



Influence of Professional Career Development and Teamwork on Employee Job Satisfaction: Evidence From Private Universities in Nigeria

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Abstract

The purpose of this study was to examine the influence of professional career development and teamwork on job satisfaction among lecturers in selected private universities in Nigeria. Social exchange theory was used to establish the theoretical framework of this study. The study adopted descriptive survey research design to establish the relationship between professional career development, teamwork and job satisfaction. Structured questionnaire was distributed to 428 respondents in six selected private universities in Nigeria. The reliability of the measuring instrument was tested using Cronbach Alpha. Hypothesis one was tested using correlation analysis and regression analysis were employed for testing of hypotheses two, three and four. The result of the analysis showed that there is a statistical influence between the three constructs professional career development, teamwork and job satisfaction of private university lecturers in Nigeria. The research concludes that professional career development and teamwork exert different levels of influence on private university lecturers' job satisfaction and that teamwork exerts greater level of influence on lecturers' job satisfaction. Hence it was suggested that management of private universities should promote the establishment of multidisciplinary and interdisciplinary research teams and centres in order to blend the experience of academics. Also, private universities should make annual plans to sponsor or subsidize conferences, seminars and workshop expenses of lecturers in order to encourage frequent participation in academic events so as to sustain the lecturer's satisfaction and commitment on the job.

Introduction

The development of every nation is preceded by the performance of its various institutions. Institutions are social system in which people interact and that influences people's attitudes and way of life (Hodgson, 2006; Nnabuife, et al., 2021). Universities as institution are the highest level of education outfits where students study for degrees or conduct high-level research (Assié-Lumumba, 2005; Nnabuife, et al., 2021). The Nigerian university education system, over the years, has undergone a transformation process to expand access, quality and motivation both internally and externally to the performance of the system (Okoli et al., 2021). As reports of National University Commission (NUC) (2008) revealed that while universities in Nigeria are increasing, the numbers of qualified academia are not increasingly proportionately (Adeniji, 2011). This is even worse for private universities which are owned

by private citizens, and most times, pays lesser and with less job security when compared with their state or federal counterparts.

Private universities are always in competition with Federal and State Universities in Nigeria in terms of workforce. Due to some reasons including working conditions, prestige, job security and pay, there has been massive turnover of employee from private institutions to the more “prestigious” State or Federal Institutions. This was supported by Monanu, et al. (2014) who explicate that there has been incessant labour turnover of highly skilled and talented academia from private universities to Federal or State Universities. They continue to posit that some of these academia hardly stay for long in private universities before moving to a better Federal or State Universities, hence, causing brain drain, which could be detrimental to the private institutions. Job satisfaction therefore, is crucial to attracting and retaining these staff especially university lecturers on their job (Okoli, 2018).

Job satisfaction is the feeling within a worker about his work (Chamundeswari, 2013). Rose (2001) argues that job satisfaction is a two-dimensional concept with an internal and external dimension. The intrinsic source of satisfaction depends on the individual's characteristics such as the ability to use the initiative, relationship with the supervisors or the person's actual work. These are qualitative facets of the job. Extrinsic source of satisfaction is contingent and depends on an environment that covers factors such as wages, promotion, job security, welfare, etc. The satisfaction of the work of academic staff is as important as it is the bedrock of motivation for continuous effort in accomplishing the work required of a diligent lecturer. To try to make the lecturers work better and put in their best, career development and teamwork can be explored as one of the ways to create an atmosphere of good performance and job satisfaction. Harmonious workplace supports the employee's willingness to perform better but this is not the case with private universities in Nigeria.

