



HUMAN RELATIONS SKILLS AND JOB PERFORMANCE OF NON-ACADEMIC STAFF AT IGNATIUS AJURU UNIVERSITY OF EDUCATION

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ABSTRACT

The study investigated human relations skills and job performance of non-academic staff at Ignatius Ajuru University of Education. Correlational research design was used for the study. Four research questions and four null hypotheses were formulated to guide the study. The population of the study consisted of 390 non-academic staff at Ignatius Ajuru University

Introduction

Job performance is the result of an employee's contribution to organizational success. It is the measurement of organizational success by assessing its employees productivity and contributions (Okasheh, 2019); the yardstick of measuring employees' contributions towards organizational growth and development and it has always been a top priority for every organization (Taru, 2021). Job performance is an important component of industrial and organizational psychology, representing scalable activities, behaviours, and outcomes that employees engage in or contribute to organizational goals (Apostu, 2020).

Job performance is defined as the fulfilment of an employee's designated duties and the results generated on a certain job function or activity within a time frame (Khan, 2021). The job performance of non-academic staffs has a significant role to play in attaining



of Education. Convenience sampling technique was used for the study. A self-designed questionnaire titled: 'Human Relations Skills and Employees Job Performance Questionnaire (HRSJPQ)' was used for data collection. Face and content validation were done by other experts in Measurement and Evaluation. The reliability coefficient of (HRSJPQ) was established using test-retest reliability method which yielded $r=0.76$. Mean and standard deviation was used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test the null hypothesis at 0.05 level of significance. The study revealed that there was positive relationship between anger management, empathy and effectiveness, quality service delivery of non-academic staff at Ignatius Ajuru University of Education. That there was significant relationship between anger management, empathy and effectiveness, quality service delivery of non-academic staff at Ignatius Ajuru University of Education. It was recommended among others that; management of Ignatius Ajuru University of Education should have a mandatory annual conference for non-academic staff to teach them various human relations skills such as empathy and anger management in order to boost their job performance.

Keywords: Academic, Human, Performance, Skills, University

organizational goals. The work of a non-academic staffs in tertiary institutions is deeply rooted in personal and interpersonal relationships. Virtually every work that a non-academic staff does involves other people such as the directors, heads of departments and units, colleagues and even members of the general public.

A non-academic staff is an administrative staff of an educational institution who oversees the affairs of the office cum learning environment and works closely with other people. A non-academic staff is in charge of intra and inter-office relationships, streamlining administrative procedures, communication practices and office supervision (Loby, 2018). A non-academic staff ability to effectively manage the relationship that exists in an organization determines the level of job



performance. Job performance has always been a key factor in determining the success of any organization (Osibanjo, 2020).

Non-academic staff job performance refers to how administrative staff of an educational institution execute their roles concerning personal and people relationships. Job performance of non-academic staff involves their ability to meet deadlines, take appropriate action, when necessary, respond to feedback, deal with sensitive issues, gives guidance in support of daily tasks and recognition of good performance and many other indices of job performance. The ability to effectively manage the workflow and the relationship that exists in organizations is a parameter for measuring non-academic staff job performance (Apostu, 2020).

No employee operates or performs assigned tasks alone; he/she needs the support of others while maintaining good work relationships with them. In this regards, human relation skills refers to the ability to cooperate in a right manner with others and build strong relationships. Looking at human relations skills from the perspective of managers in educational institutions, it involves the process of creating systems, communication channels, as well as strong one-on-one relationships, it also includes the process of addressing the needs of people, resolving conflicts, being empathic and creating a positive and good work environment (Taru, 2021).

Human relations are as old as organization and being fundamental in organizations which always remain a feature of administrative life (Lussier, 2019). The loner prefers to live alone however, people live in wavering degrees among others and need to adjust their distinct conducts to those around, they prefer to work on their own and relate with only a few chosen acquaintances. This sort of individual's approach towards human relations must stay constantly in the mind of investigators who deal with hitches of human relations. If the lives of employees are to be largely accessible, it is important that working conditions should be healthy, safe, convenient and attractive. Through developing key human relations skills, managers and employees can form and uphold stronger relationships within teams and maintain a positive work environment which is the most critical part of human relations skills.

