General Performance	Administrative Responsibilities	Work Attitude	Emotional Intelligence	Mentoring
General Performance	1				
Administrative Responsibilities	.189**	1			
Work Attitude	.314**	.363**	1		
Emotional Intelligence	.516**	.194**	.364**	1	
Mentoring	.412**	.283**	.420**	.560**	1
Mean	33.4792	60.6183	31.9108	33.1750	40.3867
S.D.	4.7284	7.0969	3.6605	5.9162	5.2101

Interpretation and Discussion

In the Table 4.7 above, it was noted that there was a significant correlation between General Performance and each of the independent variables, Administrative Responsibilities, Work Attitude, Emotional Intelligence and Mentoring with correlational values of .189**, .314**, .516**, .412** and .388** respectively.

The correlation matrix of table 4.7 above showed that there was a significant correlation between general performance on each of the dependent variable; administrative responsibilities ($r = .189, P < .01$) work attitude ($r = .314, P < .01$) emotional intelligence ($r = .516, P < .01$) mentoring ($r = .412, P < .01$) and gender ($r = .388, P < .01$). The above table also showed that all the independent variables indicated a significant positive correlation with the dependent variable at .01 and .05 levels of significance, that is (**.01; *.05). The result of the table above showed that emotional intelligence indicated the highest level of significant at $r = .516, P < .01$, closely followed by mentoring at $r = .412, P < .01$; gender and work attitude took the following order $r = .388, P < .01$; $r = .314, P < .01$, while administrative responsibilities was least in the correlation order at $r = .189, < .01$

The implication of this result is that junior academic staff emotional intelligence will to a large extent go a long way in determining their general performance in their career growth. This shows that their emotional stability will help to withstand any work pressure that can lead to work stress. This was in line with the result of the IDI conducted on some of the selected junior academic staff for the study.

The interviewees revealed that their emotional stability help in the time of work pressure that can lead to stress on the job. They also revealed that the more emotionally stable they are the more for them to have good performance on their job and therefore they tried as much as possible not to get stressed up on the job. The interviewees also were of the opinion that a mentoring situation could lead to general better performance of junior academic staff on the job. While they equally believed that their work attitude could go a long way to determine the extent of their general performance at work situation.

H₀₇: There is significant difference in the level of career growth of junior academic staff on the basis of age and gender

Differences in Age and Career Growth of Junior Academic Staff

The tables below showed the differences in the ages and career growth among junior academic staff in various Universities in South-West Nigeria selected for the purpose of the study and the tables tested hypothesis seven of the research work and the results were obtained with the use of t-test.

The Tables 4.8_a & _b below tested hypothesis six for perceptual differential in administrative responsibilities, work attitude, emotional intelligence, gender and mentoring of old and young junior academic staff. The t-test statistical instrument was used to analyzed the data collected from the field with the following results.

Table 4.8^a: T-test statistics showing the significant effect in the Career Growth of Young and Old respondents

Career Growth	N	Mean	Std. Dev.	Crit-t	Cal-t.	DF	P
Young	103	61.5922	8.8389	1.96	1.457	1198	.145
Old	1097	60.5269	6.9088				

Interpretation and Discussion

The above table showed that there was no significant difference in the Career growth of young and old junior academic staff respondents (Crit-t = 1.96, Cal.t = 1.457, df = 1198, P > .05 level of significance) on the basis of administrative responsibilities given them. The null hypothesis is therefore accepted.

The result above indicated that there was no significant difference in the career growth of the young and old junior academic staff given from the above table. This was an indication that both young and old junior academic staff in all the universities under study

had equal opportunity of growing fast in their chosen career depending on how hard they are working, the null hypothesis is therefore accepted.

The result above was in line with the findings of Vardi, (2008) that the increasing work load and responsibilities are seriously affecting many academics especially the junior ones in various parts of the world with the average workload of 49 and 55 per cent per week. While in the findings and submission of (Mcinnis, 2000; Cataldi, Bradburn, Fahimi, & Zimder, 2005; Forgarz & Leder, 2006) agreed that the increasing work load of academic staff in particular the junior academic staff had been reported to be a major factor leading to academic stress. In their findings Winter and Sarros, (2002) opined that administrative responsibilities and excess work load of junior academic staff impact negatively on their work performance.

This is also corroborated in the IDI conducted with the junior academic staff of the selected Universities for the study. Majority of the respondents, most especially in the private Universities submitted that young junior academic staff were saddled with more administrative responsibilities and enormous work load than the older junior academics and this to a large extent made them work harder and rise faster in their academic career than the older academic staff. Although, some of the respondents in the Private Universities complained that the responsibilities and the work load does not give them enough time to develop themselves especially those on Ph.d programmes, but were of the opinion that the challenges put them on their toes to work towards attaining greater heights in their academic career growth more than the old academic staff.

The in-depth interview conducted further revealed that age differences among the junior academic staff made a lot of difference in how the junior academic staff discharged their duties in various universities selected for the study

The interviewees also believed that the younger junior academic staff grow and develop at a faster rate than the older junior academic staff and this was attributed to hard work and the need to attain greatness in their chosen

academic career in the University system. The interviewees were also of the opinion that the older junior academic staff were saddled with less departmental administrative responsibilities and therefore should have more time devoted to presentation of seminar papers, conference articles/journal publications and workshop attendance and all these may put them at vintage advantage for proper career growth than the younger junior academic staff but the reverse is the case.

The IDI also revealed that the wealth of experience of the older junior academic staff equip them with emotional stability needed for their career growth in the University and thereby make the job less stressful for these set of academic staff. They were also of the opinion that the junior academic staff had a kind of in-built defence mechanism to withstand any stress within the University system.

