



## **Factors Demotivating Student Affairs Personnel from Developing an Interest in Student Affairs Profession at a Private Christian University, Southeast Nigeria**

**Onyekwere Oliver Chizaram Uche<sup>1</sup>, Godwin Aturuchi Eche<sup>2</sup>  
and Dare Ojo Omonijo<sup>3\*</sup>**

<sup>1</sup>Department of Religion and Human Relations, Nnamdi Azikiwe University, P.M.B. 5025 Awka, Nigeria.

<sup>2</sup>Department of Religion/Cultural Studies, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers-State, Nigeria.

<sup>3</sup>Department of Sociology, Covenant University, P.M.B. 1023, Ota, Ogun State, Nigeria.

### **Authors' contributions**

*This work was carried out in collaboration between all authors. Author DOO wrote and designed the study, while authors OOCU and GAE carried out the statistical analysis. All authors read, edited and approved the final manuscript.*

### **Article Information**

DOI: 10.9734/BJESBS/2016/21615

#### Editor(s):

(1) Tsung Hung Lee, Graduate School of Leisure and Exercise Studies, National Yunlin University of Science & Technology, Taiwan.

#### Reviewers:

(1) Lin-Fang Wu, Fooyin University, Taiwan.

(2) John Tetteh Agor, University of Ghana, Ghana.

(3) Abrão Rapoport, Sao Paulo University, Brazil.

Complete Peer review History: <http://sciencedomain.org/review-history/12296>

**Original Research Article**

**Received 26<sup>th</sup> August 2015  
Accepted 3<sup>rd</sup> October 2015  
Published 16<sup>th</sup> November 2015**

### **ABSTRACT**

This study investigated factors that demotivate student affairs personnel from developing a career in student affairs profession at a Christian Faith-Based university, southeast Nigeria. The study employed questionnaire to collect information from a sample of 110 respondents, drawn from a population of 120 personnel in student affairs department through proportional sample techniques. ANOVA and regression analysis were used to test the three hypotheses formulated to guide the

\*Corresponding author: E-mail: [oluwadare.omonijo@covenantuniversity.edu.ng](mailto:oluwadare.omonijo@covenantuniversity.edu.ng);

process of this article at 1% level of significance. The result of investigation presented nine factors that demotivate student affairs personnel from developing a career in student affairs profession. The finding also showed a significant relationship between having adequate knowledge on student affairs profession and interest of staff in student affairs profession. Moreover, the study found that there is a significant relationship between improper work / life balance and interest of staff in student affairs professionalism. Lastly, the study revealed a significant relationship between poor reward system and interest of staff in student affairs profession.

*Keywords: Factors; inhibiting; interest; student affairs profession.*

## 1. INTRODUCTION

Previous studies in developed nations higher education system have demonstrated that Student affairs profession [1-6] is as important as other careers in all areas of human endeavour. Moreover, some of these studies have shown that many student affairs personnel perceive the profession as a good career, worthy of engagement. Thus, they are satisfied with the profession and ready to pursue it to the highest level. However, an excursion into literature in sub-Sahara African (SSA) higher education system reveals the opposite of the above state of student affairs profession in higher education system.

In Nigerian tertiary institutions, reasons why most student affairs personnel are not interested in developing a career in the student services profession may not be divorced from the following:

- The profession is not regarded as a career in many institutions of learning.
- Many people (administrative personnel) are ignorant of the benefits inherent in developing a career in student affairs professionalism.
- The new student affairs profession is associated with some of the private Christian Faith-Based Universities.
- Poor remunerations and conditions of service offered to the administrative personnel in some of the private Christian Faith-Based Universities.
- Lack of reward system for hardworking personnel in some of the private Christian Faith-Based Universities.

Given the above, it could be very intricate to have a virile student affairs profession in West African higher education system, as obtained in tertiary institutions in developed nations, where education has reached an advanced stage to

warrant peoples' adequate awareness and enlightenments in choosing a career in life. Besides, the region is known for attracting manpower assets from underdeveloped world due to sound conditions of service and remuneration package carefully designed for the workforce. These have actually enable workers to be motivated to develop a career in their fields. Since these factors are relatively lacking in higher education system in Nigeria, it becomes practically impossible for personnel to develop a career in student service profession.