Limited sponsorship and the length of time it takes for management of private universities to authorize and support lecturers to attend conferences, workshops or seminars have become an important factor that can affect the job satisfaction of the academic staff of private universities in Nigeria. Similarly, there seems to be the issue of peer teamwork among academic staff of private universities for scholarly work as some academics feels reluctant and unwilling to collaborate in the area of research. The result is that these private universities that should be the citadel of learning and social activities have probably remained dull and unattractive. Among management and academic staff there can also be a low level of mutual communication leading to disharmony, suspicion and mistrust (Okoli, et al., 2020). It is against this backdrop that this study was necessitated to examine how professional career development and teamwork relate to job satisfaction in private universities in Nigeria. In line with the objectives, the following hypotheses were put forward for test. Based on these, therefore the following hypotheses are proposed:

HO1: There is no significant relationship between professional career development and teamwork.

HO2: Professional career development does not significantly influence job satisfaction of private university lecturers.

HO3: Teamwork does not statistically influence job satisfaction of private university lecturers.

HO4: Professional career development and teamwork do not uniquely predict job satisfaction of private university lecturers.

Literature Review

Professional Career Development

Professional career development is the development of individuals by training them formally and/or informally that will fit their job requirements. Career development is a structured learning experience within a given period of time to maximize opportunities for work performance, based on education, training and environmental change (mutation) in the organization's activities (Nadler, 2007). Career development is aimed at promoting the technical skills, conceptual, theoretical and moral achievement of its work so that employees get the best results. Career development can be seen as a growth factor occurring more than what is required in a given job. Career development is having a significant impact on the organization by promoting competitiveness in a competitive environment.

Career success is the dream of every employee regardless of their level in the organizational. Today's workforce is more concerned with productivity, and there is a growing awareness of the obsolescence of their knowledge and skills (Cheng & Ho, 2001). Employee career development is important for both the organization and the individual employee, because in order to perform better at work, necessary training is required. Agba, et al., (2010) states that career development involves a concerted effort leading to the evaluation of employees' abilities, identifying work opportunities for the employee and developing and implementing different types of training and experience to use prepare the person for a higher career. The professional development opportunities have significant positive correlation with the job satisfaction (Acker, 2004). Satisfied employees with their work are motivated to invest more time and effort to develop their new skills for future professional development (Chen, et al., 2004).

Teamwork

Work teams are groups whose members work intensively on a specific and using their positive relationships, individual and team responsibility and collaborative skills (Robbins, 2012). A team can be the best way to ensure the level of organization, distribution of information, and flexibility of the elements necessary for efficient operation. Thompson (2011) viewed a work team is an interdependent collection of individuals who share responsibility for specific outcomes for their organizations. Hence, the process of group of persons working together for a common goal is regarded as teamwork. This was the position of Fauziah, et al., (2010) who posit that teamwork is a process of working collaboratively with a group of people, in order to achieve a goal. Teamwork is seen as the mobilization of a small number of talented people who are involved in a common goal, operational objective, and how to manage themselves individually, (Greenberg & Baron, 2003) which may engender social interactions between team members (Hoegel & Gemuende, 2001). Daft (2012) suggest that creating effective teamwork includes such matters as overall clear goals, relevant skill, mutual trust, commitment, good communication, negotiating skills, appropriate leadership, internal support, external support.

By influencing the range of available resources relevant to the task, as well as the degree of communication of team members and collaborators with each other, team composition has a strong influence on team performance (Bell, 2007). Employees work confidently in teams as they are supported by senior management and as a result, this increases their productivity (Manzoor, et al., 2011). Working together encourages employees to use their knowledge, competencies, and abilities to collaborate with their colleagues to maximize the effectiveness of the overall organization. Studies show that teamwork has a positive effect on job satisfaction

(Musriha 2013). Dash, et al., (2014) affirmed that collaboration among organization members can increase employee satisfaction and productivity. Additional support was found in the research of (Manzoor, et al., 2011) who found that working together had a significant impact on work satisfaction and employee performance.

