

Relationship between job satisfaction and Job Performance: A case study of Universities of Peshawar District (KPK) Pakistan

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Abstract

Employee attitudes are imperative to management because they settle on the behavior of workers in the organization. The frequently held judgment is that “A satisfied worker is a fruitful worker”. A satisfied work force may generate agreeable feeling within the organization to perform well. Hence job satisfaction and commitment has become a major topic for research studies. The specific problem addressed in this study is to examine the impact of set of selected predictors for job satisfaction and on performance of academicians in higher education institutions (Universities) of Peshawar. Data were collected through a field survey using a questionnaire from 218 randomly selected academicians working in both (public and private) universities of Peshawar. Regression analysis revealed that there exists collectively positive highly correlation and positive significant impact of job satisfaction and job performance in academicians.

Key words: Job performance, supervision, coworker, environment, commitment

Introduction

Universities add much to social, political and economic development of a nation Therefore governments make efforts to finance a huge amount to this sector. In Pakistan the university coordination faces a lot of problems that may not allocate the structure to make the expected role to social, political and economic development of the nation. Among the several problems confronting university in Pakistan is the supposed poor job performance of some academic staff.

The various factors accountable for the pitiable academic staff job performance come into sight to be both internal and external to the universities. Internal factors include strikes, lack of employees’ motivation and weak accountability for educational performance and poor work environment. External factors encompass academic staff shortage, sleaze, and derisory endowment of the university system by government and admission based on quotas rather than merit.

According to the Noordin and Jusoff (2009) communal prospect depends upon the triumphant administration of the education system. The triumphant administration of the educational system depends upon the interest, exertion and the involvement of the academic staff or their certified know-how, Job satisfaction, retention and commitment to the institution. According to them, higher job satisfaction of the faculty results in the healthy and positive climate of the institute. Positive climate of the university not only increase the job satisfaction of the staff but also the overall productivity of the institution of higher education. The efficiency of the university is dependent upon the motivation of its employees (Malik, 2010)”, it is understandable that organizational behavior of the academicians in higher education is critical to the success or failure of the universities in performing their functions (Sattar & Nawaz, 2011). Many researchers believe that job satisfaction at work may influence competency, productivity, absenteeism, turnovers rates, intention to quit, organization commitment, and finally employees well-being (Maghradi, 1999; Lock & Latham, 2000; Saif-ud-Din, Khair-uz-Zaman, & Nawaz., 2010). Job satisfaction has a significant relationship with the performance of the work force, overall productivity and profitability of the organization (Santhapparaj and Alam , 2005 ; Baloch , 2009). Many researchers for example (Sokoya, 2000) pointed a set of predictors for the job-satisfaction, like pay, work, promotion, supervision, environment, and co-workers.

Therefore purpose of this study is to examine the impact of set of predictors for the job-satisfaction, like pay, work, promotion, supervision, environment, and co-workers on job performance.

Education plays a vital role in social, political and economic developments of a nation. Teachers are architect of a nation. Teachers, satisfied with their job perform well. The results of this study look at information that would enable university administrators how to get success for the institution by satisfying teaching class and make them committed to the institution. This research may provide a pavement for future research studies in the same field.

Research hypothesis

The job performance of the academicians in Higher education institution is determined by supervision, environment, and co-workers.

Literature review

The liveliness of all the educational institutions is attached with the extent; the teachers are satisfied with their job and committed to throw in to the development of their institutions. It is projected that highly satisfied teachers are more committed to their institutions and perform well. (Locke & Latham, 2000). These are the thoughts that level of being 'happy or unhappy with the workplace, work and organization etc affect performance or in other words it can be said that, satisfied workers have positive perceptions and attitudes towards their organizations (Marion, 2001; Dessler, 2005). Happy employees are dynamic while unhappy are not hence, an organization depends on the satisfaction of their workforce for achievement of its goal (Lise & Judge, 2004; Shah and Jalees, 2004). Job satisfaction is affective orientation of employees toward the work role occupied in the organization (Tsigilis et al., 2006). Therefore, job satisfaction is a very important attribute that is frequently measured by all types of organizations-public, private as well in the educational institutions (Wikipedia, 2009; Sattar & Nawaz, 2011; Saif, Nawaz, Jan, & Khan, 2012). It is an poignant response to a job situation that is dogged by how well outcomes meet or surpass expectations, for example, if employees are treated unjustly they are likely to develop negative attitudes toward their job, officers, and colleagues. However, if they are treated fairly and paid well, they are expected to have positive attitudes for the organization (Luthans, 2005). Job satisfaction results into organizational involvement and commitment leading to greater productivity. However, dissatisfied workers are found involved in absenteeism and turnover (Beach, 1998, Robbins, 1998, Robbins & Coulter, 2005; Sattar & Nawaz, 2011). Many researchers found pay, work, supervision, promotion, work environment, and coworkers responsible for the overall satisfaction of employees and performance in any organization, for example, (Williams & Sandler 1995; Saiyadain, 1996; Sokoya, 2000; Naval & Srivastava, 2002; Lise & Judge, 2004).