The recent study of [7] at a private university, southwest Nigeria gives credence to the foregoing. The finding of the study showed that absolute majority of personnel in student affairs were not interested in identifying with student affairs professionalism. However, the study failed to investigate reasons behind their lack of interest in students' affairs professionalism. This study was conceived to address this gap in knowledge.

Besides the contribution of this article to the body of knowledge and more importantly its usefulness to the emerging field of Student Affairs Profession in Africa, it strives to discover reasons why personnel in Student Affairs Department in the institution under study are not interested in developing a career in Student Services.

Students are the main reasons behind the creation of universities. Developing a career in student affairs could have a significant effect on students' moral, economic, academic, social and psychological development in the course of their studentship and make them highly relevant to tackling societal problems after graduation. Moreover, it could give the university under study a global recognition in academia and also facilitate the desire of its management, which hinges on listing the university among the topmost universities in the world a reality.

The study proceeds in the following order: Introduction, statement of the problem, literature review, methodology, findings, and conclusion.

### 1.1 Statement of the Problem

Previous studies in developed nations higher education system show that Student Affairs Department has undergone transformation [8-11] over time, and has now reached an advanced stage, where students' needs are properly attended to. The same quality of service extended to student academic activities is applicable to the Directorate of Student Affairs.

However, the reverse is the case in many higher institutions of learning in sub-Saharan Africa (SSA), where the level of education, in general, is very low due to poor funding [11]. In Nigeria, the situation is alarming both in academic and students services sections. In curt,

*The Nigerian education system has now become a shadow of itself. The rot in the nation's education system has reached such a deplorable proportion that if not properly addressed now; subsequent generations of Nigerians will continue to suffer its consequences [12]*

An attempt to get rid of these problems and rescue the nation's education system from destruction eventually led to the formation of private universities [13].

Although, the nation's education system has taken a new shape since then, but it is obvious that private universities still have challenges. For instance, Makinde (2013) cited by [14] has condemned the high school fees of the private universities, which prevent indigent students' access to a higher education. Thus, the issue of private investment with a focus on cost recovery as argues by [15,16] is still a major problem to contend with in the sector. Besides, previous studies show that the members of administrative staff in some of these universities are poorly remunerated and motivated. Therefore, it seems that administrative staff which constitute the bulk of staff in student affairs department are working because they need to provide a means of livelihood for their families and not because they are interested in building a career for quality service delivery on students matters as obtainable in developed nations.

In their study titled "A Study of Professionalism of Student Affairs Staff at a Nigerian Private University, Southwest Nigeria, [7] shed more light on the foregoing. Out of N=108 respondents in the sample, just 22.2% indicated their interests in continuous engagement in student services while the absolute majority of personnel (65.7%) were interested in redeployment to another department. Going by the above findings, there could be several underlying problems responsible for student affairs personnel losing interest in student services career. Endeavours geared at uncovering these factors propelled this study from the perspective of a Christian private university in Nigeria.

## 2. LITERATURE REVIEW

### 2.1 Student Affairs Professionalism: An Overview

Studies have demonstrated that high level of education in developed nations has also resulted in the advancement of their Student Affairs Departments [17,18] specifically argue that the "trends in student affairs and higher education are influenced by rapidly changing global, societal, political and economic forces". Thus, just like other sections of the university system that have undergone tremendous improvement, the Directorate of Student Affairs is not left out.

In the US for instance, (Carpenter and Haber-Curran 2013 cited by [7] argue "the traditional American service model has resulted in a conceptual separation of student affairs from the academic core mission of universities". The aim of this separation could be viewed in the following two ways:

- Firstly, it could be largely associated with the strong desire of the management of these institutions to provide quality service for all students'.
- Secondly, it could also assist the managements of advanced nations higher education system to concentrate on students services in order to make learning-conducive for them.

Students are the main reason behind the creation of tertiary institutions. Educational institutions are established to equip students with skills necessary to direct the affairs of man's society in the nearest future. Thus, [19] argue that the development of any nations largely

depends on youths while [20] believe that “young students are leaders of tomorrow”. Therefore, when attentions are not properly given to students in the course of studentship, the society could be at a risk of competent future leaders.

Student Affairs Personnel is saddled with the responsibilities of attending to students needs promptly on campus while faculties are expected to impart knowledge on them. The department seems to have been greatly developed in all ramifications in many developed nations higher education system to warrant certain persons carving a niche for themselves in student matters, by developing a career called ‘Professionalization of Student Affairs’. Most of these experts belonged to several professional bodies in the new field of student services as indicated in [7] to enhance their expertise knowledge.