Job Satisfaction

Job satisfaction is defined as an employee's feeling on his or her work and related aspects (Abdulla, et al., 2011). It is the degree to which an employee acts positively or negatively in his or her workplace (Reddy & Madhav, 2018). It also encompasses several of factors such as the nature of the job, payment or salary, level of stress, working environment, team members, superiors and workload (Madanat, 2018). Job satisfaction can be affected by a person's ability to perform the required tasks, the level of communication within the company, as well as the management of employees. Job satisfaction improves employee performance as well as promotes employee productivity in achieving organizational objectives that improve organizational efficiency (Mamdani & Minhaj, 2016). A study led by (Linz & Semykina, 2012), job satisfaction is influenced by the significance of the work and the sufficiency of supervision. Furthermore, job satisfaction has also been associated with life satisfaction (Reddy & Madhav, 2018). It shows that employees who are satisfied with the work have a desire to be satisfied with their lives. Numerous researchers have found that promoting job satisfaction can reduce turnover and keep employees motivated. The greater the workers are satisfied with their work; the more harmonious the workplace of the organization will be. Hence, job satisfaction is very important to the academic staff as it will have a positive impact on their work in educating, developing and shaping future leaders.

Theoretical Framework

The theory of social exchange (SET) describes how one or more groups change things, how exchange takes place, and how exchange affects relationships among the groups (Cropanzano, et al., 2017). The origin premise of this theory is human interaction (Blau, 1964). Evidence abounds that Social Exchange Theory (SET) defines that relationships develop gradually as trust, loyalty, and commitment are important if the concerns (e.g., management and subordinates) live by limited “rules” of exchange (Cropanzano & Mitchell, 2005). As the findings in this study are a good starting point and require positive feedback, it is important to use SET to account for their interactions.

Empirical Review

Indawati, et al., (2022) examined the effect of a variable of self-efficacy, teamwork, organizational culture and job satisfaction on performance of employees at LPPKSPS Karanganyar Regency. Simple random technique of 50 respondents was employed. Data were collected by questionnaire. The technique used in data analysis was multiple regression analysis. The result of the survey conducted showed that changes in self-efficacy, teamwork, organizational culture and job satisfaction had a positive and significant impact on employee performance at LPPKSPS Karanganyar Regency.

Hee, et al. (2020) examined the relationship between pay and benefits, work environment, top management leadership, workload and job satisfaction among academic staffs in a private academic institution in Malaysia. The study was anchored on the theories of Motivation-Hygiene Theory, Maslow's Needs Hierarchy theory and Leader-Member Exchange (LMX) theory. Data were collected using a questionnaire that provided 82 responses in the research. The variables of the study were found to have a positive relationship with job satisfaction

between academic staff in the selected institutions. Top management leadership has been found to have the most significant association with job satisfaction.

Muthumbi & Kamau (2021) determined the effect of career development on employee performance in Deloitte Limited, Kenya. The research employed a descriptive survey design by using quantitative research methods. The target population in the study included 500 employees working at Deloitte Limited, Kenya. Of these, 116 respondents constituted the sample size and stratified random sampling technique used for the selection. The study determined that career development had a significant positive impact on employee performance.

In a study conducted by Mark & Nzulwa (2018), it was observed that career development programs contributed to 34.9% of employee performance. The study findings also revealed that there was a statistically significant positive relationship between employees training, career counseling, employee mentoring and career advancement on employee performance. The study therefore concluded that career development plan affect performance of employees and suggests that NHIF should pay more attention on career development programs in improving employee performance.

Mule, et al. (2020) investigate the relationship between career development and employee retention. This study adopted descriptive survey research design. The population of the study was 5,100 workers of County Government of Meru. Of this, 510 employees were estimated. Data were collected using questionnaires and analyzed using Statistical Package for Social Science (SPSS) software. The results of the correlation showed a significant positive relationship between career development and employee retention ($r = 0.521$, $p = 0.000$). The study concluded that career development found a significant association with employee retention.