Differences in Career Growth of Male and Female Junior Academic Staff

The result of the t-test Table 4.8^b below showed the differences in the career growth of male and female junior academic staff in all the Universities selected for the purpose of the study, the result of the table indicated that there was a significant difference in the career growth of male and female junior academic staff in all the Universities selected for the study.

There is no significant difference in the Career Growth of Male and Female respondents

Table 4.8^b: T-test statistics showing the significant effect in the Career Growth of Male and Female junior academic staff

Work Attitude	N	Mean	Std. Dev.	Crit-t	Cal-t.	DF	P
Female	103	32.7961	5.3144	1.96	2.573	1198	.010
Male	1097	31.8277	3.4568				

Interpretation and Discussion

The above table 4.8^b above showed that there was a significant difference in the Career Growth of male and female junior academic staff (respondents) (Crit-t = 1.96, Cal.t = 2.573, df = 1198, P < .05 level of significance). The null hypothesis is therefore rejected.

From the above table, it shows that there was a significant difference in the career growth of male and female junior academic staff and the null hypothesis is rejected according to decision rule. The implication of this is that there is a sharp difference in the career growth of male junior academic staff when compared with the female junior academic staff. Mueller, (2006) argued that employees' attitude in the work place can sometimes define such employee more than the work they perform and they make the co-workers see such employees as being reliable, competent, intelligent or somebody to rely on. This assertion is agreed to in the study during the Indepth Interview conducted (IDI):

with the respondents in the selected Universities for the purpose of the study. The interview revealed that some of the female junior academic staff were more active in their class room attendance thereby putting the male junior academic staff on their toes in the Private Universities, however, this is not so in the Public Universities because there is little or no effort in checking what goes on the the system unlike in the Private University where everybody must work for the money they earn. The IDI also revealed that the female junior academic staff in the Private Universities make things more difficult for the male ones, this is because of the fact that some of the male junior academic staff see the female ones as threat to their academic career growth because they believed that females are the home keepers and must stay at home to take care of the home front not to be competing with the males However, the situation is a little bit different in the Public Universities where the females see the males as partners in progress that can always assist them to get to the pick of their career.

The implication of the above result on the study is that the male junior academic staff believed that they have longer period of years in the service and therefore, they want to put in their best in the work to be able to have that career growth that can lead to attaining their academic pick while the female junior academic staff were trying to take things easy because

of family responsibilities, the male junior academic staff need to put in more efforts in their academic career because they are the bread winners of the family and greater responsibilities and life challenges lies on them.

Interpretation and Discussion of Model of the Study

Two theories were used for the model (work process) adopted for the study; the expectancy and the theory of work adjustment. According to the expectancy theory, the junior academic staff expended efforts on their academic activities because the junior academic staff believed that the efforts expended will lead to good performance that will attract greater rewards from their various institutions and this is as a result of providing necessary skills, training and self confidence with emotional stability that will bring and lead to career growth and development of these categories of academic staff in their various Universities.

The junior academic staff also believed that expending more efforts at work brings good performance that will lead to reward and proper remuneration from the institution, while performing their work the junior academic staff required constant reassurance that the reward in terms of their growth and career development is forth coming. The value the junior academic staff attached to their work will produce certain outcome which could either be positive or negative depending on how the management of various institutions handles the welfare of their academic staff. The greater the expectations of junior academic staff career growth the greater the efforts put on the work.

This implied that the greater the expectancy of the junior academic staff on their job the more committed these categories of academic staff to their work and the greater the chances of their career growth all things been equal.

On the other hand, the theory of work adjustment required junior academic staff to perform certain task with their skills and in exchange these categories of academic staff

requires compensation in terms of safe environment and comfortable workplace that can lead to career growth. The interaction process in the workplace between the junior academic staff and the work environment provided the junior academic staff the ability to grow and have career development in their chosen profession. The theory also believed that the greater the correspondence between junior academic staff and the university work, the greater their job satisfaction, work performance and their career growth and development. Thus, correspondence between the work personality and the work environment is achieved through mutual satisfaction of the individual's requirement of the individual junior academic staff.

The importance of this theory on the study is that in the area where the expectations of these junior academic staff are not met, there is therefore the need for the management to adjust so that the needs and demands of these set of academic staff can be met to avoid conflict in the various institutions and the work environment.

The implications of the theories on the study is that the junior academic staff expectation on their job is to make progress in their academic career and they have to do this by adjusting to the work environment, that is the interplay of all the independent variables (administrative responsibilities, work attitude, emotional intelligence, mentoring and gender) on the expectations and work adjustment of junior academic staff will result in the growth and career development of junior academic staff.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The study investigated personal and work-related factors as predictors of career growth of junior academic staff in Universities in South-west zone, Nigeria. The chapter presents the summary, conclusion, policy implications, recommendations as well as suggestions for further studies and the limitation to the study.

5.1 Summary

The study examined personal and work-related factors as predictors of career growth of junior academic staff in universities in Nigeria and to achieve this the study was divided into five chapters, starting from the first chapter which is the general to the fifth chapter that ends the study. The first chapter dealt with the background to the study, statement of the problem, objectives of the study, the scope of the study, research question, significance of the study and some terms that were ambiguous were carefully defined under the operational definition of terms, this is to aid a better understanding of the variables as well as the concept used in the research work.

The second chapter of the study covered a comprehensive review of past but related literature on the independent (administrative responsibilities, work attitude, emotional intelligence, gender and mentoring) and dependent variables (career growth). Besides, a detailed review of teaching in tertiary institutions was extensively done with a view of linking the present study with the past studies in order to show critically the gap that this present study will be filling in literature. Apart from this, a theoretical review of Expectancy theory and Work Adjustment was undertaken with a view of using the assumption that junior academic staff career growth in Nigeria universities may be influenced by the combination of administrative responsibilities, work attitude, emotional intelligence, gender and mentoring and not separately. Hence, deducing from the theoretical review, a framework guiding future

studies was developed. This chapter ended with six formulated hypotheses that guided the analysis and the discussion of findings.