Many theories on relationship of job-satisfaction and performance exists in literature such as Maslow's theory of 'Hierarchy of Needs' (1943), Taylorism' by Frederick W. Taylor (1911), Luthans (2005) content theories spotlight on identifying the needs (biological, psychological, social and higher level needs of human beings), drives and incentives/goals etc. Having said that, individual needs are predisposed both by the weight attached to the needs and the intensity to which an individual desires to accomplish these needs (Karimi, 2008). Maslow's theory of hierarchy of needs serves as a good start from which researchers see the sights of job satisfaction in different work settings (Wikipedia, 2009). Numerous theories have been recommended so far but almost all begin with a succinct on Maslow's ideas (Butt, Kashif-Ur-Rehman, Safwan, 2007; Sattar et al., 2010c; Saif, et.al, 2012). Herzberg argued that there are job-satisfiers (motivators) related to the job contents and job-dissatisfiers (Hygiene factors) are concerned with the job context (Herzberg's Two-Factor Theory, 1959) Herzberg's theory is the most useful model to study job satisfaction (Kim, 2004; Karimi, 2008). Others have used it as a theoretical framework for assessing the police officers' job satisfaction (Getahun, Seble, Sims, & Hummer, 2007). However, a review of literature revealed criticisms of the motivator-hygiene theory (Karimi, 2008). For example, the theory ignores individual differences and wrongfully assumes that all employees react in a similar manner to the changes in motivators and hygiene factors (Wikipedia, 2009; Khalifa & Truong, 2010). McGregor proposed that the manager's view about the nature of human being is founded on a group of assumptions (Theory X & Theory Y). Managers change their behavior toward their subordinates according to these 'assumptions' about different employees (Robbins, 1998). According to theory X, human beings dislike work and avoid it possibly. Therefore they coerced, controlled, directed, and threatened with suitable punishment to make them work. According to theory Y corporal and cerebral efforts in work are as usual as play and respite. Therefore peripheral management and warnings are not the only way for producing exertion. Alderfer suggested a continuum of needs rather than hierarchical levels or two factors of needs (ERG Theory, 1969). Process theories explain how the needs and goals are fulfilled and accepted cognitively (Perry et al., 2006). such as Equity Theory (J. Stacy Adams) (1963) suggests that employees weigh what they put into a job (input) against what they get from it (outcome) and then compare this ratio with the input and outcome ratio of other workers. If they find this ratio equal to that of the relevant others, a state of equity is said to be. In this regard It has been found that rewards increase employee satisfaction only when these rewards are valued and perceived as equitable by the employees (Perry et al., 2006; Khalifa & Truong, 2010). Vroom's Expectancy Theory (1964) explains that people are provoked to work to accomplish a goal if they judge that that goal is laudable and there is the chance that what they do will help them in achieving their goals For example, one can be goaded (motivational force or effort) toward better performance (first-level output) to take in promotion (second-level output) (Luthans, 2005; Sridhar & Badiei, 2008; Sattar et al., 2010c). This theory explains that motivation is a creation of three factors: how much reward is wanted (valance), the estimate of probability that effort will lead to the successful performance (expectancy), and the estimate that performance will result in getting the reward (instrumentality) - explained as 'Valance × Expectancy × Instrumentality = Motivation' (Newstrom, 2007; Sridhar & Badiei, 2008). According to Porter/Lawler Expectancy Model (1968) effort' (force or strength of motivation) does not lead directly to 'performance.' It is rather moderated by the 'abilities and traits' and the 'role perceptions' of an employee. Furthermore, 'satisfaction' is not dependent on performance rather determined by the 'probability of receiving

fair rewards' Goal-Setting Theory (Locke, 1968) asserted that intentions can be a major source of motivation and satisfaction. Some specific goals (intentions) lead to increased performance, for example, difficult goals (when accepted) lead to higher performance than easy goals and that feedback triggers higher performance than no feedback. Likewise, 'specific hard' goals produce a higher level of output than 'generalized' goals of 'do your best'. Furthermore, people will do better when they get feedback on how well they are progressing toward their goals. Job Characteristics Theory (Hackman & Oldham) (1975-76) stress on how the individual perceives his or her particular role in the organization. Hackman and Oldham's (1980) original formulation of job characteristics theory argued that the outcomes of job redesign were influenced by several predictors. Research shows that pay, work, supervision, promotion, work environment, and coworkers are the main predictors of job satisfaction (see for example, Naval & Srivastava, 2004; Saari & Judge, 2004; Shah & Jalees, 2004 ; Tella et al., 2007; Du et al., 2010; Sattar & Nawaz, 2011).