Earlier findings have suggested that lack of genuine empathy has a huge effect on employees' job performance. When people do not feel understood or cared for,



they start to pull back, and thus, the team is not getting their best efforts (Morgeson, 2018). An empathetic workplace equals an engaged workforce, and that translates to organizations' success.

Aside the contributing role of empathy as a component of human relations skills, Obada (2020) have also hinted the likelihood anger management to also serve as a factor in promoting positive interpersonal relation between managers and others. Obada maintains that anger is one of the most experienced emotions in workplaces as anger is defined as an emotional state which consists of feelings that vary in intensity, from mild irritation or annoyance to intense fury and rage. Thango (2021) added that anger is usually assumed to provoke individuals to engage in harmful and destructive actions such as organizational incivility, deception and unethical behaviours. He mentioned that unfairness (e.g., being treated very unfairly) is among the important components for characterizing anger and differentiating it from other negative emotions.

To the knowledge of this researcher, the relationship between human relation skills and job performance of non-academic staff seems not to have been empirically established especially within the south-south region of Nigeria. This has created a gap in the body of literature whereby the continued increase in poor service delivery in tertiary institutions as highlighted earlier is appalling and calls for measures to address the issue. It was against this background that the researcher deem it necessary to investigated human relations skills and job performance of non-academic staff at Ignatius Ajuru University of Education

Statement of the Problem

Keen observation by the researcher indicates that in most Nigerian universities, employees such as non-academic staff work nearly all days of the week in order to meet up with administrative demands of the institution. This way of life has created high tension and emotional problems among the staff in Nigerian universities and as such, could threaten their performance. There are also observations that some non-academic staff in tertiary institutions find it difficult to maintain harmonious relationship with superiors, subordinates, co-workers, and students within the learning community. Further observation by the researcher indicates that many members of the university community are yet to fully appreciate the significant role played by non-academic staff in the university which may be due to reports, and personal experiences where some

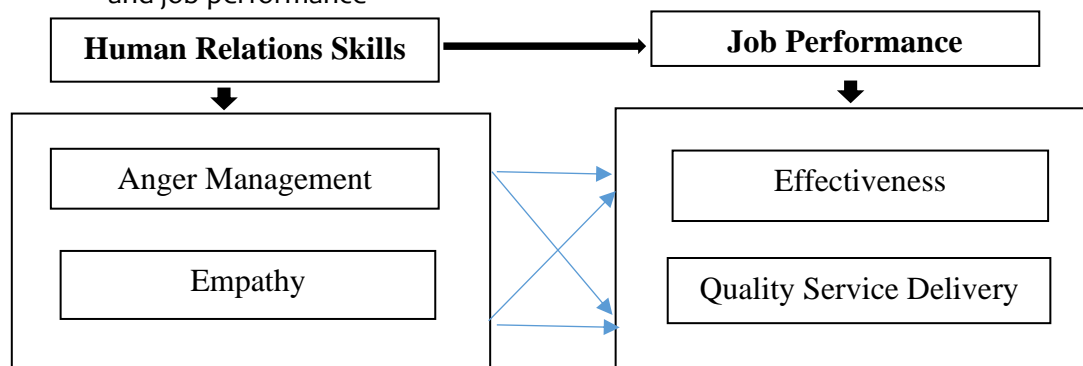
administrative staff have been less passionate in assisting students, used abuses on students who came to them for direction, among others; as this may strain the relationship that is needed for any organizational performance. The present debate in this study is that human relations skills may definitely have either positive or negative relationship with job performance of non-academic staff in tertiary institutions since an organization cannot be regarded as productive if the employees in such organization are not in harmonious relationship with one another. These are the research gaps this study wished to bridge. It became worrisome to the researcher whether the lack of or presence of quality human relations skills may have any relationship with the job performance of non-academic staff at Ignatius Ajuru University of Education.

Conceptual Framework

This section looked at the conceptual framework on human relations skills and job performance of non-academic staff at Ignatius Ajuru University of Education. The following were the independent and dependent variables: Human relations skills was the independent variable, while job performance was the dependent variable.

