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# The Social and Management Scientists

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## Optimal Job Satisfaction: Pathway To Effective Employees' Performance

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### **Abstract.**

*Job satisfaction describes how contented an individual is with his or her job. The happier people are with their jobs the more satisfied they are said to be. It is seen as the level of satisfaction and fulfillment a person obtains from his/her job. The paper looks at the relationship between job satisfaction and employees' performance. It reviews different theories associated with job satisfaction and employees' performance. The paper uses survey method with structured questionnaires that were distributed among the sampled respondents in the three universities. It makes two research hypotheses and based on the nature of the hypotheses, data obtained from the questionnaire were analyzed with the Pearson correlation coefficient and Analysis of Variance. Finding shows that there is high positive relationship between job satisfaction and employees' performance. The paper makes valuable policy recommendations, which include: (i) the turnover rate of experienced lecturers should be looked into by putting in place better motivational factors in tertiary institutions. (ii) Universities' administration must constantly ensure that their lecturers are given courses in their areas of competence. (ii) Organization should constantly conduct research in order to find out those things that can help improve job satisfaction. (iii) What is expected in every job must be constantly communicated to the officers concerned, amongst others.*

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**Key words: Optimal, job, satisfaction, Effective, performance.**

## **Introduction:**

The relationship between job satisfaction and job performance has been subject of interest in the history of industrial/organizational psychology. The connection between workplace attitudes and behavioural outcomes continues to be a prevalent research topic), and stems from classic industrial/organizational and social psychological theory. One of the biggest preludes to the study of job satisfaction was the Hawthorne study. These studies (1924-1993), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity. Job satisfaction is a broad and multifaceted concept. Job satisfaction is the quality, state, or level of satisfaction a person derives from his job, which is the result of various interests and attitudes of a person (Otu, 2006). It is the level of satisfaction and fulfillment a person obtains from his/her job. Job satisfaction is relatively and greatly associated generally with happiness, and can be seen as one of its major components.

Writing on the relationship between job satisfaction and performance among schoolteachers, Otu (2006) opines that school can not be an effective organization unless teachers find satisfaction in their work. Human relation scholars like Elton Mayo, William Dickson, etc also support this view. These people believe that high morale leads to improved productivity, because a happy worker is a productive worker. An increase in job satisfaction would most likely mean increasing the intrinsic or social rewards of work. If the working group is made more unified, this means that under many conditions work performance is given greater social rewards, via greater cooperation and help, in addition to purely interpersonal rewards. If jobs are redesigned to increase skill variety, autonomy etc. this means that work performance will be intrinsically more rewarding (Argyle, 1989).

**Research Problem:** Scholars are of the opinion that there are positive and negative aspects of job satisfaction (Herzberg, Mausner and Snyderman 1959). Mochal (2007) asserts that no matter what one's personal reasons for work are, the base line is that, every one works for money. Ebai (2006) supports this when he cautioned that playing down on the importance of money and other benefits to people in their work environment would be a misnomer and organizational mistakes. Otu (2006) opines that as soon as a teacher is deprived of satisfaction ingredients such as his salaries, fringe benefits, then low performance and antagonism should be expected from such a teacher. Many studies have existed on job satisfaction, motivation, performance and productivity generally, fewer of these studies if any, locally, have really attempted to compare the relationship between Job Satisfaction and Employees' Performance in federal, state and private tertiary institutions of higher learning in Nigeria. This proposed research intends to fill that intellectual gap.

## **Objectives of the Study:**

The general objective of this paper is to examine whether there exist a relationship between job satisfaction and job performance in the sampled organizations.

The specific objectives of the study among others are to: (i) Examine the level of relationship between job satisfaction and job performance and (ii) Establish whether



there exists a casual relationship between job satisfaction and employee commitment to organizational goals.

The paper makes two propositions in the form of research hypotheses based on the above objectives of the study which are: There is no significant relationship between job satisfaction and employee's performance, There is no significant difference in job satisfaction of lecturers based on Job Experience.