Supervision is a function of leading, coordinating and directing the work of others to achieve the predetermine goals. The group having independent style is more satisfied than group of oppressive leadership or influential style (Naval & Srivastava, 2004). Chughtai & Zafar (2006), spot that satisfaction with supervision is an important predictor of organizational commitment Supervisors create much of a subordinate's work environment, (Boles et.al. 2007). Physical conditions/Working facilities aids, position make doing things easier (Bas & Ardic 2002).

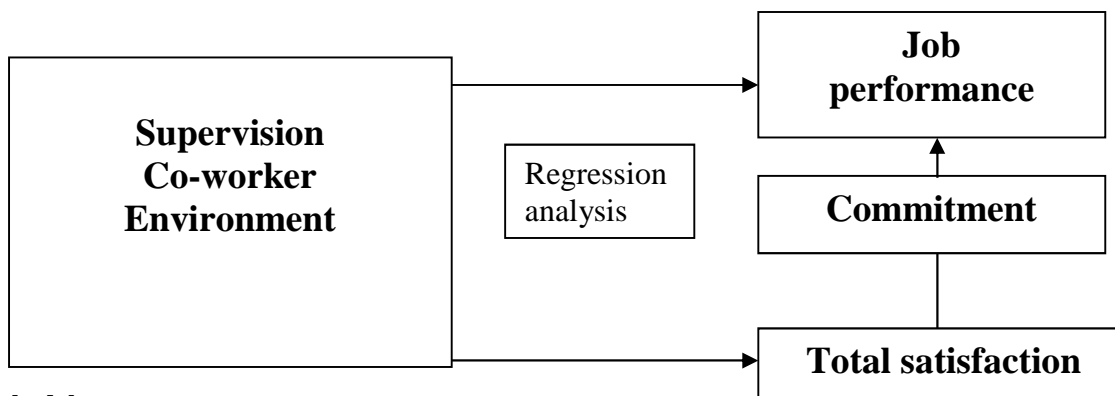
Good working conditions such as cleanliness and attractive surroundings hearten employees to perform more effectively (Chughtai & Zafar, 2006). Poor working environment (hot, noisy surroundings) impinge on job satisfaction negatively (Ssesanga & Garrett 2005; Tella et al., 2007; Malik, 2010 Rasheed et al., 2010). In Pakistan, the issue of work environment is serious in order to convolute its significance in motivating teacher to serve effectively in higher education. Observation of researchers reflects that most of the respondents in various departments of a university were shy to give their opinion about the work environment (Rasheed et al., 2010). Good working environment such as clean and attractive surroundings enable employees to perform their work well in a logical fashion and positively influence on organizational commitment which intern increased organizational productivity (Chughtai & Zafar, 2006). Social environment especially co-workers relations affect employee job satisfaction and hence performance (Ellickson & Logsdon, 2001). Job freedom and open communication increases feelings of belongingness and coordination among employees and hence increase the degree of job satisfaction (Naval & Srivastava, 2004). Workers' satisfactions are more strictly connected to the content of their job and the relationship with co-workers and supervisors (Hiroyuki, Kato, & Ohashi, 2007). Strong group culture in an organization damages performance (Moynihan & Pandey, 2007)". Research shows that academics' intentions to leave the university, is related with teachers and colleagues relations (Karimi, 2008), it was observed that private university teachers are more 'positive' than the public university teachers. The lack of political grouping, less affable and less prescribed environment observed in private universities influenced their teachers to 'orate very affirmative with this profession'.

Good and supportive co-workers and interpersonal relationship makes the job easier and pleasing (Naval & Srivastava, 2004; Rasheed et al., 2010). Effects of organizational commitment on outcomes vary across job stages. This is especially true for the relationship between organizational commitment and turnover (Bashir & Ramay, 2008). Commitment is willingness of a person to wield a high level of efforts and a strong belief and acceptance of, the values and goals of the organization (Tella et al. 2007). Improvements in commitment levels may have not only positive behavioral consequences, but increases outcome as well (Bashir & Ramay, 2008).