Thulasi (2019) investigated how career development opportunities available to the employees relate to their job satisfaction. The focus of the research was on private banks in Tiruchirappalli. The research was conducted by using structured questionnaire that were administered through e-mail and by distributing to 500 respondents from five private Banks situated in Tiruchirappalli. Hypothesis testing was done using Chi-Square test. The study used a sample size of 395 and adopted a convenience sampling method. The study concluded that career development is positively related to employee satisfaction in the banking sector.

Agwu (2015) investigated teamwork and employee performance in the bonny Nigeria liquefied natural gas plant. Descriptive research design was adopted in planning for the study, and a questionnaire was administered to randomly selected NLNG plant operators. The population size 4895 plant operators while the sample size of 370 was determined using Yamane 1964 formula at 5% level of significance for sampling error. Descriptive statistics were used for data presentation and inferential statistics used for data analysis. The results of the data analysis indicated that teamwork is significantly related to employee performance in the Bonny NLNG plant.

Manzoor, et al., (2011) analyzed the effect of teamwork on employee performance on the staff members of Higher Education Department of Khyber Pakhtoon Khawa (KPK), Peshawar Province of Pakistan. Numerous variables of employee performance were analyzed including esprit de corps, team trust and recognition and rewards. There is indication that teamwork and other variables of employee performance are associated with performance of employees. The questionnaire was administered in the Directorate of Higher Education, (KPK) Peshawar,

including four Government Degree Colleges (GDC's) of boys and girls located in Peshawar and Kohat area. Regression and correlation techniques were used in order to analyze the association between teamwork and employee performance. The result of the study indicates that there is a positive effect between the variables.

Ratemo, et al., (2021) investigated the effects of career development practices on employee performance in Kenya Forestry Research Institute in Muguga, Kenya. The study was anchored Equity theory. The study used a descriptive research design. The study employed a population size of 178 staff working in Kenya Forestry Research Institute in Muguga. A stratified random sampling was used to arrive at 121 respondents for the study. The study found that career development practices have significant effect on employee performance in Kenya Forestry Research Institute. The study also found that through career development, the employees are able to improve their skills. The study suggests that Kenya Forest Research Institute Headquarter should develop trust, find mentors and encourage staff to keep up to date with the latest knowledge so as to promote the skills of its employees.

Al Salman & Hassan (2016) examined the impact of teamwork on employee performance. Descriptive and explanatory research design was used in the study. In the course of the study, a cross-sectional survey method was employed, using a survey questionnaire that contained 35 items with Likert Scale. Variables such as effective communication, team cohesiveness, accountability, interpersonal skills, leadership and level of trust measures the independent variable effective teamwork in the study. Simple random sampling technique was used to select 107 sample size of an entertainment company in Kuala Lumpur capital of Malaysia. Descriptive statistics was used for data presentation while regression analysis via SPSS. 20 were used for test of hypotheses. This study revealed that all the selected proxies have a significant association with teamwork.

Adhikari (2020) examined the impact of teamwork on organizational productivity in Nepalese commercial banks. Questionnaires were administered to 500 respondents of 27 commercial banks in Nepalese but of these only 350 responses were collected and used for analysis. Descriptive and casual comparative research design is used to determine the relationship of organizational productivity (dependent variable) with independent variables (teamwork, team trust, working environment, training and development, and esprit de corps). Descriptive statistics were used for presentation of date and multiple regression models used to analyze the data. It is recognized that the workplace is the most important factor for the productivity of organization and employees' satisfaction; and training and development is the least influential among all variables.

Musriha (2013) investigated the effect of teamwork, working environment on job satisfaction and job performance of Clove Cigarette Factories in East Java, Indonesia. The study used survey research for the explanatory or confirmatory purpose in the study. The respondents covered 200 cigarette rollers at East Java factories. Proportional random sampling method was employed. Data were obtained from the distribution and compilation of the returned questionnaire and analyzed using the Structural Equation Model. The study showed that working together in a work environment is closely linked to job satisfaction as well as the operation of the three clove cigars in East Java.

