

Education *and* Working-Class Citizens' Advancement *and* Wellness

A Publication in Honour of
Professor Peter Brai Abu



Edited by

**Kester, Kehinde Oluwaseun
Momoh, Agbomehre Medinat
Sarumi, Abidoeye Abideen**

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Equally, we deeply thank all contributors to this unique publication for the time and materials provided to enrich its quality. Profoundly, we are grateful for the support, encouragement and goodwill of those that contributed in no small measure to the realisation of this project. We are also very thankful to Professor Oshiotse Andrew Okwilagwe for his professional guidance, advice and valuable input into the development of the manuscript. Messrs Bankole Fashogbon, Najcem Babalola and Olaogun Afeez are also given due recognition for providing technical assistance towards the compilation and finalisation of this publication. Finally, we are grateful to Professor Abu and his entire household for accepting the idea of this publication to celebrate him and by extension, providing the much needed working environment. Above all, we give thanks to the Almighty God for giving Professor Abu the privilege to live a fruitful life worthy of emulation and celebration.

The publishers appreciate the financial contributions of Professor C. N. Alimbu, Drs Jide Agboola, Funso Fakunle, Bayo Oyewo, Tope Omotayo, Matthew Ojo and Anne Omori. Also, we are grateful to Drs Job Osi Samuel and Christopher Enakpene for their enthusiasm and prompt financial assistance towards the publication of this book.

Foreword

It is a pleasure for me to write the foreword to the festschrift in honour of a humble man of high integrity, impeccable character, respected Chief of Awe land, silent achiever, seasoned administrator and an accomplished scholar, Professor (Chief) Peter Brai Abu (JP). I have known Peter for more than 40 years as a seasoned administrator and astute academic. My first contact with him was when he was appointed Faculty Officer in the then Faculty of Clinical Sciences and Dentistry of the College of Medicine, University of Ibadan, where I served as the Sub-Dean (Postgraduate) and later Dean. As expected, we developed a smooth working relationship. Later when I became the Provost of the College, he had become the Assistant Registrar in charge of the Provost's Office and with this, became my Personal Assistant. Throughout, our working relationship was more than cordial and satisfactory.

Professor Peter Abu, a very brilliant person that he was, completed the Masters and Doctoral programmes of the University of Ibadan when he was working with me. I had no cause to complain about his work, as he did not allow the programmes to interfere and disturb his office schedule and responsibilities. I must commend Peter for attaining and sustaining the best of academic traditions, particularly the Ibadan academic standard and traditions.

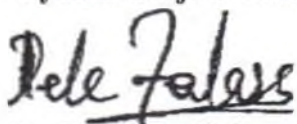
He started writing and publishing scholarly articles in reputable journals (both locally and internationally) immediately after the completion of his doctoral degree. Most of the publications focused on the broad field of Adult Education and the sub-discipline of industrial and labour education as well as open distance learning. Through his publications in reputable journals and books, he earned for himself well deserved local and international reputation. Peter indeed, made a landmark contribution to the development of industrial and labour education, and industrial relations generally in Nigeria. He has since mentored many students and helped them to find their feet in all the strata of the Nigerian education system.

This timely book, entitled "Education and Working Class Citizens Advancement and Wellness," written in honour of a consummate scholar, is expected to contribute to the public debate on how best to transform Nigeria's educational system for the totality of all clientele, regardless of sex, age and socio-economic status, within or outside the regular school system.

that his life has had a positive impact on their lives. To them all, this forum serves as a means of registering their appreciation and love for Peter. Therefore, the editors and contributor to this book should be applauded for the wonderful work. There is no better honour than to be recognised and celebrated by one's colleagues and mentees. The veracity of Peter has endeared him to a lot of people who stand in awe of his academic standing and noble personality.

Readers will find this book very illuminating, serving as relevant reference and veritable compass for educational policy dialogue. Far and beyond all that has been said, everyone reading this book stands to gain knowledge and deep insight into industrial and labour education contained in its 28 chapters. I therefore recommend the book to all men and women of good will. Finally, as we celebrate Professor (Chief) Peter Brai Abu, it is with our best wishes that he would find greater fulfillment in his old age.

Ayodele Olajide Falase MD., FRCP., FUL., NNOM



Emeritus Professor of Medicine
Former Vice Chancellor of the University of Ibadan
Recipient, 2005 Nigeria National Order of Merit Award.