Working Concepts

Variable	Definition
Satisfaction	Sum total of scores from all the factors or determinants of job satisfaction
Supervision	The feelings of academicians towards their supervisors and supervisory arrangements.
Co work	Cooperation among working force
Environment	Working conditions (physical as well as invisible)
Commitment	Willingness of the worker to use his/her energies for the benefits of an organization.

Theoretical framework



Methodology

Primary data was collected through a structured questionnaire from 225 academicians selected by using stratified random sampling technique among 1903 academicians working in the public and private universities of Peshawar KPK, Pakistan by using formula

$$[(SD^2) / ((E^2/z^2) + (SD^2/N))]$$

As used by (Weirs, 1984)

Where N = 1903 S.D = 0.058 E = 0.0068 Z = 1.96

Correlation and regression analysis was made with the help of SPSS 16.0.

The general linear model

$$Y = a + bX_i + e_i$$

Is usually projected using ordinary least square has become one of the most widely used analytic techniques in social/management sciences (Cleary And Angel 1984).

Where a = Constant b = Slope of line X_i = Independents variables e_i = Error term

Hence by using ordinary least square technique, the following regression model were used

Job performance (Y) = a (constant) + bX_1 (supervision) + bX_2 (co-worker) + bX_3 (environment) + e_i (error term)

Job performance (Y) = a (constant) + bX_1 (commitment) + e_i (error term)

Total satisfaction (Y) = a (constant) + bX_1 (supervision) + bX_2 (co-worker) + bX_3 (environment) + e_i (error term)

Operationalization of the Concepts

	Variable	Attributes
1	Leadership/Supervision	The questions were asked about properly Supervision, judicious, honesty, devotion to work, and behavior of supervisor towards employee.
2	Job performance	The attributes include in the questionnaire were efficiency and effectiveness in work performance ,improvement in knowledge, reduction in cost for managing organization and performing works, return of work, goal attainment, image building etc.
3	Co-work	Respondents were asked about their volunteer assistance/ relations with other employee and supervisor such as learning from colleagues, leg-pulling sincerity, physical facilities provided to the teachers.
4	Affective commitment	Sense of belongingness of employees towards organization was tried to discover.
6	Environment	Facilities affecting performance of employees were explored such Equality in benefits, problems solving, work schedule, performance appraisal, clear authority, and responsibility , Medical Facilities/Benefits ,transportation services ,Personal Office Sports Facilities ,Internet facilities ,Safe Working Conditions

The concepts used in the study were extracted from a variety of literature using the technique of ordeal so that the questionnaire is universal and cover all the possible aspects required to understand the nature and intensity of job performance among the academicians. Furthermore, the Reliability-analysis gave Cronbach' Alpha of 0.90, which is far greater than the traditionally acceptable score of .70 in social research.

Empirical analysis

Descriptive results

Descriptive statistics of the research variables shows that academicians are moderately satisfied from the facets of job performance and its positive and negative consequences (table 1).

Table 1 Descriptive Statistics on research variables

Variables	N	Min	Max	Mean	Standard Deviation
Supervision	218	2.00	7.98	4.4799	1.34740
Co-work	218	2.40	7.97	5.2887	1.29464
Commitment	218	1.50	7.97	4.7837	1.60232
Environment	218	2.23	7.88	4.6059	1.08114
Job satisfaction	218	2.75	7.97	4.7790	1.23448
Job performance	218	2.00	7.98	5.1104	1.66333

The mean values and standard deviation for the job satisfaction was ($m=4.7790$, $SD=1.23448$), affective commitment ($m=4.7837$, $SD=1.60232$), co-work ($m=5.2887$, $SD=1.29464$), environment ($m=4.6059$, $SD=1.08114$), Job performance ($m=5.1104$, $SD=1.66333$), supervision ($m=4.4799$, $SD=1.34740$). Therefore it was observed that respondents are moderately agreed with the factors of job performance as mentioned above.

Inferential results

Set of predictors used in present study for the job-satisfaction had collectively significant impact on job performance (table 2 to 3)

Table 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.504a	.254	.244	1.44654

a. Predictors: (Constant), environment, coworkers, supervision

Table 3 ANOVAb

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	152.581	3	50.860	24.306	.000a
	Residual	447.787	214	2.092		
	Total	600.368	217			

a. Predictors: (Constant), environment, coworkers, supervision

b. Dependent variable: Job performance

Table 4 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.279	.505		4.509	.000
	Supervision	.481	.084	.389	5.698	.000
	Coworkers	.359	.088	.279	4.099	.000
	Environment	-.265	.105	-.172	-2.523	.012

a. Dependent variable: Job performance

The value of F-statistics ($F = 24.306$, table 3) shows that the explanatory variables had significant impact ($p = 0.000$, table 3 on job performance). All the three set of predictors used in present study for the job-satisfaction had also individually significant impact on job performance below 5% level of significance (table 4). The R^2 and Adjusted- R^2 values of 0.254 and 0.244 (table 2) respectively suggest that at least 24 percent variations in job performance are explained by the explanatory variables included in the model. Major cause behind this was commitment of academicians and satisfaction of academicians from environment, coworkers, supervision. Table 5 to 7 reflects that academicians were more satisfied from environment, coworkers and supervision.

