POSTGRADUATE COLLEGE STAFF DIGITAL COMPETENCE AS A PREDICTOR OF LECTURERS' JOB SATISFACTION FOR SUSTAINABLE EDUCATION

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A R T I C L E   I N F O R M A T I O N

A B S T R A C T

Lecturers' job satisfaction is germane to the growth of an organisation. From experience, lecturers derive satisfaction when their desires are met. Despite that, some lecturers are not delighted. Researchers have worked on some factors, but much work has not been done on postgraduate college digital competency. Thus, a bid to determine lecturers' job satisfaction led to this study. The study employed a descriptive survey research design, as well as Total Population Sampling Technique (TPST) on a population of one hundred and seventy-one (171) respondents but one hundred and twenty (120) copies of the instruments were retrieved. With a quantitative research approach, the study's content was used as the basis for generating items for the instruments which were used to give answers to the research questions raised and the hypothesis poised and having a reliability score of 0.907. Sections A and B of the structured questionnaires were measured using frequency, mean, standard deviation, and percentage. Pearson Product Moment Correlation (PPMC) was used to determine the significant relationship between the independent variable and the dependent variable at a 0.05 level of significance. Findings showed that lecturers at Lead City University Postgraduate College, Ibadan are very satisfied with their jobs. There is also a positive relationship (r = 0.612) between postgraduate college staff digital competence and lecturers' job satisfaction. It is suggested that the postgraduate college staff should identify and develop themselves in the use of specific application software to effectively carry out their tasks towards lecturers' job satisfaction in the institution.

1. Introduction

Education is the process of purposeful change in a person's life. It is an intentional action that considers how to convey knowledge during the teaching and learning process in classrooms or environments that are like schools (Ipfling et al., 2022). It is a structured, stage-by-stage method for passing down or imparting to the next generation beneficial social experience (Aslanbek, 2017). Teachers are experts in the process of teaching and learning, imparting knowledge to the unknowledgeable. He or she is a person who has learned the teaching methods for a certain subject area and is, therefore, qualified to teach in any given institution (Obadimeji & Oredein, 2022). As stakeholders in education, lecturers are employed by institutions to contribute their professionalism and abilities to the processes of teaching and learning. Lecturers' job satisfaction, which is the inward feeling that lecturers have toward carrying out their duties as lecturers in the institution, should be prioritized for sustainable education. It is important to consider their job satisfaction (Shyhrul et al.,

2021). In this context, lecturers' job satisfaction may be divided into three categories: job security, job incentive, and method of dealing with complaints. Job security for lecturers refers to the ability of an employee to know that his or her job will not be terminated at any point (Miles, 2022).

Lecturers' job incentives could be monetary or non-monetary. This is done to provide an employee with job satisfaction to increase productivity, boost morale, and attract and retain talent (Basu, 1966). A satisfied lecturer rarely complains to his or her superior. A high percentage of complaints may indicate that some lecturers are dissatisfied with their job. If the management fails to use the right method to handle the situation appropriately, the organisation will be unable to meet its objectives. Lead City offers postgraduate degrees. Both administrative employees and lecturers who are involved in the teaching and learning processes are employed by the institution.

The admission officer is a member of the admission team who provides feedback to the postgraduate college's superior (Provost). The following duties are carried out by the admissions officer: act as the focal point for the postgraduate university ties with secondary schools, junior and community colleges, and other institutions of higher learning among all others (The University of Texas, 2022). The office of the Registrar carries out the following functions among which are: maintains the official invention of courses and maintains records and reports regarding class sizes by departments and subject (The University of Texas, 2022). The Examinations and Records Units is a division of the registry division. The records and exams of the students are a priority in this unit. Other duties include the distribution of notices of results, letters attesting to grades and academic records, the release of degree certificates, the organisation of matriculation and convocation ceremonies, the verification of degree results, and the upkeep of student files and records. The Bursary Unit. This is a part of the postgraduate College as well. She oversees allocating money to the university in a way that is both effective and efficient. (The University of Texas, 2022).