Conceptual Framework

Fig. 1.1: Conceptual framework showing the relationship between human relations skills and job performance



Source: Researcher's Field Survey Data (2024).

Aim and Objectives of the Study

The aim of the study was to investigate human relations skills and job performance of non-academic staff at Ignatius Ajuru University of Education. Specifically, the objectives were:



1. determine the relationship between anger management and effectiveness of non-academic staff at Ignatius Ajuru University of Education
2. examine the relationship between anger management and quality service delivery of non-academic staff at Ignatius Ajuru University of Education
3. ascertain the relationship between empathy and effectiveness of non-academic staff at Ignatius Ajuru University of Education
4. ascertain the relationship between empathy and quality service delivery of non-academic staff at Ignatius Ajuru University of Education

Research Questions

This research work was guided by the following research questions.

1. What is the relationship between anger management and effectiveness of non-academic staff at Ignatius Ajuru University of Education?
2. What is the relationship between anger management and quality service delivery of non-academic staff at Ignatius Ajuru University of Education?
3. What is the relationship between empathy and effectiveness of non-academic staff at Ignatius Ajuru University of Education?
4. What is the relationship between empathy and quality service delivery of non-academic staff at Ignatius Ajuru University of Education?

Hypotheses

The following hypotheses were postulated and was tested at the 0.05 level of significance to further guide the conduct of this study;

- Ho₁** There is no significant relationship between anger management and effectiveness of non-academic staff at Ignatius Ajuru University of Education
- Ho₂** There is no significant relationship between anger management and quality service delivery of non-academic staff at Ignatius Ajuru University of Education
- Ho₃** There is no significant relationship between empathy and effectiveness of non-academic staff at Ignatius Ajuru University of Education
- H₄** There is no significant relationship between empathy and quality service delivery of non-academic staff at Ignatius Ajuru University of Education



Method

The study employed a Correlational research design. The population was 390 non-academic staff at Ignatius Ajuru University of Education, Rumuolumeni Port Harcourt, Rivers State. Convenience sampling technique was used to select the sample of 290 respondents for the study. The research instrument was a self-designed instrument titled “Human Relations Skills and Employees Job Performance Questionnaire (HRSJPQ)”. The HRSJPQ instrument contained two sections; A and B. Section A; was known as demographic data, it was used for the collection of personal information from the respondents like staff status and gender. Section B; consisted of items that elicited responses from the respondent’s regarding the relationship between human relations skills and their job performance. The “Human Relations Skills and Employees Job Performance Questionnaire (HRSJPQ)” had 30 items structured on a four point modified Likert Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. To determine the reliability of the instrument, the researcher used test re-test reliability method which yielded a reliability index of $r=0.76$. Mean and standard deviation was used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test the null hypothesis at 0.05 level of significance. The data collected were analyzed with the aid of Statistical Package for Social Science (SPSS) version 25.0.

Results

Demographic distribution of the Respondents

Variables	n	No of Questionnaire Administered	No of Questionnaires Properly Filled and Analysed
Faculties			
Faculty of Education	50	50 (17.2%)	35
Faculty of Social Science	50	50 (17.2%)	32
Faculty of Management Sciences	50	50 (17.2%)	30
Faculty of Natural and Applied Sciences	50	50 (17.2%)	38
Faculty of Humanities	50	50 (17.2%)	36
Faculty of Agriculture	20	20 (6.9%)	18



Faculty of Vocational and Technical Education	20	20 (6.9%)	14
Male	107 (37%)		
Female	183 (63%)		
Total	290	290 (100%)	202

Table 1 shows the distribution of respondents for the study as male respondents constituted 107 (37%) and female respondents were 183 (63%). Distribution based on faculty level indicated that; 50 questionnaires were administered to Faculty of Education (17.2%) only 35 were properly filled and used for the study. 50 questionnaires were also administered to Faculty of Social Science (17.2%) only 32 were properly filled and used for the study. 50 questionnaires were also administered to Faculty of Management Sciences (17.2%) only 30 were properly filled and used for the study; 50 questionnaires were also administered to Faculty of Natural and Applied Sciences (17.2%) only 38 were properly filled and used for the study; 50 questionnaires were also administered to Faculty of Humanities (17.2%) only 36 were properly filled and used for the study; 20 questionnaires were also administered to Faculty of Agriculture (6.9%) only 18 were properly filled and used for the study; 20 questionnaires were also administered to Faculty of Vocational and Technical Education (6.9%) only 14 were properly filled and used for the study.