## **Section II**

### **REVIEW OF LITERATURE**

Review of literature describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement and job enrichment. Other influence on satisfaction includes the management style and culture, employee involvement, empowerment and autonomous work position. Job satisfaction is a very important factor that frequently measures reports and their reactions to their common way of measurement is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities the work itself and co-workers. Some questionnaires ask yes or no questions while others, using the Likert scale format rate satisfaction on 1-5 scale (where 1 represents "not at all satisfied" and 5 represent "extremely satisfied")

Job Satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job, and an attitude towards one's job. Weiss (2002) has argued that job satisfaction is an attitude but points out those researchers should clearly distinguish the objects of cognitive evaluation, which are, affective (emotion), beliefs and behaviour. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs and our behaviour.

On the different theories that support job satisfaction and performance, some scholars argued that Maslow's hierarchy of needs theory, which is a motivation theory, laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life-physiological needs, safety needs, social needs, self-esteem needs, and self-actualization. This model served as a good basis from which early researchers could develop job satisfaction theories.

Job satisfaction can be seen within the broader context of the range of issues, which affect an individual's experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, such as general well being, stress at work, control at work, home-work interface, and working conditions. Edwin Locke's Range of Affective Theory (1976), as cited by Weiss (2002), is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Furthermore, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectation are met) and negatively (when expectations are not met), compared to one who doesn't value that facet. To illustrate this further, if employee A values autonomy

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in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

Another well-known job satisfaction theory is the Dispositional Theory Template: it is a very general theory that suggests that people have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in the light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction.

Frederick Herzberg's Two-factor theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors—motivation and hygiene factors, respectively. An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions. While Herzberg's model has stimulated much research, researchers have been unable to reliably empirically prove the model, with Hackman & Oldham suggesting that Herzberg's original formulation of the model may have been a methodological artifact. Furthermore, the theory does not consider individual difference; conversely, predicting all employees will react in an identical manner to changes in motivating/hygiene factors. Again, the model has been criticized in that it does not specify how motivating/hygiene factors are to be measured.

**Measuring job Satisfaction:** There are many methods for measuring job satisfaction. By far, the most common method for collecting data regarding job satisfaction is the Likert scale (named after Renis Likert). Other less common methods of gauging job satisfaction include: Yes/No questions, True/False questions, point systems, checklists, and forced choice answers. This data is typically collected using an Enterprises Feedback Management (EFM) system.

The **job Descriptive Index (JDI)**, created by Smith, Kendal, & Hulin (1969), is a specific questionnaire of job satisfaction that has been widely used. It measures one's satisfaction in five facets: pay, promotions and promotion opportunities, co-workers, supervision, and the work itself. The scale is simple, participants answer either yes, no, or can't decide (indicated by '?') in response to whether given statements accurately describe one's job.

The **Job in General Index** is an overall measurement of job satisfaction. It is an improvement to the job Descriptive Index because the JDI focuses too much on individual facets and not enough on work satisfaction in general.



**Superior-Subordinate Communication:** Superior-subordinate communication is an important influence on job satisfaction in the workplace. The way in which subordinates' perceive a supervisor's behavior can positively or negatively influence job satisfaction. Communication behaviour such as facial expression, eye contact, vocal expression, and body movement is crucial to the superior-subordinate relationship (Teven, p. 156). Nonverbal message plays a central role in interpersonal interactions with respect to impression formation, deception, attraction, social influence, and emotional expression (Burgoon, Buller, & Woodall, 1996). Nonverbal immediacy from the supervisor helps to increase interpersonal involvement with their subordinates impacting job satisfaction. The manner in which supervisors communicate their subordinates may be more important than the verbal content (Teven, p.156). Individuals who dislike and think negatively about their supervisor are less willing to communicate or have motivation to work where as individuals who like, and think positively of their supervisor are more likely to communicate and are satisfied with their job and work environment. The relationship of a subordinate with their supervisor is a very important aspect in the workplace. Therefore, a supervisor who uses nonverbal immediacy, friendliness, and open communication lines is more willing to receive positive feedback and high job satisfaction from a subordinate where as a supervisor who is antisocial, unfriendly, and unwilling to communicate will naturally receive negative feedback and very low job satisfaction from their subordinate's in the workplace.. Motions = Mood and emotions while working are the raw materials which cumulate to form in the affective element of job satisfaction. (Weiss and Cropanzano, 1996). Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short-lived and have a clear object or cause.