Except South African higher education institutions which have developed a strong Student Affairs Department, for quality service delivery, for the entire student body, through professionalization of student services, most tertiary institutions in West Africa are yet to develop their student affairs department to the level of ensuring quality services delivery for students and to accommodate student affairs personnel developing a career in student affairs professionalism.

## **2.2 Relationship between Christian Religion and Education**

Christian religion and education were two instruments used by the colonialist to win the heart of villagers in colonized countries. The former was used to terminate terrible customs and traditions that were hitherto responsible for the untimely termination of certain persons lives while the second (education) which [21] compared with light that illuminates darkness, has been associated with termination of illiteracy among Nigerians to a greater extent.

Right from creation, it is evident in the literature that the essence of the Christian religion is procreation and the advancement of human race. In the beginning, God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep.. And God said, Let there be light: and there was light (Genesis 1:1-3) [22]. After the creation, God blessed everything he created,

saying, be fruitful, and multiply, and fill the waters in the seas, and let fowl multiply in the earth.

In the same manner, Christian mission universities could be perceived as institutions created to render godly services to mankind. This includes impartation of knowledge, inculcating moral values, healings the sick and granting deliverance to every oppressed. This could foster students empowerment in all spheres of life. Thus, student affairs service in such institutions could be connected with the task of missionaries who introduced education and Christianity to Nigerians at the commencement of Colonialism. The positive impact of the above has led to the level of development in Nigeria today.

With the introduction of Christian faith-based universities, a new student affairs department emerged to mould students’ character for their leadership roles. Nevertheless, it is unfortunate to realize as indicated in the study of [7] that personnel saddled with the responsibilities of transforming students’ lives are not interested in developing a career in student affairs professionalism. This study intends to investigate reasons responsible for this at a Christian faith-based university, southwest Nigeria.

## **2.3 Exposition of Research on Student Affairs in the Nigerian Tertiary Institutions**

In Nigeria, the higher education system is being controlled either by the public or by private individuals and organisations. In this section, we shall briefly look at student affairs department in each of them

### **2.3.1 Student affairs in public Universities in Nigeria**

In many public universities in Nigeria, many students don’t feel the impact of student affairs department. Based on the first-hand information, the department is noted for the following three major roles:

- Firstly, the department is responsible for allocating rooms to students in few hall of residence available on campus,
- Secondly, the department deals with bursary awards being organized occasionally for students by the State, Local, and Federal government
- Thirdly, where necessary, the department is responsible for implementing students

work study scheme (University of Ibadan [23], Benin [24], Lagos [25] and Ilorin [26]

Apart from the above, the department performs no other meaningful functions to ensure students development. National Association of Nigerian Students (NANS) is known for championing student matters and any issue that is beyond the power of the student union is left unattended to. This, more often than not, has resulted in immense suffering for many students.

In many tertiary institutions, students' success is at the mercy of lecturers who see themselves as mini-gods. They carry out all sort of nefarious activities to the detriment of students, which include sexual harassment, poor attention to students, poor project supervisions etc. In recent times, the situation has not changed. Thus, [27] argue that, "the image of the university is still being damaged by frequent student and faculty protests against state repression, university mismanagement, the shabby treatment of students, corruption, and inefficiency in the nation states".

### **2.3.2 Student affairs profession in private Universities in Nigeria**

Previous studies have shown that private universities emerged in Nigeria to provide solutions to several problems confronting education system. One of these problems hinges on the quality service delivery for students at all level. Prior the emergence of private universities, it was evident in the literature that students were not given adequate attention which they deserve in attaining the skills needed to function effectively in the larger society. Hence, the new student affairs department is largely attributed to private universities, out of which Christian Faith-Based Universities constitute the majority. Several initiatives to ensure quality service for students were developed. These include work-study scheme, welfare scheme, entrepreneurial programme, student career development etc. remarkably, these attributes make the private universities different public universities.

In the private universities, student affairs personnel shoulder the responsibilities of enforcing the above mentioned programmes.

The department is being headed by a Dean, who is being assisted by the Sub-Dean in running the day-to-day activities of the department. He is responsible to the Vice Chancellor. The

department has other Assistant Registrars who act as departmental management team. They are in charge of each unit. Also, there are many administrative officers and assistants in each unit.

## **3. METHODS**

### **3.1 Study Design**

This article engaged descriptive survey design.