Research Question One: What is the relationship between anger management and effectiveness of non-academic staff at Ignatius Ajuru University of Education?

Table 2: Mean and Standard Deviation Showing Anger Management and Effectiveness of Non-Academic Staff at Ignatius Ajuru University of Education.
Criterion $\bar{X} = 2.5$

S/N	Question Items	\bar{X}	SD	Remarks
1	The ability to keep anger in check improves relationship with colleagues	3.44	0.68	Agreed
2	Not being easily irritated by the attitude of other helps to promote cordial relation	3.20	0.64	Agreed



3	relationship at the workplace gets improved each day one is less temperamental	3.13	0.62	Agreed
4	I am confident that there would be improved cordial relationship at the workplace when there is less feud and impasse	3.11	0.62	Agreed
5	Being able to keep anger in check improves relationship when attending to students	2.92	0.58	Agreed
Grand Mean/SD		3.72	0.45	

(Survey Data, 2024)

Table 2 shows that item 1, 2, 3, 4, and 5 were agreed as the relationship between anger management and effectiveness of non-academic staff at Ignatius Ajuru University of Education. Specifically, the result shows a grand mean of 3.72 with a standard deviation of 0.45 which further indicates that anger management positively relates to effectiveness of non-academic staff at Ignatius Ajuru University of Education.

Research Question Two: What is the relationship between anger management and quality service delivery of non-academic staff at Ignatius Ajuru University of Education?

Table 3: Mean and Standard Showing Anger Management and Quality Service Delivery of Non-Academic Staff at Ignatius Ajuru University of Education. Criterion $\bar{X} = 2.5$

S/N	Question Items	\bar{X}	STD	Remarks
6	Being able to sympathize with colleagues at the workplace during turbulent times is ideal for organizational performance	3.44	0.32	Agreed
7	sharing in the pain and discomfort of clients improves service delivery to them	3.36	0.46	Agreed
8	Being able to understand the feelings of customers is necessary for high job performance	3.03	0.50	Agreed



9	Understanding individual differences and the need to handle each person specially is ideal for job performance	3.19	0.49	Agreed
10	sympathizing with colleagues with costumers at difficult moments is ideal for organizational performance	3.08	0.48	Agreed
Cluster mean/Standard Deviation		3.10	0.77	

(Survey Data, 2024)

Table 3 shows that items 6, 7, 8, 9 and 10 respectively were all agreed as the relationship between anger management and quality service delivery of non-academic staff at Ignatius Ajuru University of Education. The table showed that the mean ratings were above the cut-off point of 2.50. The (table 4.2) indicated a grand mean of 3.10 and standard deviation 0.77 which reveals that anger management positively relates to quality service delivery of non-academic staff at Ignatius Ajuru University of Education.

Research Question Three: What is the relationship between empathy and effectiveness of non-academic staff at Ignatius Ajuru University of Education?

Table 4: Mean and Standard Deviation Showing Empathy and Effectiveness of Non-Academic Staff at Ignatius Ajuru University of Education. Criterion $\bar{X} = 2.5$

S/N	Question Items	\bar{X}	SD	Remarks
11	Maintaining good human relations with colleagues improves effectiveness as an employee	3.08	0.94	Agreed
12	Good interpersonal relationship boosts ones self-respect and enhances job effectiveness	3.05	0.90	Agreed
13	Good human relations creates a noticeable improvement in the quality of job effectiveness	3.09	1.05	Agreed
14	Being in peace and harmony with colleagues and students boost mood and improves effectiveness at the workplace	3.00	0.93	Agreed



15	The maintenance of cordial and harmonious relations is necessary for effective job delivery	3.04	0.91	Agreed
Grand Mean/SD		2.99	0.67	

(Survey Data, 2024)

Table 4 shows that item 11, 12, 13, 14, and 15 were agreed as the relationship between empathy and effectiveness of non-academic staff at Ignatius Ajuru University of Education. Specifically, the result shows a grand mean of 2.99 with a standard deviation of 0.67 which further indicates that empathy positively relates to effectiveness of non-academic staff at Ignatius Ajuru University of Education.