There is some evidence in the literature that state moods are related to overall job satisfaction positive and negative emotions where also found to be significantly related to overall job satisfaction frequency of experiencing net positive emotion will be a better predictor of overall satisfaction than will be a better predictor of overall job satisfaction than will intensity of positive emotion when it is experienced.

Emotion regulation and emotion labor are also related to job satisfaction. Emotion work (or emotion management) refers to various efforts to manage emotional states and displays. Emotion regulation includes all of the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion. Although early studies of the consequences of emotional labor emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the consequences of emotional labor are not uniformly negative. It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotion. Increases job satisfaction and the amplification of pleasant emotions increases job satisfaction. The understanding of how emotion regulation relates to job satisfaction concerns two models.

- (a). Emotional dissonance. Emotional dissonance is a state of discrepancy between public displays of emotions and internal experience of emotions that often follows the process of emotion regulation. Emotional dissonance is associated with high emotional exhaustion, low organizational commitment and low job satisfaction.
- (b) Social interaction model. Taking the social interaction perspective, workers' emotion regulation might beget responses from others during interpersonal

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encounters that subsequently impact their own job satisfaction. For example. The accumulation of favourable responses to display of pleasant emotions might positively affect job satisfaction. Performance of emotional labor that produces desired outcomes could increase job satisfaction.

In schools where staff meetings are democratic and students also take part in school dealings, the teaching effectiveness of staff and learning experience of students are probable to better (Beyerlein, 2003). Lipham and Hoch (1974) says that a participating leader, who assumes an active role in the group, by giving support to his work, delegating authority and exercising an optional degree of supervision, is likely to have a higher level of productivity among the subordinates than an authoritarian leader who places more emphasis on institutional goals. Tawari (1988) seems to have similar views with Lipham and Hoch (1974) when he noted that teachers would certainly prefer to work with school heads that make their policies clear and assign work schedules to teachers after the group has democratically approved the schedule.