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Preface

Owing to the increased challenges arising from economic liberalisation, globalisation and changing nature of the world of work, most working-class citizens and their families find it extremely difficult to survive. Evidence has shown that the state of the Nigerian economic performance has seriously impacted on the living standards of the Nigerian people. Despite what looked like promising development policies and human capital development strategies that were evolved by successive governments, most working-class citizens were poverty-ridden, denutritised, unemployed or underemployed, dehumanised and impoverished; remaining perpetually traumatised and unhealthy.

Admittedly, the focus of attention is now on the roles that education, in all ramifications, can play to promote the advancement and wellness of the working-class citizens given the difficulties arising from the liberation of the economy. The significance that education, either formal or non-formal is providing as a succour for the Nigerian working-class is the subject of this publication in honour of Professor Abu. The special book with the title 'Education and Working-Class Citizens' Advancement and Wellness in Nigeria', which represents the totality of his life, is to celebrate him and his retirement from active service.

The life story of Professor Peter Abu encapsulates the true significance of education in the making of an individual. His journey started as an "Ordinary" or "Hopeless" son of a Chef and a hawker mother within a Nigerian university campus to a "superstar" who rose to the highest academic rank in the university as a Professor. His "grass to grace" story is a manifestation of his total commitment and dedication to education as the essential instrument for his advancement, growth, development and wellness. This publication is put together and produced to document and immortalise the significant role of education in the life of this great man of valour, a Knight of Saint Murnorbh and Afimotoomosa of Awe land in Oyo Kingdom for his fruitful years of service to humanity. Succinctly put, it is a way of making "a prophet to have honour in his home during his lifetime".

Education and working-class citizens' advancement and wellness is a collection of articles that project the importance of different forms of education in the advancement and wellness of different classes of the Nigerian working-class citizens. It provides opportunity to many students and colleagues of Professor Abu to offer their appreciation by contributing to the collection on different aspects of education and working-class advancement and wellness. The publication has different chapters. In the first chapter, Dimkpa, Zuofa and Teibowei examine the importance and roles of adult education in the provision of in-service training programme for the working-class citizens in Nigeria.

In the second chapter, Oghenekohwo and Tonukari explore the importance of adult education to the working-class citizens in an emerging knowledge economy, while Ekponyong, Ushi and Abuoukwen in their contribution in the third chapter examine the relevance of workers' education to workers' advancement in Nigerian organisations.

Oludeyi and Akinsanya examine the trends and extent to which the new voices in the workplace (NGOs, employment agencies, HR consultancy firms, counsellors, chaplains, health advisors/trainers, citizens' advice bureaus, global union federations, employment arbitrators, the grass roots activists and social movements) are heard in Nigeria's industrial relations setting, while in her contribution, Ndomah bring to the limelight the correlation between investment in education for the working-class citizens and sustainable national development in Nigeria. In their contribution, Musa and Momoh discuss how educational advancement of the working-class citizens in Nigeria could assist to enhance updating the knowledge of working-class people to make sure they compete favourably to tackle global technological challenges at their various places of work and personal development.

While Maliki and Oderhohwo examine education and career advancement of the working-class citizens in Nigeria, Okri; Adie and Obi in their chapter examine the concept of youth, self-reliance, its causes, effects/consequences and the place of entrepreneurship education, and technical teacher education as a way out. In addition, Ojokheta and Aderinoye in their chapter, advocate workers in Nigeria to acquire digital skills and competences for their personal development, improved job efficiency, and organisational growth, while Kester, Omilani and Ogundipe in theirs, explore the role of information and communication technology towards the practicability of rethinking workers' education in an emerging Nigerian knowledge economy. Akinkunmi and Ojedokun expatiate on the tripod of industrial organisation antidotes that are needed to confront and achieve organisational goals in the 21st century. Ukpabi offers an overview of education and the occupational status of women in Nigeria and its attendant benefits to womenfolks, their families and the Nigerian society as a whole. Aasa, in her own contribution, therefore, examines the potential contributions of online digital learning towards teaching staff career development in higher institutions in Nigeria. Adebola, Clukwumerie and Awosika determine adult and non-formal education strategies for sensitising cervical cancer among female working class in academic community in Anambra State. Okeke and Sadiku explores the possibilities and challenges associated with the adoption of different virtual learning strategies in the Nigerian university educational system in the New Normal.