Mwiti, et al., (2021) examined the relationship between career advancement and job satisfaction relating to secondary school teachers confined in Igembe North sub-county. The study focused on 427 teachers who are the total population of the study. Secondary schools were classified as boarding schools and day schools in the sub-district through the application

of a stratified random sampling technique. A sample size equivalent to 129 teachers representing 30 percent of the target population was selected. Five point Likert scale was used in the questionnaire to collect statistical data from selected teachers. The results of the study showed that the relationship between career advancement and job satisfaction is positive and significant.

Kakui & Gachunga (2016) studied how career development affects employee performance in the public sector with reference to National Cereals and Produce Board. The study adopted a descriptive survey. 200 employees in National Cereals & Produce Board head office in Nairobi formed the total population of the study. 100 respondents of the company formed the sample size using the stratified random sampling method. Data was collected using structured questionnaires. The study found that on-the-job training affects employee performance by expanding key competencies, job specification, leading to motivation, reducing fear, providing additional skills, knowledge and abilities and employees being able to create a network. The research found that career mentoring affects employee performance.

Based on the questionnaire of 207 enterprise employees in South China, Bai & Liu (2018) used hierarchical regression analysis to explore the relationship between career growth and job involvement, the mediating role of organizational identification, and the moderating effect of person-to-organization value fit. The data were collected by questionnaire. The survey mainly covered six companies in the Pearl River Delta region, involving finance, Internet, real estate, management consulting and other industries. 250 copies of questionnaire were issued to workers in the enterprise with working years of 0 to 6. The results found that the higher the person-organization value fit, the more obvious the influence of career growth on organizational identification.

Eskandari & Mirakbari (2019) investigate the effect of empowerment, teamwork and education on job satisfaction of employees at the headquarters of the Tehran Social Security Organization. Descriptive-correlational research design used applied. 1200 employees of the headquarters of the Social Security Organization (HSSO) formed the population size of the study. Simple random sampling was used to arrived at 305 employees selected using the Cochran's formula. The result of the research indicates teamwork, and education had a positive and significant effect on job satisfaction. Also, staff training and teamwork have a significant positive influence on employee empowerment.

Shahabipour (2015) investigated the relationship between teamwork with employees' job satisfaction in technical and vocational schools in Yasuj city. Research design in this study was correlational type and the statistical population in this study has formed all staff in technical and vocational school in Yasuj city. TShe data collection was through questionnaire of teamwork and job satisfaction and Pearson correlation coefficient and multiple regressions were used for analysis of data. The study showed that teamwork was significantly related to employees' job satisfaction in technical and vocational schools in Yasuj city.

Methods

Participants

This study enlisted the participation of 428 lecturers from six private institutions in Nigeria; one private university each from the six geo-political regions in Nigeria. We choose these lecturers at random from these six selected private universities in Nigeria. Among these lecturers, 279 were men (65.2%) while 149 were females (34.8%); (58, 13.6%) were aged 25 – 32 years; (79, 18.5%) were aged 33 – 40 years; (159, 37.1%) were aged 41 – 48 years; (87,

20.3%) were aged 49 – 56 years; (45, 10.5%) were aged 57 years and above, respectively. 98 were Assistant Lecturers (22.9%), 137 were Lecturer 11 (32%), (104 were Lecturer 1 (24.3%), 57 were Associate Professors (13.3%), and 32 were Professors (7.5%) participated in the survey.