### **3.2 Population of Study and Sample Size**

As indicated in Table 1, a total of 120 personnel represent the population of this study. Since the study was restricted to personnel in Student Affairs Department, it became expedient to select sample from the above mentioned figure.

**Table 1. Population of study and sample size**

SN	Units	Population (N=120)	Sample (N=110)
1	Residence	84	80
2	MSS	6	04
3	Administration and special duties	10	08
4	Sport Council	20	18

*Source: Researchers field survey (2015), Note: MSS means monitoring security and surveillance*

Due to the resources available and limited time frame to complete this work for the next issue of this journal, a sample of 110 was drawn from the population.

### **3.3 Sample Techniques**

Although, the population was very small but each unit in the department of student affairs has different population sizes. Given this, proportional sampling techniques was used to select sample from the population as indicated in Table 1 above. Respondents were randomly selected from each unit based on its population. The largest population produced the largest sample while the unit with the least population produced the least sample.

### **3.4 Research Instrument**

Questionnaire was used to collect data from respondents. The instrument contained six sections (A-F).

**Section A**-contains only one question. It was a close ended question with the following three options-

- A- Yes
- B- No
- C- Indifference

**Section B**- is an open ended question. It permitted responded who agreed that the student affairs assignments are complex to mentions factors responsible for that complexity.

**Section C**-was also an open ended question. It permitted respondents to express their views on factors hindering staff interest in student affairs professionalism.

**Section D**- was a close ended question. It has three questions with the following five options

- 1- Strongly agree
- 2- Agree
- 3- Undecided
- 4- Disagree
- 5- Strongly disagree

**Section E** was equally a close ended question with five questions. It has five options as indicated above.

**Section F**- contained was a close ended question. It has three questions with options similar to section D and E

### 3.5 Validation of Instrument and Reliability

As indicated in Table 2 below, the reliability of the research instrument was tested with the Cronbach's alpha (0.914) was indicated a high reliability co efficient. This further confirms the internal consistence criteria were ascertained before proceeding with the hypothesis testing.

**Table 2. Reliability statistics**

Cronbach's alpha	N of Items
.914	4

*Source: Researchers field survey (2015)*

### 3.6 Techniques of Data Analysis

Simple percentage was used to analyse the data collected for this study. This involves frequency table and percentage.

### 3.7 The Purpose of Study

The study is determined to find out: (i) if the nature of student affairs duties prompt staff to lose interest in student affairs profession, (ii) factors responsible for the complexity of student affairs assignments, (iii) factors hindering the interest of staff in student services profession, (iv) if insufficient knowledge of staff on student services hinders their interests in student affairs profession, (v) if improper work / life balance hinders staff interest in student affairs profession and, if poor reward system hinders staff interest in student affairs profession

### 3.8 Research Questions

1. What are the factors that make student services complex for members of staff?
2. What are the factors hindering the interest of staff in student affairs professionalism?
3. What influence does insufficient knowledge on student affairs profession has on quality service delivery?
4. What influence does improper work life balance have on the interest of staff on student affairs professionalism?
5. What influence does poor reward system has on the interest of staff on student affairs professionalism?

### 3.9 Research Hypotheses

- H<sub>1</sub>: There is a significant relationship between improper knowledge on student affairs profession and interest of staff in student affairs professionalism
- H<sub>2</sub>: There is a significant relationship between improper work life balance and interest of staff in student affairs professionalism
- H<sub>3</sub>: There is a significant relationship between poor reward system and interest of staff in student affairs professionalism

As indicated in Table 3, 120 questionnaires were distributed to respondents, based on the number of personnel working in Student Affairs Department, but researchers were able to retrieve 110 back while the remaining 10 could not be retrieved. Thus, the respondent rate represents 91.6%.

### 3.10 Analysis of Research Questions

The result in Table 4 shows that majority of respondents (51.8%) in the sample perceived

student affairs assignments complex while just 30.9% others did not perceive these assignments as complex. Respondents who were not sure represent the least with 17.3%.

**Table 3. Respondents rate**

Distribution & retrieval of questionnaire	No	Difference in %
No. distributed	120	91.6
No. retrieved	110	

Source: Researchers field survey (2015)

Deducing from the above submission, it could be observed that the nature of assignments of student affairs personnel in the institution under study is complex. However, the result of investigation in Table 5 further indicate factors that makes these assignments complex from other administrative work in the university.