Digital competence is the ability to use or incorporate application software in various tasks for a specific function, efficiency and to increase productivity. It is the set of knowledge and attitudes (which include abilities, strategies, values, and awareness) that are necessary when using digital application software to complete tasks, solve problems and communicate among all others (Iiomaki, Paavola, Lakkala, & Kantosalo, 2014). Word Processing Software (MS Office, PowerPoint, and Excel, among others), graphic software (Adobe Photoshop), presentation software (PowerPoint), spreadsheet software (Excel, Google Sheets), database (Oracle), web browsers (Mozilla Firefox, Google), Customer Relationship Management (CRM) application software, WhatsApp, and Skype,

among others, are examples of digital applications (Henderson, 2020). Based on their awareness, adaptability, and self-direction, postgraduate college staff members can be assessed for their digital competence (Canina & Orero-Blat, 2021).

This paper title could be explained further using the Job Characteristics Model (JCM), which was proposed or developed by Hackman & Oldham (1980). It is a method of job employment enrichment. It grounds its assumption on five primary employment aspects that would contribute to individual employee job satisfaction. It also believes that the task itself is the key to motivation. This simply indicates that in this digital era, the digital competency of college staff is the key to lecturer job satisfaction. This theory essentially provides five key traits that can be predicted to help a lecturer's psychological state and job outcome. They are as follows: task significance (relevance), skill diversity, autonomy, task identity, and feedback. According to the theory, lecturers' job satisfaction encourages lecturers to continue performing effectively (Hackman & Oldham, 2009). During the last concluded exam in Lead City University at the Postgraduate College, some of the lectures were filled with various thoughts about their payment, students' missing results, and departmental Theses guides among others. All these would not have arisen and affected lecturers' job satisfaction if there are well-equipped applications for postgraduate college staff digital competency.

2. Statement of the Problem

A lecturer's job satisfaction is very critical to the growth of any organization and cannot be overstated. Although, lecturers derive satisfaction when their desires are met such as prompt payment of lecturers' salary or allowance and conflict resolution management among others. Yet, some lecturers are not delighted. Other factors such as postgraduate college staff digital competency would also improve lecturers' job satisfaction. The administrative staff of some tertiary institutions in the developed world like the USA work digitally for effectiveness and efficiency in their digital competency. The hybrid meeting has been incorporated into Lead City University, Ibadan through the combination of physical and virtual meetings (the use of various applications: WhatsApp and Zoom among all others for academic and other purposes) (Oredein & Obadimeji, 2022). The use of these applications and the desire for self-development in job delivery services of the postgraduate staff brought about the staff college's digital competency. Although researchers have tried to improve the organization through various studies such as lecturer's job satisfaction, and lecturer's job performance, much work has not been done on the digital competency of the postgraduate college staff. To this end, this study will investigate the relationship between postgraduate college staff

digital competence and lecturer's job satisfaction for sustainable Education at Lead City University, Ibadan.

3. Aim and Objectives of the Study

The study aims to investigate the relationship between postgraduate college staff digital competence and lecturer's job satisfaction for sustainable education at Lead City University, Ibadan. The specific objectives are to:

i. identify the level of lecturer's, job satisfaction in Lead City University postgraduate college, Ibadan for sustainable education.

ii. determine the type of digital applications mostly used in each unit of the postgraduate college in Lead City University, Ibadan for sustainable education.

iii. measure the level of digital competency in each unit of Lead City University postgraduate college, Ibadan on lecturers' job satisfaction for sustainable education.

iv. ascertain the relationship between digital competency among Lead City University postgraduate college staff and lecturers' job satisfaction for sustainable education.

4. Research Questions

Considering the above, this study seeks to investigate the following questions raised:

i. What is the level of lecturers' job satisfaction in Lead City University postgraduate college, Ibadan for sustainable education?

ii. What type of digital applications is/are mostly used in each unit of the postgraduate college in Lead City University, Ibadan for sustainable education?

iii. What is the level of digital competency in each unit of Lead City University postgraduate college, Ibadan on lecturers' job satisfaction for sustainable education?

5. Hypothesis

This study seeks to investigate the relationship between the independent and dependent variables.

Ho1: There will be no significant relationship between digital competency among Lead City University Postgraduate College staff and lecturers' job satisfaction for sustainable education.