Measures

Questionnaire was the measuring instrument. The researchers used the Professional Career Development Scale (5 items) to assess the learning experience in a given time period of lecturers at their private institutions. They respond to a five-point Likert scale, ranging from (1) strongly disagree to (5) strongly agree. The 5-item measure yielded a reliability value of $\alpha = 0.913$. Examples include: “my current job makes me closer to my career goals; my current job provides me with good development opportunities”. Also in this research, the researchers used Teamwork Scale (6 items) to measure collaborative nature of the lecturers that have the same purpose in the institutions in order to achieve objective. They were asked to assess their level of agreement on a scale of 1 to 5, with 1 indicating strongly disagree and 5 indicating strongly agreed. “The team members in my department help each other to get the work done” and “the members of my team work well together” are two examples. In addition, the measurement items of Job Satisfaction Scale (6 items) were adapted and modified from the studies of (Lottes & Brown, 2008; City, 2017). The aim of these measures is to provide the opportunity for lecturers to feedback their feelings and indicate the level of agreement whether they are satisfied or dissatisfied with their works.

Procedures

This study adopted a descriptive survey design because the data for the study were collected from questionnaires from the respondents. The study recruited research assistants at designated universities who assisted the administration process by sharing this questionnaire to the lecturers in these private universities. Copies of the questionnaire were distributed in two batches. These research assistants came to serve as facilitators in this study and supply independent and dependent variable assessments. The researchers first distributed copies of the questionnaire containing the independent variables, accompanied by the documents containing the dependent variables and the moderating variables. It should be noted that the copies of this questionnaire is numerically aligned with the lecturers sampled across the two batches. Only lecturers who agreed to the study participated. Participants were encouraged to complete this questionnaire within three days. However, research assistants collect copies of the questionnaire distributed within two weeks across the two batches. Few copies of the questionnaire were discarded due to improper completion and the remaining was analyzed. The reliability of the measuring instrument was tested using Cronbach Alpha. The alpha coefficients showed that professional career development, teamwork, and job satisfaction scored 0.913, 0.976, and 0.947, respectively.

Table 1. Reliability analysis

Variable	Number of items	Cronbach's Alpha
Professional Career Development	5	0.913
Teamwork	6	0.976
Job Satisfaction	6	0.947

In this study, correlation and multiple regression analysis were employed for test of hypotheses and Statistical Package for Social Sciences (SPSS) for data analysis.

Results and Discussion

Hypothesis One

Ho₁: There is no significant relationship between professional career development and teamwork.

Table 2. Relationship between professional career development and teamwork

Correlations			
		Professional Career Development	Teamwork
Professional Career Development	Pearson Correlation	1	.910**
	Sig. (2-tailed)		.000
	N	428	428
Teamwork	Pearson Correlation	.910**	1
	Sig. (2-tailed)	.000	
	N	428	428

** . Correlation is significant at the 0.01 level (2-tailed).

The relationship between professional career development and teamwork was investigated using Pearson product-moment correlation coefficient. There was a strong, positive correlation between the two variables, $r = .910$, $n = 428$, $p < 0.01$. Consequently, the null hypothesis was rejected. The result implies that high level of teamwork was associated with high professional career advancement, the higher the level of teamwork, the higher the tendency of career progression.

Hypothesis Two

Ho₂: Professional career development does not significantly influence job satisfaction of private university lecturers.

Table 3. The Extent to which Professional Career Development Influence Job Satisfaction

Variable	Beta	t value	R Square	F value	Sig.
(Constant)		-.112			.911
Professional Career Development	.832	30.870	.692	952.962	.000

Dependent Variable: Job Satisfaction

The linear regression result established that professional career development exerts significant statistical influence on job satisfaction of private university lecturers in Nigeria ($\beta = 0.83$, $t = 30.87$, $r^2 = .692$, $F = 952.962$, $p < .01$). Thus, the null hypothesis was rejected. The result implies that that 69% change in job satisfaction of private university lecturers was related to a proportionate change in their professional career development. This statistical relationship indicates that professional career development was an important predictor of job satisfaction of private university lecturers in Nigeria thus, the higher the professional career development, the higher the job satisfaction of private university lecturers in Nigeria.

Hypotheses Three

Ho₃: Teamwork does not statistically influence job satisfaction of private university lecturers.