The result of investigation in Table 5 indicates seven factors that make student affairs assignments complex for members of staff. Out of these factors, enforcing the dress code rule was ranked first with 72.7% of respondents. Enforcing the compliance of students with exeat rule policy was ranked second with 68.2% while ensuring students' obedience to pairing and interactive rule was ranked third with 56.4%. Ensuring students' compliance with the general assembly rule and decent behaviours was ranked fourth (51.8%) and fifth (49.1%) respectively. Finally, enforcing mobile phone rule

and other rules and regulations on campus was ranked sixth each.

Going by the above illustrated opinions of respondents, student affairs personnel deduced that some aspect of their assignments, which has to do with ensuring students obedience to rules and regulations, was complex. In as much as Student Affairs personnel are saddled with the responsibility of enforcing rules and regulations on campus strictly, students could perceived them as their enemies and see them as unfriendly persons. On the other hand, if the student affairs personnel fail to enforce discipline on campus, there could be escalation of indiscipline and the management may feel that Student Affairs personnel are not performing their duties as expected.

As a Christian faith based tertiary institution, students' obedience to rules and regulations is compulsory, going by the provision of the handbook. However, it is obvious that these rules are not in existence in conventional universities. Therefore, students may want to believe that student affairs personnel are witch hunting them.

It is necessary to note that students want to do what they like without any control and any attempt to control them, brings about challenges.

Table 6 presented above shows nine factors inhibiting the interest of student affairs personnel in Student Affairs profession. Out of this number, lack of jobs security was ranked first with (100%).

**Table 4. Respondents opinions on the complexity nature of student affairs profession**

	Yes	No	Indifference	Total
The nature of assignments of student affairs personnel is too complex and it prevent members of staff from developing interest in the profession	57(51.8%)	34(30.9%)	19(17.3%)	110(100%)

Source: Researchers field survey (2015)

**Table 5. Factors that make student affairs assignments complex**

SN	Factors	Frequency (%)	Ranking
1	Enforcing dress code rule	80(72.7%)	1
2	Enforcing exeat rule	75(68.2%)	2
3	Enforcing paring and interactive rule	62(56.4%)	3
4	Enforcing general assembly rule	57(51.8%)	4
5	Enforcing indecent behaviour rule	54(49.1%)	5
6	Enforcing mobile phone rule	40(36.4%)	6
7	Enforcing other rules and regulations on campus	40(36.4%)	

Source: Researchers field survey (2015)

**Table 6. Respondents submission on factors inhibiting staff interest in student affairs profession**

SN	Factors Inhibiting the interest of staff in student affairs profession	Frequency	%	Ranking
1	Lack of job security	115	100	1
2	Poor remuneration and conditions of service	108	94	2
3	Poor work / life balance	98	85.2	
4	Disparity between teaching and non-teaching staff	98	85.2	3
5	Lack of opportunity for self-development	86	75	4
6	Incompetence staff for quality service	80	70	5
7	Insufficient training for staff	75	65.2	6
8	Lack of recognition or reward for contributions	62	54	7
9	The complex nature of student affairs services	43	37.4	8

Source: Researchers field survey (2015)

Poor remunerations and condition of service was ranked second with 94%. Poor work / life balance and disparity between the teaching and non-teaching staff were both ranked third with 85.2%. Lack of opportunity for self-development, incompetence of staff for quality service and insufficient training for staff were ranked fourth, fifth and six respectively. Lack of recognition or reward for contributions was ranked seventh with 54% while the complex nature of student affairs duties rated eighth with 37.4%.

### 3.11 Testing of Hypotheses

In this section, three hypotheses formulated to guide the process of this study were tested.

#### 3.11.1 Hypothesis I

H<sub>1</sub>: There is a significant relationship between having adequate knowledge on student affairs profession and interest of staff in student affairs professionalism.

Following the univariate model estimated for the relationship between staff interest in student

affair professionalism and the adequacy of their knowledge on student affairs, the result of the model summary shows that 26.3 percent variations among staff interest in student affairs professionalism were solely explained by their knowledge on student affairs.

The ANOVA F-statistic (41.671; sig=0.000) provides evidence of model statistical significance which further suggests that the model is of good fit and reliable for data analysis and effective recommendations.