6. Methodology

6.1 Research Design

This study used a descriptive survey research design, aimed at collecting data on and describing systematically, the characteristics, features, or facts about lecturers' job satisfaction for sustainable education in Postgraduate College Lead City University, Ibadan.

6.2 Population, Sample and Sampling Technique

Lead City University Postgraduate College is made up of seven (7) faculties and nineteen (19)

departments, with a total of one hundred and seventy-one (171) lecturers. Due to the fewer population, the total population sampling technique was used to investigate the entire population that has a specific set of characteristics. As a result, the sample unit is the same as the population. One hundred and twenty (120) copies of the lecturers' instrument were retrieved (70%)

6.3 Procedure for Data Collection

A quantitative research approach was used to elicit data from the respondents. The quantitative research approach was used to observe situations that affect lecturers' job performance at the Postgraduate College in Lead City University and to make better decisions towards improving lecturers' job performance which would invariably improve students' academic performance in the institution. Two self-structured questionnaires called the lecturers' questionnaire (LQ) and the postgraduate questionnaire (PGQ) were created. Section B of LQ and the entire PGQ were used to provide answers to the research questions and only section C of LQ was used to show if the study's stated hypothesis is correct or incorrect. Items from the instruments were generated from the study's content. The instrument generated a good reliability score of 0.907 which consistently reflects the construct (Postgraduate College staff digital competence and Lecturer's job satisfaction) it is measured by giving the same score   The questionnaires (LQ and PGQ) was also subjected to both face and content validity. The LQ comprised three sections: A, B, and C which were used among lecturers servicing the postgraduate college. The respondents supplied their biographical details, including their sex, educational background, and years of experience, among other things, in Section A along with the demographic data. Section B contained items from questions on a Likert-type scale which was extrapolated from the content to address the research questions raised. Section C contained fixed items which were used to determine the acceptance or rejection of the hypothesis. Similarly, the postgraduate college staff questionnaire (PGQ) was used among the postgraduate college staff which comprised three sections: A, B and C. The respondents supplied their biographical details, including their sex, educational background, and years of experience, among other things, in Section A along with the demographic data. Sections B and C contained items from questions on a Likert-type scale which were extrapolated from the content to address the research questions raised.

6.4 Ethical Consideration

Ethical guidelines relating to data collection, analysis and interpretation of research as specified by Lead City University were strictly adhered to with the view of enhancing the credibility, validity, and reliability of the study.

6.5 Analysis of Data

Descriptive statistics (frequency, mean, standard deviation, graph and percentage) were employed

to analyse items contained in sections A and B of the structured questionnaires. Pearson Product Moment Correlation was employed to determine the significant relationship between the independent variable on the dependent variable at a 5% level of significance.

7. Results

This section shows the results and findings of both research questions and the hypothesis of this study. Questionnaires were administered to the respondents (Lecturers servicing Postgraduate College, Lead City University and the postgraduate college staff) to elicit information and to establish facts and answers to the research questions raised and the hypothesis poised.

Presentation of Research Questions

Research Question 1: What is the level of lecturers' job satisfaction in Lead City University postgraduate college, Ibadan, for sustainable education?