Table 4. The Extent to which Teamwork influence Job Satisfaction

Variable	Beta	t value	R Square	F value	Sig.
(Constant)		-3.514			.000
Professional Career Development	.940	56.649	.883	3209.113	.000

Dependent Variable: Job Satisfaction

The linear regression result showed that teamwork significantly influences on job satisfaction of private university lecturers in Nigeria ($\beta = 0.94$, $t = 56.65$, $r^2 = .883$, $F = 3209.113$, $p < .01$). This was why the null hypothesis was rejected. The result suggested that that 88% change in job satisfaction of private university lecturers was associated with a proportionate change in their teamwork. This explains that teamwork was an important predictor of job satisfaction of private university lecturers in Nigeria. Higher level of teamwork translates to higher level of job satisfaction among private university lecturers in Nigeria.

Hypothesis Four

Ho₄: Professional career development and teamwork do not uniquely predict job satisfaction of private university lecturers.

Table 5. Multiple Regression Result

Variable	Beta	t value	Sig.	Tolerance	VIF
(Constant)		-2.250	.025		
Professional Career Development	-.136	-3.442	.001	.172	5.817
Teamwork	1.063	26.890	.000	.172	5.817
$R^2 = 0.886$, F Value = 1647.558					

Dependent Variable: Job Satisfaction

Standardized multiple regression was used to assess the ability of professional career development and teamwork to predict employee job satisfaction. Preliminary analyses were performed to ensure there was no damage of the assumptions of normality, linearity, multicollinearity, and homoscedasticity. For instance, tolerance and VIF values were not above 0.10 and below 10, respectively (Ho, 2006). Professional career development and teamwork were explained by eighty-nine per cent (89%) of the variance in job satisfaction of private university lecturers. Professional career development had a negative but significant relationship with job satisfaction of private university lecturers ($\beta = -.136$, $t = -3.442$, $p < .01$). This implies that the more private university lecturers develop their professional career, the less they obtain job satisfaction. The result also indicated positive statistically significant relationship between teamwork and job satisfaction of private university lecturers ($\beta = 1.063$, $t = 26.890$, $p < .01$). It suggests that greater teamwork leads to job satisfaction among private university lecturers. Teamwork made greater unique contribution ($\beta = 1.063$, $t = 26.890$, $p < .01$) in predicting private university lecturers' job satisfaction than professional career development ($\beta = -.136$, $t = -3.442$, $p < .01$).

The research findings are hereby discussed and in the order in which the specific research objectives were stated.

The first research objective was to determine the relationship between professional career development and teamwork among private university lecturers in Nigeria. The result determined a positive, statistical relationship between professional career development and teamwork. In academia, the lecturers leverage on teamwork to advance their career. They tend

to engage in intra-disciplinary, interdisciplinary, and multidisciplinary researches to seek solution to existential problems. The research outputs were bases for career advancement. Thus, lecturers act positively towards their jobs through regular research and publications. The study concludes that teamwork leads to professional career development among private university lecturers in Nigeria.

The second research objective was to ascertain the influence of professional career development on employment job satisfaction among university lecturers in Nigeria. The result showed a statistical influence of professional career development on job satisfaction of private university lecturers in Nigeria. The result was in line with some previous studies (Mwiti, et al., 2021; Ratemo, et al. 2021; Muthumbi & Kamau, 2021; Hee, et al., 2020; Mule, et al., 2020; Thulasi, 2019; Eskandari & Mirakbari, 2019; Mark & Nzulwa, 2018; Kakui & Gachunga, 2016). Mwiti, et al., (2021) established a statistical relationship between career advancement and job satisfaction among secondary school teachers in Igembe North. In Kenya, Muthumbi & Kamau (2021) determined a positive, significant influence of career development on employee performance in Deloitte Limited. Hee, et al., (2020) found a significant relationship between top management leadership, workload and job satisfaction among academic staffs in a private academic institution in Malaysia. Career development was found to exert a significant influence on employee retention (Mule, et al., 2020). Thulasi (2019) ascertained a positive relationship between career development and employee job satisfaction in banking sector. Eskandari & Mirakbari (2019) reported a significant influence of education on job satisfaction in Tehran social security organization. Mark & Nzulwa (2018) determined a positive, significant relationship between employees training, career counselling, employee mentoring and career advancement on employee performance. Research established a significant influence of career mentoring on employee performance among National Cereals and Produce Board personnel in Nairobi (Kakui & Gachunga, 2016). Ratemo, et al., (2021) ascertained a significant influence of career development on employee performance in Kenyan Forest Research Institute. The research concludes that private university lecturers obtain job satisfaction through professional career development.