The estimated correlation coefficient in Table 5 shows the relationship between adequate knowledge on students' affairs and interest of staff in student affairs profession shows the existence of a significant direct relationship at 1 percent significance level. This implies that the more knowledgeable the staffs are concerning student affairs the higher the tendency of becoming more interested in student affairs profession. Thus, given the result above the study proceeds to accepting the hypothesis that there exists a significant relationship between

**Table 7. Model summary**

Model	R	R square	Adjusted R square	Std. Error of the estimate
	.519 <sup>a</sup>	.269	.263	.549764

a. Predictors: (Constant), Adequate knowledge on student affairs

**Table 8. ANOVA<sup>a</sup>**

Model	Sum of squares	df	Mean square	F	Sig.
Regression	12.595	1	12.595	41.671	.000 <sup>b</sup>
Residual	34.153	113	.302		
Total	46.748	114			

a. Dependent Variable: Interest of Staff in student affairs profession, b. Predictors: (Constant), Adequate knowledge on student affairs



having adequate knowledge on student affairs profession and interest of staff in student affairs professionalism while rejecting the null hypothesis that there is no significant relationship between having adequate knowledge on student affairs profession and interest of staff in student affairs professionalism.

The result of hypothesis 1 indicated above correspond with the submission of [28] on employees contribution to the organizational success through adequate knowledge by engaging them in training. Having adequate knowledge which could prompt workers to develop interest in their profession. Since student affairs profession is a new phenomenon in Africa, adequate training to impact knowledge needed to perform at optimal level seems not to have been possible. Therefore, student affairs personnel are not avail with the opportunity inherent in the profession.

**3.11.2 Hypothesis II and III**

- H<sub>2</sub>: There is a significant relationship between improper work / life balance and interest of staff in student affairs professionalism
- H<sub>3</sub>: There is a significant relationship between poor reward system and interest of staff in student affairs professionalism

The co efficient of determination for the model estimate indicates that 56 percent of the staff interest variations in students' affair profession accountable to their perception on poor reward system and improper work-life balance as shown in the above model summary result.

The NOVA with the F-statistics (73.486; sig. =0.000) shows the model statistical significance at 1 percent level of significance. This further implies that the null hypothesis of the explanatory variables being equal to is rejected for this current study.

The estimated co efficient result in Table 12 reveals a significant direct relationship between improper work-life balances and staff interest in student affairs profession while a significant inverse relationship is observed between staff perception of poor reward system and their interest in student affairs profession. The result of the relationship for the parameter estimates for improper work-life balance shows that the better the staffs manage their improper work-life balance the more their interest in student affairs profession. This study therefore accepts the hypothesis that there is a significant relationship between improper work / life balance and interest of staff in student affairs professionalism leading to the rejection of the null hypothesis that there is no significant relationship between improper work / life balance and interest of staff in student affairs professionalism.

**Table 9. Coefficients<sup>a</sup>**

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
(Constant)	3.511	.221		15.917	.000
Adequate knowledge on student affairs	.335	.052	.519	6.455	.000

*a. Dependent Variable: Interest of Staff in student affairs profession*

**Table 10. Model summary**

Model	R	R square	Adjusted R square	Std. Error of the estimate
	.753 <sup>a</sup>	.568	.560	.424863

*a. Predictors: (constant), poor reward system, improper work life balance*

**Table 11. ANOVA<sup>a</sup>**

Model	Sum of squares	df	Mean square	F	Sig.
Regression	26.531	2	13.265	73.489	.000 <sup>b</sup>
Residual	20.217	112	.181		
Total	46.748	114			

*a. Dependent Variable: Interest of Staff in student affairs profession, b. Predictors: (Constant), Poor reward system, Improper work life balance*

**Table 12. Coefficients<sup>a</sup>**

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
(Constant)	2.762	.188		14.684	.000
Improper work / life balance	2.292	.221	3.936	10.353	.000
Poor reward system	1.777	.194	-3.491	-9.183	.000

a. Dependent Variable: Interest of Staff in student affairs profession

The result of investigation corroborates [29] who argues that Work-life balance increases employee satisfaction and productivity. When workers are satisfied they could be productive and when they are productive, they would want to develop interest in their career. In most professions, work / life balance is critically taking into consideration and that is why workers engage in shifting. However, it is not certain if student affairs professionalism has reached this stage in Africa and it could force personnel in student affairs to lose interest in the profession.

The result of investigation on reward system and interest of staff in student affairs professionalism also concurs with [30] who concludes that higher employee rewards leads to higher the Employee Motivation. If the reward system is poor, employees will not developed interest in their jobs but if the reward system is higher, workers will develop more interest. In most professions, the reward system is commensurate with workers input, but the reverse is the case in the institution under study.