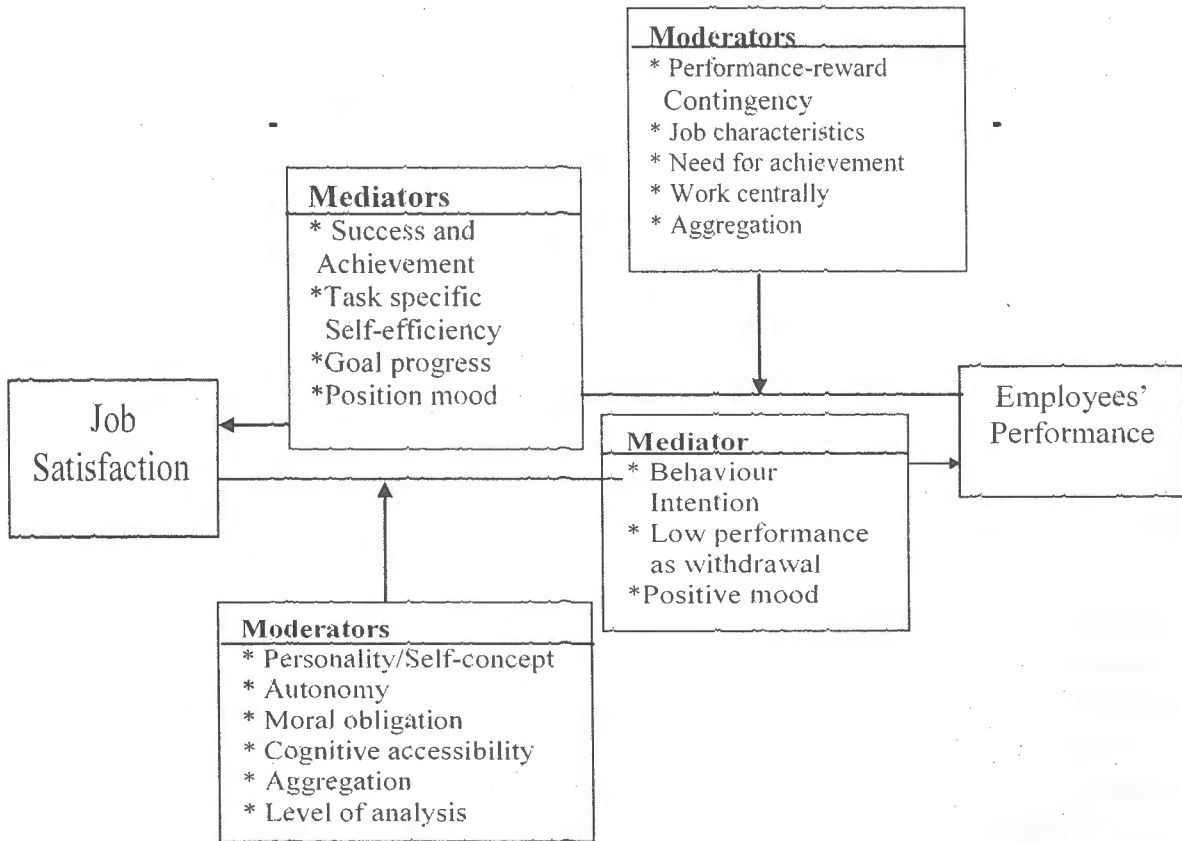
As soon as a teacher is deprived of his salaries and fringe benefits, then performance and sometimes antagonism should be expected from such a teacher, (Otu, 2006). Fair sharing of available fringe benefits to commendable and worthy staff would facilitate the raising of persons prestige of personnel. It is obvious that positive organizational climate is the basic condition for staff performance in schools (Tawari, 1988). It is a very important responsibility of school heads to generate a school environment that is conducive to a high degree of teacher satisfaction. Satisfied teachers may even be willing to go to extra length to initiate activities on their own to ensure that the goals of the organization are met (Otu, 2006). Promotion to assume greater responsibility also brings about satisfaction. Ellis, (1984) citing Herzberg said that it is not the pay raise of the promotion itself but the increased recognition achieved because of it. The Human Relations movement, of Elton Mayo and many others believed that job satisfaction had beneficial effects, including increased work performance (Argyle, 198) Job Satisfaction is also correlated with other kinds of desirable and undesirable behaviour at work; there is less sabotage, stealing, doing work badly on purpose, and spreading rumours or gossip to cause trouble (Mangoine and Quinn, 1975). The link between job satisfaction and absenteeism has also been studied. It would be projected that happy workers would turn up more often to get the benefits, which they enjoy, at work. (Hackett and Guion, 1985). Several job performance effects of dissatisfaction among teachers consist of reduced quality of teaching, higher use of sick leave, and a negative view of students (Sinclair 1992). A positive relationship can be found between low morale and a high rate of absenteeism, and indolence in an organization. Taking excessive time away, from the work at hand, and loitering around. Therese, Bono and Patton (2001) gave a vivid account of the relationship between job satisfaction and job performance. The joint authors believe that employees will be more efficient in completing tasks, more thoughtful and less stressed in teaching, and more productive in conducting and publishing research the view of the joint authors is presented below. Across a variety of studies, research shows that job satisfaction is an important predictor of job performance. A happy worker is a productive worker. On average, the correlation between satisfaction and productivity is about thirty. The magnitude of this correlation is similar to the ability of standardized tests to predict college grades, mammograms to predict breast cancer, and alcohol to increase aggressions. In other words, job steps to increase employee satisfaction, graduate employee will be more efficient in completing



tasks, more thoughtful and less stressed in teaching, and more productive in conducting and publishing research.

In a similar meta-analysis, analyzing data from over 50,000 workers, again job satisfaction was estimated to modestly correlate with job performance,  $r = .30$ .

**Fig. 1** Integrative model of relationship between job satisfaction and employees' performance:



Source: Judge, T., Thoresen, C., Bono, J., & Patton, G. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127,376-407.

As the above diagram shows, the relationship between job satisfaction and job performance is complex, and likely cyclical. Studies have shown that increased job satisfaction leads to increased motivation (behavioural intentions), less apathy (low performance as withdrawal), and better worker mood, all of which increase efficiency and overall quality of job performance.

**SECTION III  
RESEARCH METHOD**

**Design:** This descriptive research adopted a survey design in achieving its objectives. A total of fifty-four lecturers were randomly selected from three universities- federal (University of Ibadan), state (Lagos State University) and private (Covenant University, Ota). The participants had spent between 2-24 years in the university with mean year of 6 and standard deviation of 2.6 years. Their ages range from 25 -55years with mean age of 36.8years and standard deviation of 4.6years. 38 participants were males while 16 were females.