Table 1: The Levels of Lecturers' Job Satisfaction for Sustainable Education

Items	Extremely True Freq (%)	Very True Freq (%)	Moderately True Freq (%)	Slightly True Freq (%)	Not True Freq (%)	Mean	SD
1. I have the feeling that my job is safe at any time in the institution	44 (36.7%)	30 (25.0)	28 (23.3%)	4 (3.3%)	14 (11.7%)	3.72	1.316
2. I have no fear of job loss during economic downfall in the institution	34 (28.3%)	42 (35.0)	28 (23.3%)	8 (6.7%)	8 (6.7%)	3.72	1.146
3. I have a sense of job stability with the institution	28 (23.3%)	52 (43.3)	30 (25.0%)	6 (5.0%)	4 (3.3%)	3.78	0.972
4. I have the opportunity to develop my career path in the institution	38 (31.7%)	60 (50.0)	14 (11.7%)	4 (3.3%)	4 (3.3%)	4.03	0.934
5. I have the feeling that the allowance I earn is commensurate with the work I do and my qualification in the institution	14 (11.7%)	22 (18.3)	50 (41.7%)	24 (20.0%)	10 (8.3%)	3.05	1.091
6. I receive my allowance promptly in the institution	10 (8.3%)	20 (16.7)	34 (28.3%)	30 (25.0%)	26 (21.7)	2.65	1.227
7. I have the feeling that the discount I receive in my tuition fee payment with the institution is enough	6 (5.0%)	44 (36.7%)	40 (33.3%)	18 (15.0%)	12 (10.0%)	3.12	1.055
8. I have a retirement plan with the institution	8 (6.7%)	8 (6.7%)	12 (10.0%)	14 (11.7%)	78 (65.0%)	1.78	1.258
9. I receive full attention on my complaints from the institution	26 (21.7%)	28 (23.3%)	42 (35.0%)	22 (18.3%)	2 (1.7%)	3.45	1.076
10. The management has a conflict resolution mechanism which is clearly understood by all	6 (5.0%)	34 (28.3%)	48 (40.0%)	26 (21.7%)	6 (5.0%)	3.07	0.950
11. Each complaint made is being handled on time by the management	16 (13.3%)	28 (23.3%)	62 (51.7%)	12 (10.0%)	2 (1.7%)	3.37	0.898
12. The management resolves all my complaints	16 (13.3%)	26 (21.7%)	54 (45.0%)	16 (13.3%)	8 (6.7%)	3.22	1.055
Weighted Mean						**3.25**	

Source: Fieldwork, 2022
*Decision Rule: Weighted Mean <3.0 means **Low**, 3.0 means **Moderate**, >3.00 means **High.***

Table 1 indicates the level of lecturers' job satisfaction in the postgraduate college. It reveals that it is extremely true that lecturers have feelings that their job is safe at any time in the institution with a high percentage of 36.7%. This implies that there is job security in the institution. This is followed that it is also extremely true that lecturers could develop their career paths in the institution. The least here has a tie that lecturers have the feeling that the discount they receive in their tuition fee payment with the institution is enough and that the management has a conflict resolution mechanism which is clearly understood by all, having a percentage of 5.0% each. This could be a result of having fewer lecturers who still develop their careers in the institution. This also means that some lecturers are not satisfied with how the management resolves conflict which is inevitable in the organisation. From the table, the weighted mean of 3.25 is greater than the Likert mean of 2.5. That is calculated as weighted mean > Likert mean. Even though the management has a conflict resolution mechanism which is clearly understood by all with the least percentage, lecturers' job satisfaction in Lead City University Postgraduate College, Ibadan for sustainable education is high.

Research Question 2: What type of digital applications is/are mostly used in each unit of the postgraduate college in Lead City University, Ibadan for sustainable education?

Table 2: Digital Applications mostly used in each unit of the postgraduate College at Lead City University

Items	R.O Freq (%)	B.O Freq (%)	C.P.O Freq (%)	C.S.O Freq (%)	C.P.S Freq (%)	A.U Freq (%)	R.U Freq (%)	F.U Freq (%)	E.R Freq (%)	T.Q Freq (%)	Mean	SD
Word Processing Software (e.g MS Office, PowerPoint and Excel among others)	2 (12.5%)	6 (37.5%)	0 (0.0%)	1 (6.3%)	0 (0.0%)	1 (6.3%)	3 (18.8%)	1 (6.3%)	1 (6.3%)	1 (6.3%)	4.50	3.120
Spreadsheet Software (Excel and Google sheets)	1 (10.0%)	4 (40.0%)	0 (0.0%)	1 (10.0%)	0 (0.0%)	1 (10.0%)	2 (20.0)	0 (0.0%)	1 (10.0%)	0 (0.0%)	4.20	2.821
Database (Oracle)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (66.7%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	7.67	1.155
Graphic Software (Adobe Photoshop)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (50.0%)	0 (0.0%)	1 (50.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5.00	1.414