**4. SUMMARY OF FINDING**

This study was conducted to investigate factors demotivating student affairs personnel from developing a career in student affairs professionalism. At the end of investigation, the study discovered nine reasons behind demotivation of student affairs personnel in developing an interest in student service career, out of which lack of job security, poor remuneration and conditions of service, poor work / life balance were identified and ranked as topmost factors. Also, Disparity between teaching and non-teaching staff and complex nature of student affairs assignments were discovered as contributing factors.

In respect of hypotheses tested, the study found a significant relationship between having adequate knowledge on student affairs profession and interest of staff in student affairs professionalism. Moreover, the study discovered

a significant relationship between improper work / life balance and interest of staff in student affairs professionalism. Finally, the study revealed a significant relationship between poor reward system and interest of staff in student affairs professionalism.

**5. CONCLUSION**

This study concludes that the nature of student affairs duties which hinges on enforcing rules and regulations on campus makes student affairs personnel assignments very complex and it prevents many of them from developing interest in the profession. The study as indicated in Table 5, showed seven factors that makes student affairs assignments complex, out of which enforcing dress code rule was ranked highest with 72.7% of respondents.

The study also concludes with nine reasons why student affairs personnel are trying to avoid developing interest in student affairs profession. Out of this figure, lack of job security was ranked first with 100% while poor remuneration and conditions of service was ranked second with 94%.

The study equally concludes that there is a significant relationship between having adequate knowledge on student affairs profession, improper work / life balance, poor rewards system and interest of staff in student affairs profession.

**6. RECOMMENDATIONS**

Based on the above findings and conclusion, this study recommends good remunerations and sound conditions of service for student affairs personnel. The study also advises the extension of the same to the entire non-teaching staff.

This study suggests bridging the obvious wide disparity between the teaching and non-teaching staff in term of placement, promotion and recognition, and use the standard of the topmost

universities in the world, which the institution under study is trying to catch up with, in dealing with this category of staff. Taking this step will encourage student affairs personnel to develop interest in student affairs professionalism.

This study equally suggests organisation of proper training on student affairs profession for personnel in student affairs on a regular basis. Personnel in this department should be encouraged to join professional bodies in student affairs worldwide. This will enable them to interactions with their counterparts abroad and it may enhance their work performance.

This article recommends proper organization of work to reflect adequate work / life balance in student affairs department. Work is good, but if work cannot be managed with other family issue, the purpose of engaging in work related activities could be defeated.

Lastly the management of the institution under study should restrict the enforcement of rules and regulations to the security personnel of the institution. This is to shield student affairs personnel saddled with the responsibilities of enforcing rules and regulations on campus. This is necessary because, it will stop students from seeing student affairs personnel as their enemies-persons who arrest and persecute them for violating the rules and regulations of the university.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

## REFERENCES

1. Gregory SP, Dorsey S. Student affairs professionals, Black "Greek" hazing, and university civil liability. *The College Student Affairs Journal*. 2013;31(2).
2. Roland WM. Education must not simply teach work it must teach life: Student affairs administrators leading the charge. *The College Student Affairs Journal*. 2013; 31(2).
3. Kirsten TE, Jennifer KL, Alicia DD, Shaina RB, YharNahKeeShah S. Learning to transform: Implications for centering social justice in a student affairs program. *The College Student Affairs Journal*. 2014; 32(1).
4. Dafina LS, Kathy C. Constructing disability: Case studies of graduate students and new professionals with disabilities in student affair. *The College Student Affairs Journal*. 2014;32(1).
5. Ashley T. An examination of community college senior student affairs officers, role perception, job satisfaction, and propensity to leave their institutions. *The College Student Affairs Journal*. 2014;31(2).
6. Judy MK, Sandra GL, Melissa R, Crump-Owens S. A cycle of retention: Peer mentors' accounts of active engagement and agency. *The College Student Affairs Journal*. 2014;32(2).
7. Omonijo DO, Oludayo OA, Anyaegbunam MC, Nnedum OAU. Professionalism of student affairs at a Nigerian private faith-based university, Southwest Nigeria. *Journal of Student Affairs in Africa*. 2015; 3(2). In Press.
8. Komives SR, Woodard DB, Associates. *Student services: A handbook for the profession*. Fourth Edition. San Francisco: Jossey-Bass; 2003.
9. Pearson A, Media D. Progressive Education and Student Needs. *Global World Post*. American World News Site; 2015.  
Available:<http://everydaylife.globalpost.com/progressive-education-student-needs-6994.html>
10. Woodard DB, Love P, Komives SR. *Leadership and management issues for a new century*. New Directions For Student Services. San Francisco: Jossey-Bass, Winter; 2000.
11. International Bureau for Education. *World Data on Education*, 3rd edition; 1999.
12. Abiodun BK. Low level of education in Nigeria: Causes and solution. *Information Nigeria*; 2013.  
Available:<http://www.informationng.com/2013/02/low-level-of-education-in-nigeria-causes-and-solution.html>
13. Akpotu NE, Akpochofa WP. An analysis of factors influencing the upsurge of private universities in Nigeria. *Journal of Social Sciences*. 2009;18(1):21-27.
14. Oludayo OA, Uche OOC, Omonijo DO, Eche GA. Violent protest in private universities in Nigeria: Implications for educational development. *Europeans Journal of Social Sciences*. 2015;45(4): 359-371.
15. Psacharopoulos G, Woodhall M. Education for development: An analysis of investment