Akintayo and Adetunji examine the issue of whose responsibility it is to bear the costs of on-the-job training—the employer or the employee(s), while Moronkola, Adebayo, Arawomo and Moronkola in their own contribution critically examine if work-related stress could be a possible or potential precursor of workers' low productivity. Besides, Akinyooye and Fajina discuss the concepts of training, examine the role of training in the development of workers' productivity and performance in the Nigerian university educational system in the New Normal.

addition, Agboola in his contribution clarifies and establishes motives, pains, and gains of Brexit, as well as its implications on Nigeria's industrial relations system. He concluded with some recommendations to Nigeria's industrial system that would complement the effect of Brexit if the British economy goes into a recession.

Olatunji examines the relationship between family's demand and job performances of working mothers in the Nigerian economy, while Oladeji assesses the relationship between work-family conflicts and performances of working women in Nigeria. Sarumi and Osu examine the applicability of job satisfaction theories to the roles and responsibilities of community development officers in Nigeria. Ojong, Onnoghen, Omang and Ogban examine five environmental concerns in the 21st century as mentioned above (UN-HABITAT, 2005).

Asor and Beshel premise their chapter on the need to achieve SDG goal eleven in Cross River State through clubs and associations as a social development strategy to usher in the expected dream. Tawo and Obibessong explore the various self-help approaches to rural development in South-South Nigeria, with particular reference to environmental education based on group dynamism. Orimogunje in his contribution to this volume examines the role of adult education in mitigating the negative effects of COVID-19 on livelihoods in Osun State. The chapter examines the concept of adult education, strategies adopted for the COVID-19 and their negative effects on livelihoods, and the role of adult education in mitigating the negative effects of COVID-19 on livelihoods in Osun State; and recommended among others, that adult education practitioners should develop appropriate contents and mode of delivery, probably using mother tongue as the language of instruction to be supported by educational resources. In addition, Erim examine the challenges facing effective implementation of adult education programmes in Nigeria, while Olabisi and Edoho explore how life skills education could be used appropriately in the process of young adults' empowerment in Nigeria.

The contributors in this volume share a common standard on the significance of education towards the advancement and wellness of the working-class citizens in Nigeria regardless of the various challenges facing the labour force in a constantly changing world of work.

Kehinde Kester, Ph.D, MNAE

Professor of Industrial Training and Education

February, 2022

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Application of Job Satisfaction Theories to the Roles and Responsibilities of Community Development Officers

Sarumi, A. A. and Osu, U. C.

Introduction

The concept of community development dates back to the dawn of time, as human beings evolve on a daily basis, the community must also evolve in order for people to survive in such a community. Community development is a sociological construct that refers to the growth of a community's affairs and environment on a local, national, or worldwide scale. According to Ajayi (1995), community development is a societal process through which people can improve their ability to cope with and regulate local conditions and the changing world. Igbuzor (2011) defined community development as the process of organising meetings and conducting searches within a community in order to identify problems, determine issues, locate resources, analyse local power structures, assess human needs, and investigate other issues in order to improve various aspects of the community. The role of community development in the Nigerian society cannot be overstated, as it is acknowledged as a key component in the process of improving communities' economic, political, social, and cultural conditions. Community development, according to Ugwu (2009), is one of the key pillars on which National Developmental Policies and their implementations are built. Community development is a social process by which people can improve their ability to live with and regulate local conditions and the changing world (Ugwu, 2009). People in a community must feel that working together can make a difference and organise to solve their common needs collectively in order for community development to take place (Abegunde, 2009).

Workers that promote community development initiatives and collective solutions with a community to solve concerns, needs, and challenges that exist within that community are known as community development officers (University of Newcastle, Australia, 2014). Individuals, families, and entire communities are assisted by community development officers in bringing about social change and improving the quality of life in their communities. Community development officers serve as a link between communities and a variety of different government and non-profit organisations, such as the police, social workers, and teachers. The intervention

of community development officers (CDOs) is required for the survival and continued operations of any community and its people. Community development officers are an important aspect of any community that wants its community members to progress because of a shortage of effective and component CDOs who can help launch development programmes from various local, state, and federal government organisations. Most rural communities in Nigeria are underdeveloped. According to Shitu (2013), a community development officer is a multifaceted individual who assists and promotes the grass roots development. Community development officers' main role is to keep direct contact with people where they live and to aid in the development of a community and the people in such a community (Riviere-Cinnamond & Eregae, 2003). This chapter, therefore, examines the applicability of job satisfaction theories to the roles and responsibilities of community development officers in Nigeria.