Items	RO	B.O	C.P.O	C.S.O	C.P.S	A.U	R.U	F.U	E.R	T.Q	Mean	SD
Web Browsers (Mozilla Firefox, Google)	1 (10.0%)	0 (0.0%)	0 (0.0%)	2 (20.0)	0 (0.0%)	1 (10.0%)	3 (30.0%)	1 (10.0%)	0 (0.0%)	2 (20.0)	6.40	2.797
Customer Relationship Management (CRM) application software	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (66.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4.33	2.887
WhatsApp	1 (8.3%)	4 (33.3%)	1 (8.3%)	2 (16.7%)	0 (0.0%)	2 (16.7%)	2 (16.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3.83	2.167
Skype	4 (80.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (20.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2.00	2.236
Weighted Mean											**4.74**	

Source: Fieldwork, 2022
Key: *Registrar's Office (RO), Bursary's Office (B.O), College Provost's Office (C.P.O), College Secretary's Office (C.S.O), College Provost's Secretary (C.P.S), Admission Unit (A.U), Registration Unit (R.U), Fees Unit (F.U), Exams and Records Unit (E.R) and Theses Quality control unit (T.Q).*

This table depicts the type of digital application(s) mostly used in each unit of the postgraduate College at Lead City University, Ibadan for sustainable education. With a weighted mean of 4.78, it reveals that: Skype is mostly used by the Registrar's office with the highest percentage of 50%, a percentage of 80.0%, Spreadsheet software is mostly used by the Bursary unit with the highest percentage of 40%, WhatsApp is mostly used by the Office of the College Provost with the highest percentage of 10.0%. The Office of the College Secretary mostly uses Graphic software, having the highest the Office of the Secretary to the College Provost uses none of the listed applications. The admission unit mostly uses Customer Relationship Management (CRM) application software, with a percentage of 66.7%. The Registration unit and the Exams and Records unit mostly use Database with the highest per cent of 66.7% and 33.3% respectively. Both the Fees unit and the Theses Quality Control unit mostly use Web Browsers with a percentage of 10% and 20% respectively. Although, there are various units in the postgraduate College, each of these units uses various applications to carry out their task effectively.

Research Question 3: What is the level of digital competency in each unit of Lead City University postgraduate College, Ibadan on lecturers' job satisfaction for sustainable education?

Table 3: Level of Postgraduate College Staff Digital Competence

Items (The)	Always Freq (%)	Often Freq (%)	Sometime Freq (%)	Rarely Freq (%)	Mean	SD
Admission officer uses Skype	1 (14.3%)	2 (28.6%)	1 (14.3%)	3 (42.9%)	2.14	1.215

software to communicate the transfer of courses freely with the HOD						
Admission unit communicates with the HOD on the availability of a programme via WhatsApp.	1 (12.5)	4 (50.0%)	2 (25.0%)	1 (12.5%)	2.63	0.916
Admission unit uses excel to give summary of new intake of each departmental student to the HOD.	2 (33.3%)	4 (66.7%)	0 (0.0%)	0 (0.0%)	3.33	0.516
Exams and records unit uses excel to enters and calculate students CGPA for the department.	6 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4.00	0.000
Exams and records unit use spreadsheet software to organise, store, and analyse data in a tabular format.	3 (60.0%)	2 (40.0%)	0 (0.0%)	0 (0.0%)	3.60	0.548
Office of the Registrar of the postgraduate college in Lead City, Ibadan uses Microsoft Excel to determine the students' progress reports at various departmental levels.	4 (57.1%)	2 (28.6%)	0 (0.0%)	1 (14.3%)	3.29	1.113
Office of the Registrar uses WPS spreadsheets to keep the official invention of courses being taught by each lecturer.	1 (33.3%)	1 (33.3%)	1 (33.3%)	0 (0.0%)	3.00	1.000
Postgraduate college personnel use the Web Browser to connect to the internet for a specific task.	6 (66.7%)	2 (22.2%)	0 (0.0%)	1 (11.1%)	3.44	1.014
The Bursary unit use schedule management system software to monitor the pay cycles of each lecturer managing courses at Lead City University, Ibadan's postgraduate college	4 (80.0%)	1 (20.0%)	0 (0.0%)	0 (0.0%)	3.80	0.488
Bursary unit uses WPS to keep summary of the pay cycles of each lecturer in the postgraduate college	5 (83.3%)	1 (16.7%)	0 (0.0%)	0 (0.0%)	3.83	0.463
Weighted Mean					**3.31**	