The third chapter adopted the survey research design of *ex-post facto* type involving a sample size of 1200 respondents, representing the total number of junior academic staff in all the twelve universities purposively selected for the study from graduate assistant to lecturer 1 cadre in all the universities.

The fourth chapter contained different results and findings obtained from the field, the interpretations and detailed discussions on each of the findings. The demographic characteristics information collected on the respondents of the study were presented through the use of descriptive statistics of bar and pie charts followed by detailed discussion on each. The correlation matrix, multiple regression analyses and t-test were employed for the analysis of data collected on the field relating to core focus of this research work. These were complimented with the qualitative method of In-depth Interview (IDI). The findings of the study revealed that:

- (i) The independent variables, that is administrative responsibilities, work attitude, emotional intelligence, gender, mentoring and demographic variables of (age, marital status and length of service) were collectively significant in influencing junior academic staff career growth and development, this is an indication that all the variables were good predictors of junior academic staff career growth.
- (ii) The variables that were independently or relatively significant in predicting junior academic staff career growth were: administrative responsibilities, work attitude, emotional intelligence, mentoring and gender on junior academic staff growth. The indication was that all the five variables were significant in predicting junior academic staff career growth in the universities.

- (iii) That there is relative contributions of each of the independent variables on the dependent: Readiness for Promotion, No. Of Publications, Teaching Ability, Regular Class Attendance, Self Confidence and Emotional Stability on Work Attitude were significant in predicting junior academic staff career growth.
- (iv) Shown that the joint effect of independent variables (Emotional Stability, No. of Publications, Regular Class Attendance, Teaching Ability, Readiness for Promotion and Self Confidence) on Emotional Intelligence was significant. and about 7% of the variation in Emotional Intelligence was accounted for by the independent variables.
- (v) The result of the t-test table show no significant difference in the career growth of young and old junior academic staff on basis of other administrative responsibilities.
- (vi) The result of the t-test table show that there was a significant difference in the Work Attitude of male and female junior academic staff. But the result of the IDI conducted revealed an higher significance in the work attitude of male and female junior academic staff.
- (vii) Also, there was a significant correlation between General Performance and each of the independent variables, that is Administrative Responsibilities, Work Attitude, Emotional Intelligence, Gender and Mentoring respectively.

5.2 Conclusion

The study examined the extent to which personal and work-related factors predicted career growth of junior academic staff in Universities in south-West zone, Nigeria, this study has therefore been able to establish and conclude from the findings of the results as follows:

The findings of the study revealed that the combinations of administrative responsibilities, work attitude, emotional intelligence, mentoring, general performance,

age and gender were potent predictors of junior academic staff career growth in all the universities selected for the study.

Most importantly, this study bridged an existing gap of dearth of literature on junior academic staff career growth and development in the institutions of higher learning. The study has empirically shown significant relationships between administrative responsibilities, work attitude, emotional intelligence and mentoring on all the variables of career growth of junior academic staff that can lead to their growth and development (readiness for promotion, journal publications, assertiveness skill, communication skill, quality of teaching and disposition to student) as contributing influence to junior academic staff career growth in all the universities.

5.3 Policy Implications of the study

The findings of this study have several implications for educational planners and implimentors, the government and other stake holders in the planning and implementation of educational policies in Nigeria.

- (i) Among the implications of this finding is that mentoring of junior academic staff have been eroded away in almost all the Nigeria universities, therefore the government must find a way of addressing this serious issue to bring the education system back to it's lost glory.
- (ii) All the stake holders in the education industry must also come together to address the factors that have been identified in this study to be responsible for the slow career growth rate of junior academic staff in the various universities.
- (iii) The government and other stake holders must also look into the work load system in the universities and see where it affect these categories of acadmic staff to allow for

their proper career development that can equally lead to career growth for these set of academic staff.

- (iv) There is therefore the need for a wider coverage of this study in all the other geographical zones of the country to allow a comparative study analysis for good policy implementation.

5.4 Recommendations

Further to issues discussed under the policy implications above, it was recommended among other things that;

- (i) Efforts should be made by government policy makers in the area of education, particularly the National University Commission (NUC) to direct and channel university education policies towards proper mentoring of junior academic staff by the senior ones for effective grooming in the area of teaching, researching and community service.
- (ii) Junior academic staff must be more focused and pay more attention to attaining greater heights in their academic career and less attention on material wealth which is most common among junior academic staff. These set of academic staff must also realised that attaining academic career growth is not meant for lazy people and must therefore pay serious attention to teaching and researching that can lead to career growth.
- (iii) Also, junior academic staff must not see or abuse academic freedom to the detriment of their career growth and must equally be submissive and give respect to more experienced senior academic staff rather than seeing them as colleagues to enable them acquire formal mentoring that can lead to academic growth.

- (iv) These set of academic staff must also have right work attitude, positive disposition towards teaching and reseraching and imbibe good reading culture that can lead to proper career growth. Junior academic staff must also be ready to respect academic culture, maintain academic excellence that can lead to their career growth and must also shun political affiliations that can lead to disrespect of senior academic staff.
- (v) Government efforts should be geared towards proper funding, provision of basic infrastructures, good and enabling work environment for academic research activities to encourage retention of academic staff and discourage brain drain in the University system.
- (vi) University management should be more time conscious in statutory meeting activiies and not extend and allow hours of meetings to drag longer than necessary, management must also encourage junior academic staff by inculcating teaching and excess work load as part of promotion guide lines.
- (vii) The federal government, the state government and the private investors must come together to address the various educational challenges facing the society presently and come out with a good educational policy to help the nation attain the Education for All goal (EFA)
- (viii) Finally, government must limit their involvement in the appointment and recruitment of University lecturers to discourage godfatherism in the University system.