Research Question Four: What is the relationship between empathy and quality service delivery of non-academic staff at Ignatius Ajuru University of Education?

Table 5: Mean and Standard Deviation Showing Empathy and Quality Service Delivery of Non-Academic Staff at Ignatius Ajuru University of Education. Criterion $\bar{X} = 2.5$

S/N	Question Items	\bar{X}	SD	Remarks
16	Maintaining good human relations with colleagues improves the quality of service to the university community	2.58	0.54	Agreed
17	Good interpersonal relationship boosts ones self-respect and enhances the delivery quality service	2.85	0.40	Agreed
18	Good human relations creates a noticeable improvement in the quality of performance of employees	2.79	0.35	Agreed
19	Being in peace with colleagues and students boost mood and improves desire to deliver quality service to the public	2.90	0.73	Agreed
20	The university providing several human relations seminars that boost staff morale and improves their quality of service	2.54	0.21	Agreed
Grand Mean/SD		2.63	0.45	

(Survey Data, 2024)



Table 5 shows that item 16, 17, 18, 19, and 20 were agreed as the relationship between empathy and quality service delivery of non-academic staff at Ignatius Ajuru University of Education. Specifically, the result shows a grand mean of 2.63 with a standard deviation of 0.45 which further indicates that empathy positively relates to quality service delivery of non-academic staff at Ignatius Ajuru University of Education.

Test of Hypotheses

Hypothesis One: There is no significant relationship between anger management and effectiveness of non-academic staff at Ignatius Ajuru University of Education

Table 6: Relationship between Anger Management and Effectiveness of Non-Academic Staff at Ignatius Ajuru University of Education

Correlations			
		Anger Management	Effectiveness
Anger Management	Pearson Correlation	1	0.782**
	Sig. (2-tailed)		0.000
	N	202	202
Effectiveness	Pearson Correlation	0.782**	1
	Sig. (2-tailed)	0.000	
	N	202	202

** . Correlation is significant at the 0.05 level (2-tailed).

Table 6 revealed that the relationship between anger management and effectiveness of non-academic staff at Ignatius Ajuru University of Education is significant at 0.05 level. This is because the calculated r-value (0.782) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between anger management and effectiveness of non-academic staff at Ignatius Ajuru University of Education.

Hypothesis Two: There is no significant relationship between anger management and quality service delivery of non-academic staff at Ignatius Ajuru University of Education



Table 7: Relationship between Anger Management and Quality Service Delivery of Non-Academic Staff at Ignatius Ajuru University of Education

Correlations			
		Anger Management	Quality Service Delivery
Anger Management	Pearson Correlation	1	0.635**
	Sig. (2-tailed)		0.000
	N	202	202
Quality Service Delivery	Pearson Correlation	0.635**	1
	Sig. (2-tailed)	0.000	
	N	202	202

** . Correlation is significant at the 0.05 level (2-tailed).

Table 7 revealed that the relationship between anger management and quality service delivery of non-academic staff at Ignatius Ajuru University of Education is significant at 0.05 level. This is because the calculated r-value (0.635) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between anger management and quality service delivery of non-academic staff at Ignatius Ajuru University of Education

Hypothesis Three: There is no significant relationship between empathy and effectiveness of non-academic staff at Ignatius Ajuru University of Education

Table 8: Relationship between Empathy and Effectiveness of Non-Academic Staff at Ignatius Ajuru University of Education

Correlations			
		Empathy	Effectiveness
Empathy	Pearson Correlation	1	0.597**
	Sig. (2-tailed)		0.000
	N	202	202
Effectiveness	Pearson Correlation	0.597**	1
	Sig. (2-tailed)	0.000	
	N	202	202

** . Correlation is significant at the 0.05 level (2-tailed).



Table 8 revealed that the relationship between empathy and effectiveness of non-academic staff at Ignatius Ajuru University of Education is significant at 0.05 level. This is because the calculated r-value (0.597) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between empathy and effectiveness of non-academic staff at Ignatius Ajuru University of Education.