Table 5 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659 ^a	.434	.426	.93532

a. Predictors: (Constant), environment, coworkers, supervision

Table 6 ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	143.484	3	47.828	54.671	.000 ^a
	Residual	187.214	214	.875		
	Total	330.697	217			

a. Predictors: (Constant), environment, coworkers, supervision

b. Dependent variable: Total satisfaction

Table 7 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.899	.327		2.750	.006
	Supervision	.346	.055	.378	6.351	.000
	Coworkers	.234	.057	.246	4.140	.000
	Environment	.237	.068	.207	3.490	.001

a. Dependent variable: Total satisfaction

The academicians were satisfied in aggregate from behavior, guidance and control of supervisors. The academicians were satisfied in aggregate from sincerity, cooperation and behavior of coworkers. The academicians were satisfied in aggregate from physical and academic environment provided by institutions. The value of F-statistics ($F = 54.671$, table 6) shows that the explanatory variables collectively had significant impact ($p = 0.000$, table 6) on satisfaction. All the three variables used in the model were proved set of predictors for the job-satisfaction (table 7). The R^2 and Adjusted- R^2 values of 0.434 and 0.426 (table 5) respectively suggest that at least 42% percent variations in satisfaction from job were explained by the explanatory variables included in the model. Due to this satisfaction the academicians became committed. They felt a strong sense of belonging to the institutions. They thought problems of institutions as their own. This commitment resulted better performance (table 8 to 10).

Table 8 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.398 ^a	.158	.154	1.52949

a. Predictors: (Constant), commitment

Table 9 ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	95.069	1	95.069	40.639	.000 ^a
	Residual	505.299	216	2.339		
	Total	600.368	217			

a. Predictors: (Constant), commitment

b. Dependent Variable: Job performance

Table 10 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.134	.327		9.590	.000
Commitment	.413	.065	.398	6.375	.000

a. Dependent Variable: Job performance

The value of F-statistics ($F = 40.639$, table 9) shows that commitment had significant impact ($p = 0.000$, table 9) on job performance. As a result productivity/efficiency of academicians was increased and occurrence of goal attainment became high. The R^2 and Adjusted- R^2 values of 0.158 and 0.154 table 8) respectively suggest that at least 15% percent variations in job performance was explained by commitment .

Conclusions

Job performance of the teachers has long been in the commotion for researchers because of the meaningful relationship between job performance and set of predictors for job satisfaction such as pay, work, promotion, supervision, environment, and co-workers etc. It is awfully crucial that teachers must be contented from their profession or job because the key role of the academicians in humanizing the ‘quality’ of education cannot be overlooked. Furthermore, dominance in higher education is fundamental for a nation to compete in international market. Current societies heavily depend for their moral and material health on the nature and quality of higher education on hand to them. The ending idea of the present study was to explore and understand different dimensions of job performance among the academicians in the higher educational institutions in Peshawar (KPK), Pakistan. The study also sought to determine the overall job satisfaction level of the academicians serving in these higher educational institutions. The descriptive statistics shows that all of the academicians were moderately satisfied from their job as well from its different dimensions and the positive and negative consequences. In addition results explored that respondents were moderately agree with the factors of job satisfaction and performed well.

Total satisfaction from coworkers, supervision and overall environment were found critical in explaining 43% variations in predicting the positive attitude on commitment level of the academicians. As result of this commitment 15 % positive change in performance was recorded. Therefore, attractive salary packages, defined job, participative management system and good working environment should be to improve commitment level of the teachers.

Different factors of job performance settle on job satisfaction or satisfaction related attitude. In most of the research work, pay, supervision, promotion, coworkers, and work environment are the primary variables which must be included in any study of job performance, in any organization of any nature.

Present-day education at the universities is altogether poles apart from what existed two or three decades ago. Thus, the scenery and determinants of job satisfaction-attitude are also changing. It is therefore suggested that teachers must be provided with opportunities to augment their digital-literacy to obtain superiority over the use of new technologies which will make them well-suited with the widespread practices and demands. It will definitely have positive impact on the job performance of the academicians.

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