The Roles and Responsibilities of Community Development Officers

Community development officers play a variety of roles that have a positive impact on people's lives and the community. It is vital to emphasise that there is a paucity of research on community-based workers both worldwide and nationally (Jones, 1999; Rozemeijer & Van der Jagt, 2000; Sivaram & Celentano, 2003). According to Anyanwu in Osu (2019), a community development officer's responsibilities include assisting communities in organising themselves in order to preserve and continue the community's development process. As an enabler, the community development officer supports community organisation by encouraging members to express their dissatisfaction verbally in order to remove impediments to the development of positive interpersonal relationships and the workplace cooperation.

Community development officers engage with individuals, families, and entire communities to empower them to: recognise their assets, needs, opportunities, rights, and responsibilities; plan what they want to achieve and take appropriate action; and develop activities and services that inspire hope and confidence (Ewelum & Ugochukwu, 2015). A community development worker frequently serves as a liaison between communities and a variety of other public and private sector providers, including police officers, social workers, and teachers. According to Ewelum, Nnadi and Ugochukwu (2015), community workers assist with community development projects and joint solutions. They accomplish this through promoting and aiding community organisations in identifying their needs, participating in decision-making, and developing appropriate services and facilities. Individuals and communities regularly turn to them for information and advice on the services and programmes that are available to them. These work plans design and deliver a variety of programmes and services, such as family assistance, migrant and refugee resettlement, community and adult education, counselling services, and children's programmes.

Ewelum, Nnadi and Ugochukwu (2015) also posit that community development officers assist community members in understanding how they can participate in development plans in

their communities, as well as to support community participation in policy formulation and implementation, as well as service delivery. They also provide information to community members and help to empower individuals and communities, as well as guide and support community members working on community-based projects such as small business development projects, projects that help people generate income, and projects that develop local assets and resources. Community development officers are recruited to bring about beneficial improvements and innovations in the lives of people in their various places of assignment. Because people's thinking, attitudes towards life, habits, and ways of doing things must change, community development personnel must be suitably taught and retrained to bring about needed knowledge and abilities that will create good changes in the community development process (Ewelum, Nnadi & Ugochukwu, 2015). A community development officer assists in the implementation of programmes aimed at eliminating poverty and improving the lives of individuals living in underserved areas. The function is to engage communities in finding answers to problems they experience in collaboration with statutory and non-governmental organisations.

Community Development Officers and Job Satisfaction

Community development officers are human who have needs and are working to earn a living. In order for this officers to carry out their roles and responsibilities effectively, they need to be well satisfied with the work they are doing. A satisfied employee is the one that will work in an organisation for a longer period of time and as such will be committed to their duties. The notion of job satisfaction was first defined in 1935 by Hoppock, who defined it as any number of psychological, physiological, and environmental conditions that lead a person to express satisfaction with their job. Although numerous external factors influence job satisfaction, it is still an internal issue that has to do with how an employee feels, according to this perspective. That is, job satisfaction is a collection of factors that lead to a sense of fulfilment.

Occupational loyalty, leadership styles, employee engagement, self-gratification, efficacy, resilience, optimism, educational qualification, organisational culture, work training, organisational climate, and demographic variables, to name a few, are some of the factors responsible for job satisfaction among workers, according to Samreen and Sharma (2017). The word "job satisfaction" relates to people's attitudes and sentiments toward their jobs. Job satisfaction is shown by positive and favourable views toward the job. Job dissatisfaction is indicated by negative and unfavourable attitudes towards the job (Armstrong, 2006).

Employee job satisfaction (Spector, 1997) refers to how people feel about their occupations, which can influence employee behaviour and negatively impact organisational performance. For years, job satisfaction has been studied and researched, and it is frequently quantified using questionnaires (Spector, 1997). Job satisfaction is defined by Kreitner and Kinicki (2004) as an affective and emotional response to many aspects of one's job. This construct, according to Mullins (2005), is a complicated and diverse term that can imply

different things to different people. Job satisfaction is defined as an enjoyable and emotional state arising from an evaluation of one's job (Danish & Usman, 2010) or job experiences, in which the employee feels fulfilment and pride in fulfilling the company's objectives. Job satisfaction and motivation are not synonymous, but, they are linked. Motivation is defined as a component that promotes an individual's job contentment and acceptance. Organisations strive to achieve improved levels of job satisfaction among their employees (Saari & Judge, 2004). So, since satisfaction refers to the fulfilment of a need or want (Orisatoki & Oguntibej, 2010) job satisfaction is a reflection of an employee's feelings or thoughts about their work. It is influenced by the quality of interpersonal interactions within the organisation, the physical environment, and the degree of job satisfaction. There are many factors that influence job satisfaction, and they all have an impact on how a person (Rode, 2004) feels about their employment. Pay, promotions, benefits, supervisors, co-workers, work environment, communication, safety, productivity, and the work itself are some of these components. Each of these factors can have a completely different meaning for each employee and have an impact on their job satisfaction.