- choices. New York: Oxford University Press; 1997.
16. Olaniyan O. Public Finance and Higher Education in Nigeria. Proceedings of the 12<sup>th</sup> General Assembly of the Social Science Academy of Nigeria (SSAN). 2001;101-119.
  17. Woodard DB. (ed.) Budgeting as a Tool for Policy in Student Affairs. New Directions for Student Services. San Francisco: Jossey-Bass; 1995.
  18. Dowd M, Media D. Key issues facing higher education administration & student affairs; 2015.  
Available:<http://everydaylife.globalpost.com/key-issues-facing-higher-education-administration-student-affairs-8897.html>
  19. Enueme CP, Onyene V. Youth Restiveness in the Niger Delta of Nigeria: Implication for education and Leadership. Eur. J. Soc. Sci. 2010;182:286-296.
  20. Omonijo DO, Nnedum OAU, Fadugba AO, Uche OCO, Makodi BN. Social vices associated with the use of Information Communication Technologies (ICTs) in a Private Christian Mission University, Southern Nigeria. African Journal of Business Management. 2013;7(31):3078-3089.
  21. Omonijo DO, Nnedum OOU. Impacts of societal prejudice on attainment of life/personal goals of physically challenged persons in Nigeria. International Research Journal of Humanities. 2012;4(5):1-13.
  22. The Holy Bible. King James Version. China: Hendrickson Marketing, LLC; 2011.
  23. Adewale TO, Ajayi NA. Student Librarian Work Study Programmes in Academic Libraries: An Appraisal. Library Philosophy and Practice, March, 2010.
  24. University of Benin. Work-Study Student Programme.  
Available:< <http://www.uniben.edu/student-workstudy-programme>> (Retrieved on May 15, 2014)
  25. University of Lagos. Student Work-Study Programme.  
Available:<http://unilag.edu.ng/pages.php?page=student-affairs> (Retrieved on May 23, 2014)
  26. University of Ilorin. Weekly Bulletin. List of Students Recommended for Work-Study Programme; 2014.  
Available:<[www.Unilorin.edu.ng/articles/855-list-of-students-recommended-for-work-study](http://www.Unilorin.edu.ng/articles/855-list-of-students-recommended-for-work-study)> (Accessed on October 27th, 2013)
  27. Omari IM, Mihyo PB. The roots of student unrest in African Universities. Nairobi: Man Graphics Limited; 1991.
  28. Amo T. The negative effects of a lack of training in the workplace. Chron; 2015.  
Available:<http://smallbusiness.chron.com/negative-effects-lack-training-workplace-45171.html>
  29. Larsen D. Work-life balance increases employee satisfaction, productivity. Dayton Daily News; 2013.  
Available:<http://www.daytondailynews.com/news/business/work-life-balance-increases-employee-satisfaction-/nTyHF/> (Accessed on August 22, 2015)
  30. Pratheepkanth P. Reward system and its impact on employee motivation in Commercial Bank of Sri Lanka Plc, in Jaffna District. Global Journal of Management and Business Research. 2011;11(4):84-92.

© 2016 Uche et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Peer-review history:*  
*The peer review history for this paper can be accessed here:*  
<http://sciencedomain.org/review-history/12296>