Source: Fieldwork, 2022
*Decision Rule: Weighted Mean <2.5 means **Low**, 2.6 to 3.00 means **Moderate**, >3.00 means* **High**

Table 3 shows the postgraduate college staff's digital competency. The level of digital competency in each unit of the postgraduate College Lead City University, on Lecturers' job satisfaction, is high with a weighted mean of 3.31 against the Likert mean of 2.5. The table shows that the Exams and Records unit uses Excel to enter and calculate students' CGPA for the department, having the highest percentage of 100%. This finding negates the finding in research question 2. In table 2, the findings show that the Exams and Records unit mostly uses Database (Oracle) application software. This means that there is the possibility that the Exams and Records unit uses more than one application

software. This implies that although the unit always uses Excel application software mainly to enter and calculate students' CGPA for the department, Database applications could be mostly used for other functions in the unit. The least is the admission unit. The staff in the admission unit communicates with the HOD on the availability of a programme via WhatsApp with the lowest percentage of 12.5%. The staff members in this unit use WhatsApp as a means of communication with the HODs on the availability of a programme. This confirms that WhatsApp could be one of the application software used in this unit but is not the most used application software.

Presentation of Hypothesis

Ho1: There will be no significant relationship between digital competency among Lead City University Postgraduate College staff and lecturers' job satisfaction for sustainable education.

Table 4: Relationship between Digital Competency among Lead City University postgraduate College Staff and Lecturers' Job Satisfaction Education

	Digital Competency	Job Satisfaction
Digital Competency	1	.612**
Job Satisfaction	.612**	1

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

Source: Fieldwork, 2022

Table 4 reveals that there exists a positive relationship between postgraduate college staff digital competency and lecturers' job satisfaction of 0.612 at a 0.05 significant level. This implies that as the digital competency of the postgraduate staff increases, lecturers' job satisfaction for sustainable education also increases.

8. Discussion of Findings

According to Table 1, lecturers believe their jobs are safe in the institution, with the highest percentage of 36.7%. This implies that the institution has job security. Job security for lecturers refers to an employee's ability to know that his or her job will not be terminated at any point in the future. It is the belief that an employee's job in his or her current firm or organisation is secure for a set period. This is consistent with Miles (2022), who claims that job satisfaction is associated with strong feelings of resistance to economic downturns, among other things. With a percentage of 28.3%, lecturers can advance their careers in the institution. This implies that lecturers are eager to learn in their chosen fields as well. This is one of the incentives that a company can use to motivate

its employees. These incentives could include, among other things, professional development, income growth, and referral programmes. This is in support of the idea of providing an employee with job satisfaction to increase productivity, boost morale, and attract and retain talent (Basu, 1966). According to the findings, 'lecturers have the feeling that the discount they receive in their tuition fee payment with the institution is sufficient' has a tie with the item that states that the management has a conflict resolution mechanism that is clearly understood by all. A happy lecturer rarely complains to his or her boss. A high complaint rate may indicate that some lecturers are dissatisfied with their jobs. The organisation will be unable to meet its objectives if management fails to use the appropriate method to handle the situation. Thus, among other things, management must gather information, carefully listen to employees, and suggest the best solution to resolve conflict. Although the management has a conflict resolution mechanism which is clearly understood by all with the least percentage, lecturers' job satisfaction in Lead City University Postgraduate College, Ibadan for sustainable education is high.

In this digital age, all employees in the institution must use digital application software to increase productivity and effectiveness. Each unit in the postgraduate college has distinct roles and functions. As a result, each unit is likely to have distinctive application software. Henderson (2020) identifies several types of application software that can boost productivity and efficiency.