According to O'Leary, Wharton and Quinlan (2009), job satisfaction is defined as a sense of fulfilment or happiness that people get from their occupations, and it is linked to employee health and performance. Job satisfaction also suggests a positive working connection with co-workers and supervisors, as well as control over vacation time and adequate resources. Job satisfaction can be divided into three categories: intrinsic, extrinsic, and general reinforcement factors (Gunlu, Aksarayli & Perçin, 2010). The fundamental characteristics of achievement, responsibility, independence, creativity, security, self-direction, authority, activity, and ability must all be considered when evaluating intrinsic job satisfaction (Gunlu, *et al.*, 2010). Advancement, corporate policy, supervision-human and supervision-technical interactions, salary, and recognition are all aspects to consider when it comes to extrinsic job satisfaction.

Theoretical Approaches to Job Satisfaction of CDOs

In understanding the concept of job satisfaction, several theories have been proposed to explain and understand the concept of job satisfaction by Maslow, Vroom, Adams, Paul Spector, Herzberg's, McGregor, and so on, and this endeavour will continue indefinitely, because as things change, the old theory will need to be changed or replaced with a new model. Maslow's Needs Hierarchy Theory, Equity Theory and Herzberg's Two-Factor Theory are the most popular and well-known job satisfaction theories which will be discussed.

Maslow's Needs Hierarchy Theory

Abraham Maslow's hierarchy of needs is a well-known and pioneering theory of motivation that perfectly suits the concept of job satisfaction. Human wants can be classified into five types, according to Maslow's Hierarchy of Needs Theory (1954), and these groups can be organised in a pecking order ranging from the most important to the least significant. These included basic or physiological needs, as well as safety, belongingness, esteem, and self-actualisation. Maslow believed that an individual's first motivation is to meet physiological

demands before considering other factors. This is due to the fact that physiological needs, also known as fundamental needs, are required for an individual's survival. As a result, after these basic wants are met, the individual who is now moving up the hierarchy in search of safety needs no longer sees them as main motivators that aids satisfaction. When the self-actualisation needs are met, the process continues. Jennifer and George (2006), agreed that people from all walks of life attempt to meet five basic needs: physiological, safety, belongingness, esteem, and self-actualisation. They state that these needs are organised in a hierarchy, with the most basic need, physiological at the top and safety needs at the bottom (Jennifer & George, 2006). They believed that requirements at the most basic level should be met before higher-level demands could be met. This theory is based on the idea that people are driven by unmet needs, and that meeting those needs at the bottom of the pyramid only leads to more unmet needs (Maslow, 1954). This theory proposed that in order for an individual to behave in a selfless manner, all of their needs, including deficiency and growth requirements, must be met. As a result, as long as people are interested in fulfilling their objectives, they are progressing toward self-actualisation.

To characterise the pattern that human motives normally follow, Maslow used the categories physiological, safety, belongings, and love, esteem, and self-actualisation. Maslow's idea aims, at helping people reach the ultimate level of development: self-actualisation (McEwen & Wills, 2014). Physiology needs, safety needs, love and belongings needs, and esteem needs are the four most basic and crucial layers of Maslow's Hierarchy of Needs pyramid. If there is a deficiency at this level, an individual's behaviour will be geared towards making up for the deficiencies (Cherry, 2015). At any given period in time, not all human beings have the same needs. Employee A may be satisfied, yet employee B may be dissatisfied with the same thing. As a result, employers should be able to differentiate among community development officer's degree of satisfaction in order to determine what will genuinely satisfy an employee to work more. Because job satisfaction varies among community development officers, the Maslow hierarchy of needs indicates that no two employees are alike, and as a result, they must be treated differently depending on their degree of satisfaction. This theory is pertinent to this study because it aids community development officers' satisfaction based on their level of needs, ensuring that community development officers are not treated as one but as different entities with distinct needs.