5.5 Contributions to Knowledge

The thesis has contributed to knowledge in the following ways:

- (i) The study showed the importance of university administrative responsibilities of junior academic staff to their growth and career development in the South-West region of Nigeria.

- (ii) The study affirmed the need for proper mentoring of junior academic staff in Nigerian universities for career development that can lead to career growth of these set of academic staff.
- (iii) The study provided knowledge and awareness of the importance of right work attitude of junior academic staff towards their career growth.

The study also showed the influence of emotional stability of the junior academic staff to their career growth in Nigerian universities most especially Southwestern region

5.6 Limitations to the Study

Twelve universities were selected for the study from the public and private sectors from the federal, the state and the private Universities in Nigeria. The extremity in the distance of these universities served as a major logistic problem for this research work.

It was observed that quite a number of the academic staff, particularly in the public institutions found it very difficult and reluctant to fill the questionnaire, some of them showed hostility to the researcher complaining of time and too much workload on them to spare the time for the filling of the questionnaire. This caused an initial delay in retrieving back the questionnaire on time.

However, all the institutions selected for the study served the purpose for which they were selected based on the faculties, departments and courses taught by the junior academic staff selected for the study. Another area of limitation was on the road hazard experienced during the course of questionnaire administration because of the geographical spread of the institutions selected for the purpose of the study.

5.7 Suggestions for Further Studies

In order to bridge the gap created by the delimitations and limitations of this study, it is hereby suggested that:

Several indexes have influenced junior academic staff career growth in the universities in this study, further studies could be in the areas of psycho-socio, cultural and environmental factors influencing junior academic staff career growth in Nigeria university. Further studies could also be on the senior academic staff on their mentoring attitudes towards the junior ones in the Universities.

A comparative study should be carried out within Nigerian Universities and outside to determine the influence of all the independent variables on career growth of junior academic staff in the Universities and possible ways out of these problems facing junior academic staff.

Finally, a further study could be conducted on the problems facing junior academic staff in Nigeria Universities and try to profer solutions to these problems.

REFERENCES

- Abraham, F. 2009. Mentorship, Move Issue, 177; 46-47, www.imdevesity.com
- Adenike, A. 2011. Organizational Climate as predictor of employee job satisfaction: Evidence from Covenant University: *Business Intelligence Journal*, 4(1).
- Ahsan, N., Abdulah, Z., David Yong, G. F. & Syed, 2009. A study of Job Stress on Job Satisfaction among University Staff in Malaysia: Empirical Study, 8(1).
- Akinpelu, J. A. 2002. Philosophy and Adult Education. Lagos, Stirling-horden Publishers (Nig) Ltd.
- Anderson, D., Johnson, R. & Saha, 2002. Changes in academic work. <http://www.dest.gov.au/achive/>
- Aryee, S. and Chay, Y. W. 1994. An examination of the impact of Career-Oriented mentoring on Work Commitment attitudes and Career Satisfaction among professional and Managerial employees. *British Journal of Management*.
- Bahdor, G, K., Mahmoud, M., Roozbeh, H., Alli Hah, A. & Reza, G. 2011. The Relationship between Emotional Intelligence and Effective Delegation; *International Journal of Business and Social Science*, 2 (19)
- Barnett, R. 2005. Reshaping the University: New Relationships between Research, Scholarship and Teaching. Maidenhead: Open University Press
- Baruch, Y and Hall, D.T.T. 2004. The academic Career: A model for future careers in Other Sectors? *Journal of Vocational Behavioural Vol 64*
- Boice, R. and Jones, F. 1984. Why Academicians Don't write, *Journal of higher Education*, Vol. 55, 5 (Sept/Nov)
- Boyd, S. and Wylie, C. 1994. Workload and stress in New Zealand Universities (No. ERIC ED 377747)
- Brunnetti, J. R. 2001. Why do they teach? A study of Job Satisfaction among Long-term high school teachers, *Teacher Education Quarterly Journal* 28(3), 49-74
- Burke, R. J. 1984 Mentors in Organizations: *Group and Organization Studies vol. 9*, 253-272
- Byrne, G and Hodgkin, S. 2009. Design Team for the University's Workload Management System: Monitoring implementation of the Academic Workloads (LTUCA09 clause 48) life: *monitoring work patterns and daily activities*. *Australian Educational Research*, 33(1), 1-22
- Carmeli, A. 2003. The relationship between Emotional intelligence and Work attitudes Behaviors and outcomes: An examination among senior managers. *Journal of Managerial Psychology*, 18(8).
- Cataldi, E. F., Bradburn, E. M., Fahimi, M. and Zimder, L. 2005. National Study of postsecondary faculty (N0 NCES 2006- 176). Washington, DC. National Centre for Education Statistics.