The third research objective was to establish the influence of teamwork on employee job satisfaction among private university lecturers in Nigeria. The research found that teamwork statistically and significantly influenced job satisfaction of private university lecturers in Nigeria. Indawati, et al., (2022), Adhikari (2020), Eskandari & Mirakbari (2019), Al Salman & Hassan (2016), Agwu (2015), Shahabipour (2015), Musriha (2013), Manzoor, et al., (2011) reported similar findings. Musriha (2013) found that teamwork significantly correlated with job satisfaction and job performance of cigarette rollers in three clove cigarette factories in East Java, Indonesia. In Kuala Lumpur capital of Malaysia, Al Salman & Hassan (2016) established significant impact of teamwork on employee performance. Manzoor, et al., (2011) determined the effect of teamwork on employee performance among staff members of higher education department of Khyber Pakhtoon Khawa (KPK), Peshawar Province of Pakistan. Agwu (2015) also found that teamwork positively and significantly influenced employee performance in the Bonny Nigeria liquefied natural gas plant. It was reported that teamwork significantly influenced organizational productivity in Nepalese commercial banks (Adhikari, 2020). Eskandari & Mirakbari (2019) ascertained the effect of teamwork on job satisfaction of employees at the headquarters of the Tehran Social Security Organization. Shahabipour (2015) established the positive significant influence of teamwork on employee job satisfaction in technical and vocational schools in Yasuj city. In addition, Indawati, et al., (2022) found a statistical relationship between teamwork and job satisfaction and employee performance at

LPPKSPS Karanganyar Regency. It was concluded that teamwork was an important predictor of private university lecturers' job satisfaction.

Conclusion

The fourth research objective was to establish the extent to which professional career development and teamwork uniquely influence job satisfaction of private university lecturers in Nigeria. It was found that professional career development and teamwork made unique contributions in predicting job satisfaction of private university lecturers in Nigeria. The statistical evidence showed that teamwork made greater unique contribution to job satisfaction of lecturers in relation to professional career development. The result was in line with that of Adhikari (2020). Adhikari (2020) found that training and development were the least factors influencing organizational productivity in Nepalese commercial banks. On the contrary, career advancement made the greatest contribution in explaining employee job satisfaction in some previous studies (Hee, et al., 2020). Also, Hee, et al., (2020) found that top management leadership made the strongest relationship with job satisfaction among academic staffs in a private academic institution in Malaysia. The level at which career development influences job satisfaction can be linked to peculiarity. The research concludes that professional career development and teamwork exert different levels of influence on private university lecturers' job satisfaction and that teamwork exerts greater level of influence on lecturers' job satisfaction.

Recommendation

In line with the findings and conclusion, the study recommends that; (1) Teamwork and professional careers should be strengthened using interdisciplinary and multidisciplinary studies; (2) Private universities should make annual plans to foot or subsidize conference and workshop expenses of lecturers in order to encourage frequent participation in academic events; (3) The management of private universities should promote the establishment of multidisciplinary research teams and centres in order to blend the experience of academics; (4) Professional career development and team activities should constantly be reported to a designated university authority so as to sustain the lecturers' commitment.

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