Hypothesis Four: There is no significant relationship between empathy and quality service delivery of non-academic staff at Ignatius Ajuru University of Education

Table 9: Relationship between Empathy and Quality Service Delivery of Non-Academic Staff at Ignatius Ajuru University of Education

Correlations			
		Empathy	Quality Service Delivery
Empathy	Pearson Correlation	1	0.926**
	Sig. (2-tailed)		0.000
	N	202	202
Quality Service Delivery	Pearson Correlation	0.926**	1
	Sig. (2-tailed)	0.000	
	N	202	290

** . Correlation is significant at the 0.05 level (2-tailed).

Table 9 revealed that the relationship between empathy and quality service delivery of non-academic staff at Ignatius Ajuru University of Education is significant at 0.05 level. This is because the calculated r-value (0.926) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between empathy and quality service delivery of non-academic staff at Ignatius Ajuru University of Education.

Discussion of Findings

The finding of research question one and hypothesis one revealed that there is a high positive relationship between anger management and effectiveness of non-



academic staff at Ignatius Ajuru University of Education. And that there is significant relationship between anger management and effectiveness of non-academic staff at Ignatius Ajuru University of Education. The finding is in tandem with the study of Aeny (2020) who revealed that anger management strategies such as temper management, seeking for counselling and situational analysis are good components of dealing with conflicts at the workplace and improving job performance.

The finding of research question two and hypothesis two revealed that there is a high positive relationship between anger management and quality service delivery of non-academic staff at Ignatius Ajuru University of Education. And that there is significant relationship between anger management and quality service delivery of non-academic staff at Ignatius Ajuru University of Education. The finding is in tandem with the study of Obada (2020) who revealed that anger management is essential for a successful business relationship it is essential for enhancing quality of employees performance.

The finding of research question three and hypothesis three revealed that there is a high positive relationship between empathy and effectiveness of non-academic staff at Ignatius Ajuru University of Education. And that there is significant relationship between empathy and effectiveness of non-academic staff at Ignatius Ajuru University of Education. The finding is in tandem with the study of Thango (2021) who revealed that empathy entails being able to see, feel and react accordingly to the needs and feelings of others within the workplace as such interpersonal skill promotes high job effectiveness.

The finding of research question four and hypothesis four revealed that there is a high positive relationship between empathy and quality service delivery of non-academic staff at Ignatius Ajuru University of Education. And that there is significant relationship between empathy and quality service delivery of non-academic staff at Ignatius Ajuru University of Education. The finding is in tandem with the study of Taru (2021) who revealed that empathy is an employee human relation skills that helps to promote good interpersonal relationship in organizations which ultimately improves job performance at the workplace.

Conclusion

Based on the results of the study, the researcher concluded that there was high positive relationship between anger management, empathy and effectiveness,



quality service delivery of non-academic staff at Ignatius Ajuru University of Education. That there was significant relationship between anger management, empathy and effectiveness, quality service delivery of non-academic staff at Ignatius Ajuru University of Education.

Recommendations

Based on the findings of the study the researcher made the following recommendations:

1. There is need for the management of Ignatius Ajuru University of Education to address the many factors that may serve as a hindrance to non-academic staff job effectiveness;
2. The management of Ignatius Ajuru University of Education should have a mandatory annual conference for non-academic staff to teach them various human relations skills such as empathy and anger management in order to boost their job performance;
3. Enlightenment campaign should be carried out vigorously through the use of Ignatius Ajuru University of Education “Amazing FM” to educate the non-academic staff on the important of human relations skills;
4. Human relations skills awareness campaign should done for non-academic staff on a faculty-by faculty basis by Human Resource Managers to imbibe the culture of practicing quality human relations skills.

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