- Charters, W. W. 1976. Sense of teacher work autonomy: measurement and findings, Eugene OR: Center for Educational Policy and Management. (ERIC Document Reproduction Service No. ED 166840)
- Collett, P and Davison M. 1997. 'Re-negotiating autonomy and accountability: the professional growth of developers in a South African Institution, *International Journal for Academic Development*. 2(2) 28-34
- Davis, U. C. 2009. Administrative Responsibilities Handbook, Spring, U.S.A Fargasz, H.J & Leader, G.C. 2006 Academic
- Denne, C. 1998. Community Nurses' Description of Stress when Caring in the Home: *International Journal of Palliative Nursing*, 4(1).
- Dorothy, Marris. 2010. Academic Staff Development Pdf.
- Fajana, Sola. 2002 Human Resource Management: An Introduction. Lagos: Labofin and Company
- Fagenson, E. A. 1989 The Mentor advantage: Percieved Career/Job experiences versus non-protoges. *Journal of Organizational Behavior*. Vol. 10(4), 309-320
- Firestone, W. A. and Bader, B. D. 1992. Redesigning teaching: Professionalism or bureaucracy; Albany, N.Y; SUNY Press
- Franklin, H. L. 1988. Principle Consideration and its relationship to teacher sense of autonomy, unpublished doctoral dissertation, University of Oregon
- Frase, L. E. and Sorenson, L. 1992. Teacher motivation and satisfaction: impact on participatory management. *NASSP Bulletin* 76(540), 37-43
- Gnecco, D. R. 1983. The perception of autonomy and job satisfaction among elementary teachers in Southern Maine. Unpublished doctoral dissertation, Vanderbilt University, Nashville, T. N.
- Hall, B. W., Villeme, M. G. and Phillippy, S. W. 1989. Perception of autonomy within the beginning teacher's work environment. Presented at the annual meeting of the Association of Teacher Education, St. Louis, M.O.
- Harrison, R. V. 1978. Person-environment fit and job stress, In Cooper, C. L., Payne, R. (Eds.), *Stress at Work*. New York: Wiley
- Hazelkorn, E. 2003. Growth Strategies and Intellectual Capital Formation in New and Emerging H E/s. Centre for Social and Educational Research, Dublin Institute of Technology
- Houston, D., Meyer, L. H., and Peawai, S. 2006. Academic staff workload and job satisfaction: Expectations and values in academe. *Journal of Higher Education Policy and Management*, 28(1), 17-30
- Hull, H. 2000. Mentoring, M B. Hoffuan (Ed.), *Encyclopedia of Educational Technology*. Retrieved May, 24, 2006

- Ignersoll, R. M. and Alsalam, N. 1997. Teacher professionalization and teacher commitment: A multilevel analysis. National center for Education statistics (NCES Report, 97-069) Washington, D. C. U. S. Department of Education
- Ignersoll, R. M. 1997a. The statistics of teaching as a profession: 1990-91. Statistical analysis report, National Center for Education Statistics (NCES Report 97-104) Washington D.C., U.S. Department of Education
- Ignersoll, R. M. 1997b. Teacher professionalism and teacher commitment; A multilevel analysis, National Center for Education Statistics (NCES Report 97-069) Washington D.C., U.S. Department of Education
 Jones, L. (2000) Supervisory beliefs and behaviors associated with veteran teacher motivation. Unpublished doctoral dissertation, University of Microform (AAT 9962960)
- Ismail, M. and Arokiasamy, 2007. Exploring Mentoring as A Tool for career Advancement of Academics in Private Higher Education Institutions in Malaysia: *Journal of International Research Vol. 1/1*
- Jennings, E. E. 1971. *Routes to the executive suite*, New York: McGraw-Hill
- Karasek, R., and Theorell, T. 1990. *Health work: Stress, productivity and the reconstruction of working life*. New York: Basic Books
- Karallas, Tand Sandelands, E 2009. Making Mentoring Stick: A case study. *Education + Training, 51(3)*
- Khmellor, V. T. 2000. Developing professionalism: Effects of school workplace organization on novice teacher's sense of responsibility and efficacy. Unpublished doctoral dissertation, University of Notre Dame, Notre Dame In. (Dissertation Abstracts International 61[04], 1639) (UMI Microform AAT 9967316)
- Kim, I. and Loadman, W. 1994. Predicting teacher job satisfaction. (ERIC Document Reproduction Services No. ED 383 707)
- Klasen, N. and Clutterbuck, D. 2002. Implementing Mentoring schemes: A practical guide to successful programs. Oxford: Butterworth-Heinemann
- Klecker, B.J. and Loadman, W. 1996. Exploring the relationship between teacher empowerment and teacher job satisfaction. (ERIC Document Reproduction Service No. ED 400 254)
- Kram, K. E. 1985. *Mentoring at Work: Development Relationships in Organisational Life*. Scott Foreman and co., Glenview, Ill
- Lazarus, R. S. 1994. *Passion and reason: Making sense of our emotion*. New York: Oxford University Press.
- Levinson, D., Darrow, C., Klein, E., Levinson, M. and Mckee, B. 1978. *Seasons of a man's Life*. Knopf, New York
- Martinez, M. N. 1997. The Smarts that counts, *Human Resource Magazine*, vol.42, 72-78
- McCall, M. W., Lombardo, M. M., and Morison, A., 1998. *The lessons of experience: how successful executives develop on the job*. Lexington Press, M. A