Such application software is Word Processing Software (MS Office, PowerPoint, and Excel, among others), graphic software (Adobe Photoshop), presentation software (PowerPoint), spreadsheet software (Excel, Google sheets), database (Oracle), web browsers (Mozilla Firefox, Google), Customer Relationship Management (CRM) application software, WhatsApp, and Skype, among others. According to table 2, the Registrars' office uses Skype application software the most (80.0%), the Bursary unit uses Spreadsheet software the most (40%) and the Office of the College Provost uses WhatsApp the least (10.0%). The Office of the College Secretary uses Graphic software the most, with a 50% usage rate, while the Office of the Secretary to the College Provost uses none of the listed applications. With a percentage of 66.7%, the admission unit primarily employs Customer Relationship Management (CRM) application software. The Registration unit and the Exams and Records unit use Database the most, with 66.7% and 33.3%, respectively. With a percentage of 10% and 20%, respectively, the Fees unit and the Theses Quality Control unit mostly use Web Browsers. However, there are several units in the postgraduate College. Each of these units employs a variety of applications to complete their tasks effectively.

The level of digital competency in each postgraduate College Lead City University unit on lecturers' job satisfaction is high, with a weighted mean of 3.31 compared to a Likert mean of 2.5. This table shows that the Exams and Records unit, which has the highest percentage of 100%, always uses Excel to enter and calculate students' CGPA for the department. This finding contradicts the result of research question 2. The findings in Table 3 show that the Exams and Records unit mostly uses Database (Oracle) application software. This implies that the Exams and Records unit may employ more than one application software. This means that, while the unit always uses Excel application software to enter and calculate students' CGPA for the department, the Database application could be used for a variety of other functions in the unit. The admission unit is the least. With the lowest percentage of 12.5%, the admission unit staff communicates with the HOD on the availability of a programme via WhatsApp. However, the staff in this unit uses WhatsApp to communicate the availability of a programme to the HODs. This confirms that WhatsApp is one of the application software used in this unit, but it is not the most used. The postgraduate college staff is regarded as the postgraduate college's engine. They contribute to the institution's continued operation. They perform clerical tasks and provide support to the organisation, such as admitting and registering students, ensuring the quality of theses written by each student, and ensuring that each lecturer receives his or her allowances, among all others. The postgraduate college staff handles the and many other clerical tasks, ensuring that lecturers can communicate and work effectively.

The null hypothesis, which states that there will be no significant relationship between Lead City University Postgraduate College staff digital competency and lecturers' job satisfaction for sustainable education, was rejected. There is a significant relationship between Lead City University Postgraduate College staff digital competency and lecturers' job satisfaction for sustainable education. Table 4 reveals a 0.612 significant positive relationship between postgraduate College staff digital competency and lecturers' job satisfaction at the 0.01 significant level. This implies that as the postgraduate staff's digital competency increases in carrying out their specific role in each unit of the postgraduate college, lecturers' job satisfaction for sustainable education also increases. Remember that digital competence is the ability to use or incorporate application software in various tasks to improve efficiency and productivity. In other words, as the postgraduate college staff's digital competency grows, so does lecturers' job satisfaction for sustainable education.

9. Conclusion

Although the management has a conflict resolution mechanism which is clearly understood by all, lecturers' job satisfaction in Lead City University postgraduate college, Ibadan for sustainable

education is high. Findings show that the various units in the postgraduate College use different applications to carry out their tasks effectively and efficiently. The level of digital competency in each unit of the postgraduate college Lead City University, on lecturers' job satisfaction, is high. Thus, there exists a positive significant relationship between postgraduate College staff digital competency and lecturers' job satisfaction. This implies that as the digital competency of the postgraduate staff increases, lecturers' job satisfaction for sustainable education also increases.

10. Recommendations

The following recommendations are made considering this study:

1. Despite the reality that the management has a conflict resolution mechanism that everyone understands, lecturers' job satisfaction in Lead City University Postgraduate College, Ibadan for sustainable education is high. Management should be able to review conflict resolution mechanisms to improve lecturers' job performance and productivity.

2. Various units in the postgraduate college should optimize other application software and avoid becoming overly reliant on single application software.

3. The Management should develop seminars and workshops for college staff that are relevant to individual tasks.

4. The college staff should also identify and develop themselves in the use of specific application software to effectively carry out their tasks.

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