Equity Theory

Another theory pertinent to the study's objectives is equity theory, which claims that workers are driven by a desire to be treated fairly, as measured by the ratio of their contributions to outcomes (Adams, 1965). Equity theory, often known as Adam's Equity Theory (1963), tries to achieve a balance in a workplace between an employee's input and output. If the employee can discover the correct balance, he or she will have a more productive relationship with

management. Equity theory demonstrates how a person perceives justice in social connections, such as with an employer. An input/output ratio is calculated by comparing the amount of input (items acquired) from a relationship to the amount of output (things supplied). They then compare this ratio to other people's ratios to determine whether or not their relationship is equal. According to equity theory, if a person believes there is a disparity between two social groups or individuals, he or she is likely to be troubled since the input and output ratios are not equal. Employees who believe they are being treated unfairly will be emotionally driven to achieve equity. Workers offer specific inputs to the workplace, such as skills, time, and effort. They expect certain results from the employment in exchange, such as a wage, benefits, and other forms of recompense. Workers are contented if they believe their inputs are proportional to their outputs. This satisfaction is measured by comparing themselves to co-workers. Workers' satisfaction will shift if they come to the realisation that working circumstances are unfair (Huseman, Hatfield, & Miles, 1987). Employees understand that life isn't always fair, but, they expect their bosses to be fair. As such community development officers expect their employer to be fair and treat all of them equally based on their performance. Equity theory postulates that employees should be regarded as equal as long as they are carrying out the same duty and tasks and they should be rewarded equally both intrinsically and extrinsically because this will aid job satisfaction. An employee's job satisfaction is directly proportional to the amount of effort he or she puts in and what he or she receives in return. However, if a community development officer believes that others are receiving more rewards and recognition than he or she who is putting in similar amount of effort in his or her employment, there will be an imbalance among officers.

Herzberg's Two-Factor Theory (1959)

Herzberg's Two-Factor Theory identifies two distinct aspects as the fundamental causes of job dissatisfaction and job satisfaction: hygiene factors and motivational factors. Dissatisfaction with one's job can be caused by hygiene issues. It is linked to factors such as organisational policy, supervisory quality (Herzberg, 1987), and working circumstances in the workplace. Improved hygienic elements, he says, prevent workers from becoming dissatisfied, but, do not lead to satisfaction. Motivation elements, on the other hand, are sources of job pleasure, responsibility, achievement, the role itself (Feder, 2000), and they are linked to job content. According to Herzberg (1987), job satisfaction is determined by two factors: motivation and hygiene. Motivation is defined as the internal force that drives people to work more and perform better, as it is critical for people to receive promotions and other forms of recognition. Hygiene factors are those characteristics of work that have a significant impact on employees, such as pay, working conditions, relationships with coworkers and organisational policies, among others (Hansen, Smith, & Hansen, 2002; Herzberg, 1974; Lunenburg & Ornstein, 2004; Doyle & Forsyth, 1973, Goodman, 1989).

Herzberg proposed the idea that when employees' goals were understood, they were more driven to work. Simply put, the greatest way for management to deliver satisfaction is to understand what inspires each individual person. This applies to the case of community development officers, government at the local, state and federal levels, needs to understand what actually makes employees satisfied, employees goals and aim need to be understood in order that these community development officers will be more purpose driven to perform effectively.

Conclusion and Recommendations

In today's organisations, job satisfaction is a major concern, particularly among community development officers. Job satisfaction is linked to a variety of other critical organisational factors that influence community development officers' and the community's goals and objectives directly or indirectly. According to the theories reviewed in this study, when CDOs are extremely satisfied with the rate and pattern of their labour, they will be motivated to increase their individual performance, which will help the community progress. Furthermore, evidence of government's ability to effectively satisfy personnel is required in order for government to adequately retain and attract the best and most qualified hands to conduct these community services. As one of the most beneficial effects of recognising factors that affect employee satisfaction from an organisational perspective, this will aid in the reduction of expenses connected with employee turnover. Finally, job satisfaction is a critical factor that influences an organisation's success or failure. Workers that are satisfied at work have a beneficial impact on the organisation's success and growth. In light of the foregoing, government officials at all levels, local, state, and federal, should make an effort to evaluate aspects related to job satisfaction and employee performance when dealing with community development officers. These factors include everything from achievement to responsibility to safety of the officers. Despite Nigeria's high poverty rate, the government should endeavour to meet the needs of community development officers so that they can operate efficiently. Employees in Nigeria have multiple needs depending on their individual, family, and cultural values, according to Maslow's hierarchy of needs, equity theory, and Herzberg's two-factor theory. These needs are defined by one's existing and intended economic, political, and social position, career goals, and the need to strike a balance between work, family, education, community, and religion, among other factors. Government satisfying these demands will lead to job satisfaction as well as life contentment, keeping in mind that a satisfied employee is a happy person to some extent.

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