- Melenzyer, B. J. 1990. Teacher empowerment: The discourse, meaning and social actions of teachers. Paper presented at the annual meeting of the National council on States on In-service Education, Orlando FL
- Mcinnis, C. 2000. Changing academic work roles: The everyday realities challenging quality in teaching. *Quality in Higher Education*, 6(2), 143-152.doi: 10 1080/713692738
- Moomaw, W. and Pearson, L. C. 2006. Continuing Validation of the teacher autonomy scale, *Journal of Educational Research*, 100(1), 44-51
- Murray, M. and Owen, M. A. 1991. Beyond the Myths and Magic of Mentoring. San Francisco: Jossey-Bass
- Natale, J. A. 1993. Why teachers leave. *The Executive Educator*, 14-18
- Okurame, D.E. 2008 Mentoring in Nigeria academia: experiences and challenges, *International Journal of Evidence Based Coaching and Mentoring* vol. 6(2), 45-56
- Okurame, D. E. and Balogun, S. K. 2005. Role of informal mentoring in the career success of first-line Bank Managers' a Nigeran case study. *Career Development International* Vol. 10(6/7), 512-521
- Okurame, D.E. 2002. Influence of Psychosocial Factors and Mediatory Role of Informal Mentoring on Career Outcomes of first-line Bank Managers in Nigeria, unpublished Doctoral Thesis: Department of Psychology, Univesity if Ibadan, Nigeria
- O'Leary, J. 1997. Staff development in a Climate of economic rationalism: a profile of the academic staff developer; *International Journal For Academic Development*, 2(2) 72- 82
- Oshagbemi, T. 2000. How satisfied are Academics with the primary Tasks of Teaching Research and Administration and Management, *International Sustainable in Higher Education*, Vol. 1(2), 121-136
- Orht, C.D. and Jacobs, F. 1971. 'Women in Management: pattern for change' Harvard Business Review, Vol. 49(4), 30-147
- Pearson, L.C. and Hall, B.C. 1993. Initial construct validation of the teacher autonomy scale. *Journal of Educational Research*, 80(3), 172-177
- Pearson, L.C. 1995. A discriminant analysis of teacher autonomy. *Journal of Research i Education* 5(1), 14-19
- Ragins, B. R. and Cotton, J. L. 1999, Mentor functions and Outcomes: A comparison of men and women in formal and informal Mentoring relationships. *Journal of Applied Psychology*. Vol.84(4), 529-550
- Pender, N.J., Murdaugh, C.L., & Parsons, M.A. 2000. Health promotion in Nursing practice (4th Ed) Upper Saddle River, N.J: Prentice Hall.
- Saiti, A and Prokopiadou, G. 2004. Post-Graduate Students and Learning environment: Users perception regarding the use of information sources

- Salovey, P. and Mayer, J. 1990. Emotional Intelligence Imagination, Cognition and Personality, 9(3), 185-211
- Scandura, T.A. 1992. Mentorship and Career mobility: An Empirical Investigations, Journal of Organizational Behavior. Vol. 13,169-174
- Schutte, N.S., Malouff, J.M., Hall, L.E., Haggerty, D.J., Cooper, J.T., Golden, C.J., and Dornheim, L. 1998. Development and Validation of a measure of emotional intelligence Personality and Individual Differences Vol., 25, 167-177
- Sylvia, N. Naris and Wilfred, U 2009. Mentoring programmes for academic staff at the Polytechnic of Namibia
- Thornton, L. J. and Mc Entee, M.E. 1998. 'Staff development as Self development: extension and application of Russo's humanistic –critical theory approach for humanistic education and social integration', *Human Education and Development*, 36(3) 143-59.
- Trowler, P and Knight, D. T. 2000. Coming to know in higher education: Theorizing faculty entry to new work context
- Trowler, P. and Knight, P. T. (1999) 'Organisational Socialisation and Induction in Universities: reconceptualizing theory and practice', *Higher Education* 37(2) 177-95.
- Ukeje, B. 1986. *Education for Social Reconstruction*, London: Macmillan Edu. Ltd
- Ulriksen, J.J. 1996. Perceptions of Secondary school teachers and principals concerning factors related to job satisfaction and dissatisfaction. (ERC document Reproduction Service No. ED 424 684)
- Vardi,I 2008. The Impacts of different types of workload allocation models on Academic Satisfaction and working life. (On line publication)
- Webb, G. 1996. *Understanding Staff Development*, Buckingham: Open University.
- Willner, R. G. 1990. Images of the future now: Autonomy, professionalism and efficacy. Unpublished doctoral dissertation, Fordham University, New York
- Wilson, D.C. and Rosenfield, R.H. 1990. *Managing Organizations*, London; Mc Graw Hill
- Winter, R. and Sarros, J 2002. the academic Work environment in Australian Universities: A place to work? Higher Education Research & development, 21(3)241258.Vol:10.1080/07029436022000020751
- Zaindin, A., Junaidah, H.A., and Nazimi, M.Z. 2010. Modeling Job Satisfaction and Work Commitment Among Lecturers: A case of UITM Kelantan', *Journal of Statistical Modeling and Analytics*, 1,(2), 45-59.

DEPARTMENT OF ADULT EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF IBADAN, IBADAN

RESEARCH QUESTIONNAIRE

Dear Respondents,

This study is part of the requirement for the award of a Ph. D degree of the University of Ibadan. You are invited to participate in this research study titled **“Influence of Administrative Responsibilities Work Attitude Emotional Intelligence and Mentoring On Junior Academic Staff Career Progression in Universities in South-west States of Nigeria”** This study does not in any way expose you to negative consequences in the University. You are therefore requested to please assist by honestly supplying answers to the questions below and be assured that your answers will be given the highest level of confidentiality as your responses are purely for academic exercise.

Please tick as appropriate.

SECTION A

DEMOGRAPHIC CHARACTERISTICS

1. Sex: (a) Male () (b) Female ()
2. Age: (a) Below 30 () (b) 31 – 35 () (c) 36 – 40 () (d) 41 -45 ()
(e) 46 - 50 () (f) 51 and above.
3. Marital Status: (a) Single () (b) Married () (c) Others ()
4. Academic Position/Name of Institution: (a) Graduate Assistant () (b) Assistant Lecturer () (c) Lecturer 11 () (d) Lecturer 1 ()
.....
5. How long have you been in the university: (a) below 5years () 6 – 10yrs () (c) 11 yrs and above.
6. Educational Qualification: (a) Master’s Degree () (b) M. Phil () (c) M. Phil/Ph. D ()

7. How long have you been on your Ph. D programme: (a) Less than 3years ()
(b) 4 – 6yrs () (c) 7yrs and above

8. Religion: Christian () Muslim () Others: Specify

9. What are your challenges: Comment briefly (**Optional**)

.....
.....
.....
.....
.....
.....
.....
.....
.....