**Instruments:** This study adopted Job Satisfaction scale developed by Paknadel (1995) and expanded and used by Altynýbyk (1996 & 1997) The scale measures the individual's job satisfaction level and it consists of five dimension – management style, working conditions, possibilities for development and promotion, colleagues, physical environment and salary. There are 32 items in all. The evidence of (a) internal structure validity through an examination of the relationships between the subscales revealed .73, and an analysis of inter item reliability within each scale yielded .76, (b) reliability over time by examining the scores of lecturers over a 3-week period revealed .68. However, promotion criteria for the three universities were harmonized to measure performance.

**Procedure:** Prior to the administration of the questionnaire the investigator had personal interaction with most of the participants. During and upon completion of the questionnaire, (non-intrusive) screenshots were taken to cross checked what was done. After this was completed, a post-check was done to ensure proper completion of the questionnaire.

**Method of Data Analysis**

The first hypothesis stated for this study was tested using Pearson correlation coefficient, while Analysis of Variance was used to analyze the 2nd hypothesis.

**Results**

Hypothesis 1: There is no significant relationship between job satisfaction and employees' performance.

**Table1 Summary of Correlation Coefficient**

Variations	N	Df	Mean	SD	r-observed	Significant level
Job satisfaction	154	153	72.26	4.29	0.87*	<0.05
Employees' performance	154		15.64	6.08		

\*significant -two tailed test

The hypothesis one stated that there is no significant relationship between job satisfaction and employees' performance. The result revealed that there is a significant relationship



between job satisfaction and employees' performance at  $r$ -observed = 0.87, 153 degree of freedom and  $< 0.05$  significant level.

**Hypothesis Two**

**There is no significant difference in job satisfaction of lecturers based on Job Experience.**

**SECTION IV  
RESULTS**

**Table 2 Analysis of Variance Comparing the Job Satisfaction of Lecturers Based on Job Experience**

Variations	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	535.2144	2	267.6072	28.56	.000
Within Groups	477.87	51	9.37		
Total	1013.0844	53			

In this study, the statistic reveals that the job satisfaction of lecturers with 1-5 years of job experience, 6-10 years and above 10 years are significantly different at  $F_{(2,53)} = 28.56$ , and  $< 0.05$  significant level. However, to determine which of the groups is higher than the other a post- hoc test was conducted. The Turkey's post-hoc test revealed that job satisfaction of lecturers who had over 10 years job experience is the highest = 55.16, followed by 6-10 years of 37.14 and those of above 10 years = 28.44.

**SECTION V**

**CONCLUSION AND POLICY RECOMMENDATIONS:**

**Conclusion:**

There is obvious evidence clearly signifying that a teacher's satisfaction with his job and his effectiveness of performance are related. The educational organization may not be successful except teachers who are the core of the organization are well cared for in terms of recognition/appreciation, participation in decision making process, timely payment of good pay and other additional benefits, thriving school discipline, substantial work loads, effective communication, sustainable and pension able appointments which are the variables that can bring about teachers' satisfaction.

**Policy Recommendations:**

- University administration should ensure that appointments of qualified and experienced lecturers are encouraged and sustained. In other words, the turnover rate of experienced lecturers should be looked into by putting in place better motivational factors in the nation's tertiary institutions.
- Organization should constantly conduct research in order to find out those things that can help improve job satisfaction of their employees
- Organization must constantly put in place good motivational factors for workers as this will actually affect their performance and also have a multiplier effect on their job satisfaction.
- Universities administration must constantly ensure that their lecturers are given courses in their area of competence. This will motivate them and enhance their job

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satisfaction. Moreover, students will benefit maximally, as these teachers will be teaching from their best ability, area of interest as well as their areas of competence.

- What is expected in every job must be constantly communicated to the officers concerned. This has a way of improving their performance and enhances their job satisfaction.
- Training and retraining of employees must be maintained and sustained in the system. There must be organization of periodic workshop/seminars where the school policies and goals are constantly entranced in the must of staff. This has a way of keeping the staff in line with the variables that affect their job performance and thereafter improve their job satisfaction.

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