UNIVERSITY OF IBADAN

SECTION B

Please tick the most appropriate from the alternatives given: Strongly Agree (4) Agree (3)

Strongly Disagree (2) and Disagree (1)

i. Questionnaire items on Junior Academics Administrative Responsibilities towards their Academic Career Progression.

		SA	A	SD	D
10.	Administrative responsibilities allow for career progression of Junior Academic Staff				
11.	Administrative responsibilities hinder Junior Academic Staff career progression.				
12.	Administrative responsibilities prepare Junior Academic Staff for career progression.				
13.	Faculty type responsibilities encourage Junior Academic Staff career progression.				
14.	Departmental responsibilities prepare Junior Academic Staff for faculty responsibility that leads to career progression.				
15.	Junior Academic Staff administrative responsibilities is an exposure their career progression.				
16.	Junior Academic Staff gender influences the administrative responsibilities given them.				
17.	Gender factor does not determine administrative responsibilities given to junior Academic Staff				
18.	Female Junior Academic Staff are more receptive to students problems than their male counterparts				
19.	Junior academic Staff positive response to students' needs lead to career progression				
20.	Enormous administrative responsibilities of Junior Academic Staff increase their stress level				
21.	Faculty type administrative responsibility outside academic responsibility contribute to Junior academic staff stress level				
22.	Junior Academic Staff administrative responsibilities help to develop their emotional intelligence.				

23.	Administrative responsibilities given to Junior Academic Staff does not affect their emotional intelligence positively.				
24.	Administrative responsibilities does not affect Junior Academic Staff stress level				
25.	Administrative responsibilities enhances the general performance of Junior Academic Staff.				
26.	Enormous administrative responsibilities hinders the general performance of Junior Academic Staff				
27.	Male Junior Academic Staff are saddled with more administrative responsibilities and this make them perform better than their female counterparts				
28.	There is no difference in administrative responsibilities given to male and female Junior Academic Staff				
29.	Male Junior Academic Staff are saddled with more administrative responsibilities than their female counterparts				
30.	Male Junior Academic Staff are more involve in faculty administrative responsibilities than the female academic staff				
31	Administrative responsibilities are evenly distributed among the Junior Academic Staff and this makes them perform better whether male or female.				
32	Administrative responsibilities given to Junior Academic Staff does not affect their career progression				
33	Less Administrative responsibilities are given to older Academic Staff therefore it does not affect their career progression.				
34	Administrative responsibilities of Junior Academic Staff does not make any difference to their career progression in relation to their Age.				
35	More Administrative responsibilities are given to Male Junior Academic staff and this increase their rate of career progression.				
36	More Administrative Responsibilities are given to Female Junior academic staff and this hinders their career progression.				
37	Administrative Responsibilities given to married Junior Academic Staff increase their burden and lead to less career progression.				
38	Administrative Responsibilities given to married junior Academic staff serve as challenges to induce their career progression.				
39	Administrative Responsibilities of both young and old Junior Academic Staff are the same				

40	The young Junior Academic Staff are more saddled with Administrative responsibilities than the older ones.				
----	--	--	--	--	--

ii. **Questionnaire items on Junior Academic Staff Career Progression**

41	Prompt attendance of Junior Academic Staff to lectures lead to their career progression.				
42	Prompt delivery of lectures by Junior Academic staff give room for their career progression.				
43	Numbers of publications by Junior Academic Staff enhance their career progression				
44	Regular class attendance of Junior academic Staff enhance their career progression				
45	Junior Academic Staff ability to handle student's academic problems prepare them for career progression				
46	Junior Academic Staff self confidence in discharging their academic activities lead to career progression				
47	Teaching quality of Junior Academic Staff enhance career progression				
48	Male Junior Academic Staff are prone to publications than their female counterparts				
49	Junior Academic Staff handles student's registration exercise for career progression				
50	Junior Academic Staff enjoy handling student's registration in their department for career progression				
51	Student's registration activity by Junior Academic Staff hinders their career progression				
52	Handling of result computation by Junior Academic Staff is a welcome development towards career progression				
53	Result computation by Junior Academic Staff is an hinderance towards career progression				
54	Programme Coordination is a positive development for Junior Academic Staff career progression				
55	Coordination of programmes is an additional burden to the career progression of Junior Academic Staff				
56	Membership of committee hinders career progression of Junior Academic Staff				

57	Committee membership constitute hinderance toward the career progression of Junior Academic Staff				
58	Membership of Admission Committee is an towards Junior Academic Staff Career Progression				
59	Membership of admission Committee contribute toward career progression of Junior Academic Staff				
60	Cordial relationship between old and young Junior Academic Staff contribute to career progression				
61	Gender differentials among the younger and older academic staff influence positively their career progression.				
62	Gender diffrential among the young and old academic staff has negative effect on their career progression.				

iii. Questionnaire items on Junior Academic Staff Work Attitude and their Career Progression.

63	Junior Academic Staff positive attitude towards work lead to career progression				
64	Junior Academic Staff carefree attitude towards lecture delivery does not lead to career progression				
65	Positive work attitude of Junior Academic Staff reduce their stress level				
66	Junior Academic Staff proactive attitude towards their duties reduce level of stress				
67	Junior Academic carefree attitude towards academic work increase their stress level				
68	Positive work attitude of Junior Academic Staff increase their general performance				
69	Negative work attitude reduce general performance of Junior Academic Staff				
70	Junior Academic Staff gender does not have any influence on their work attitude and performance				
71	Male Junior Academic Staff has better attitude to work and perform better than female Junior Academic				
72	Young Junior Academic Staff has right attitude towards their academic activities than the old ones				

73	Senior academic staff frustrate Junior Academic Staff and contribute negatively towards their work attitude and career progression				
----	--	--	--	--	--

iv. Questionnaire items on Junior Academic Staff Emotional Intelligence and Career Progression.

74	Emotional stability of Junior Academic Staff lead to career progression				
75	Junior Academic staff emotional imbalance does not allow for academic career progression				
76	Positive state of mind of Junior Academic Staff lead to academic career progression				
77	Junior Academic staff high emotional intelligence quickens their career progression				
78	Junior Academic Staff emotional intelligence does not lead to academic career progression				
79	Junior Academic Staff emotional stability determines their career progression				
80	Gender of Junior Academic Staff has positive effect on their emotional intelligence and stress level				
81	Gender of Junior Academic Staff does not have any negative effect on their emotional intelligence and stress level				
82	Junior Academic Staff emotional intelligence has positive effect on their general performance				
83	High emotional intelligence of Juior Academic Staff inluence their general performance				
84	Low emotional intelligence of Junior Academic staff affect their general performance				
85	Older academic Staff contribute towards the development of emotional intelligence of Junior Academic Staff				
86	Senior Academic Staff help Junior Academic Staff develop their emotional intelligence				
87	High emotional intelligence display by Senior Academic Staff help buuild Junior academic Staff emotional intelligence				
88	Senior Academic Staff emotional intelligence serve as threat to Junior Academic Staff career progression				

v. **Questionnaire items on Junior Academic Staff Mentoring Scale and Career Progression.**

89	Mentoring of Junior Academic Staff by senior colleagues lead to academic career progression				
90	Non mentoring of Junior academic Staff by their senior delay their academic career progression				
91	Gender of Junior Academic Staff has greater influence on mentoring of Junior academic Staff				
92	Lack of mentoring increase the stress level of Junior Academic Staff				
93	Mentoring of Junior Academic staff by the senior ones reduce their stress level				
94	Mentorship of Junior academic Staff by the senior ones influence their general performance				
95	Lack of mentoring of junior Academic staff has negative influence on their general performance				
96	Mentor – Mentee relationship has positive influence on general performance of Junior Academic Staff				
97	Mentor – Mentee relationship contribute to academic career progression of Junior Academic Staff				
98	Lack of mentorship constitute hinderance to the career progression of Junior Academic Staff				

Appendix: In- Dept Interview Guide

Influence of Administrative Responsibilities Work Attitude Emotional Intelligence and Mentoring On Junior Academic Staff Career Progression or Growth and Development in Universities in South-west States of Nigeria

Section A: In-Depth Interview Identification Particulars

Sex.....

Marital Status.....

Religion.....

Name of University.....

Status/Designation.....

Years in Service.....

Section B: Confidentiality and Consent

Dear Sir/Ma

I am a Doctoral student of the Faculty of Education, Department of Adult Education, University of Ibadan currently working on my Ph. D and you have been chosen to help supply vital information strategic to the achievement of this purpose. I sincerely wish you participate as this study is meant to investigate **Influence of Administrative Responsibilities Work Attitude Emotional Intelligence and Mentoring On Junior Academic Staff Career Progression in Universities in South-west States of Nigeria**. Your detailed and factual responses are therefore solicited and will be treated in strict confidence. Nothing in the information supplied by you to be used by the study will be described in any way that reveals your identity

Please feel free to share with me the whole truth in respect of all issues raised in the course of this interview/discussion. I do appreciate your time and attention invested in this academic venture and should you have any question about me and the study that is likely to make you develop confidence in me before continue, I will be too pleased to answer. Therefore, I sincerely asks for willingness to participate in the session.

NB: If He/she agrees, continue and if otherwise end session. On no account should you induce consent.

Instruction to Interviewer(s)

You must ensure that participant is seated comfortably and relaxed, he/she must not be in a hurry and if in a hurry the interview should be rescheduled. Secure consent to record the proceedings and enjoin interviewee to freely introduce him/herself. Reassure the interviewee of the confidentiality in handling the information to be provided and also emphasize the fact that there is no right or wrong answers.

Language Code: English

Result Code: Completed () Partially Completed ()

Interviewee's consent granted without inducement Yes () No ()

In- Depth Interview Guide for Respondents

1. What are the kinds/forms of administrative responsibilities given to junior academic staff in the University?
2. How many of such administrative responsibilities have you taken part in?
3. Who are responsible for administrative responsibility sharing?
4. Do these administrative responsibilities give you enough time to do other things like attending seminars and conferences, paper writing among others?
5. How will you rate your work performance and work attitude? Positive or Negative. (You can probe further)
6. What are your emotional reactions to all these responsibilities? (Probe further on emotional reactions)
7. Are you emotionally stressed up with these responsibilities and on how to meet up with other work demand?
8. How well do you combine administrative responsibilities with your teaching and research activities?
9. Are you mentored at all? If Yes, how and what are the challenges of mentoring?

Consequences

10. Have administrative responsibilities affects your teaching and research works?
11. Which categories of academic staff are most affected by administrative responsibilities in your University?
12. How do they react to these responsibilities?

Effects:

13. Has administrative responsibilities affects your career progression or growth and development in the University? (Probe further on readiness for promotion, journal publication and completion of Ph. D programme)
14. Does the work load have any negative effects on your work attitude? (To students, colleagues and other Non-academic staff)
15. Does it equally have any negative effects on your emotional stability towards your work and your colleagues?

Thank you for spearing your time.