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The American University in Cairo

School of Global Affairs and Public Policy

**JOB SATISFACTION AND WORK PERFORMANCE
A CASE STUDY OF THE AMERICAN UNIVERSITY IN CAIRO**

A Thesis Submitted to the

Public Policy and Administration Department

**in partial fulfillment of the requirements for the degree of
Master of Public Policy and Administration**

By

May Ramy Younes

Supervised By:

Laila El Baradei, Ph.D.

**Visiting Professor of Public Administration &
Associate Dean**

School of Global Affairs and Public Policy (GAPP)

May 2012

The American University in Cairo
School of Global Affairs and Public Policy
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JOB SATISFACTION AND WORK PERFORMANCE
A CASE STUDY OF THE AMERICAN UNIVERSITY IN CAIRO

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ABSTRACT

This study examines which factors affect employees' job satisfaction and tests the relationship between overall job satisfaction and work performance (in-role/task performance). The research is based on a case study of the American University in Cairo (AUC). Correlational statistical tests were conducted initially to determine if there is a relationship between the overall job satisfaction and each of the job facets variables, second between the overall job satisfaction and work performance, and finally between the overall job satisfaction and the demographic variables. An online survey was sent to all non-faculty staff (administrative staff members working at the American University in Cairo) asking them to answer the questionnaire that was classified into 3 sections. The first section included 6 demographic variables about gender, age, years of experience, educational level, occupational area, and employment level. The second section was based on the Job satisfaction survey (JSS) developed by Paul Spector (1994) consisting of 36 questions about the job facets. The last part was about the AUC annual performance rating of the respondents' last appraisal based on their direct supervisors' self-evaluation on their task related performance. Around 277 surveys were completed and collected to be transferred into (SPSS) for analyzing the data. The conducted statistical tests included descriptive statistics, frequency distribution, and Spearman's rho test to explore the correlation between the variables. The results showed a strong and positive correlation between the overall job satisfaction and the variables of contingent rewards, promotion, supervision, and communication. They also revealed a moderate and positive correlation with coworkers, pay nature of work, fringe benefits but showed a weak correlation with the variable of operating conditions. In addition, the results indicated no correlation existed between the overall job satisfaction and the demographic variables except showing a moderate positive correlation with employment levels and age and on the contrary showed a weak correlation with the years of experience variable. Finally, the results revealed that there is a weak correlation existing between the overall job satisfaction and work performance for employees working at the American university in Cairo.

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“Seek knowledge from the cradle to the grave.”

Prophet Muhammad

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I. Introduction

The extensive body of research in organizational psychology has considered with great attention the key factors that have impact on employees' satisfaction (Herzberg, Mausner & Snyderman, 1959; Lock, 1976; Zeffane, 1994; Spector, 1997; Schermerhorn, Hunt & Osborn, 2005; Abdulla, Djebarni & Mellahi, 2011). Job satisfaction is very important due to its association with other variables pertaining to the overall organizational success such as increased productivity, organization commitment, lower absenteeism and turnover, and above all organizational effectiveness (Ellickson and Logsdon, 2001).

Assessing employees' attitudes focusing on their job satisfaction has received substantial attention and has become a general activity in many organizations concerned with the physical and the psychological well-being of people (Spector, 1997). Therefore, understanding the factors that influence employees' satisfaction may be considered a prerequisite for organizational managers to motivate employees' and guide their activities in the desired direction as employees are considered a decisive factor in an organization's effectiveness (Chaudhary & Banerjee, 2004).

Similarly, work performance, being a dynamic issue has received much attention from many organizational researchers as well as human resources managers (Campbell, 1990). Taking into account that the rewards whether they are intrinsic

or extrinsic rewards as well as the benefits received by employees from their jobs and the organizations they work at affect their inputs in terms of their efforts, skills, creativity, and productivity that they are willing to contribute in their jobs in return for what they aspire from the organizations to fulfill their needs (Wright and Davis, 2003).

In view of that, this study will focus on a case study of a non-profit organization for higher education in Egypt-The American University in Cairo (AUC), which is one of the top-notch English-language institutions contributing to the culture of the Egyptian community in diverse fields. Therefore, the research will examine which factors affect employees' satisfaction with a focus on the correlation between job satisfaction and task related performance among the administrative staff members working within the American University in Cairo (AUC) based on the annual performance appraisal developed by the Human Resources office at the AUC to be used by the employees' direct supervisors to evaluate and assess their performance to be able to construct the satisfaction-performance correlation to determine to what extent satisfaction affects performance.

A. Statement of the Problem

Throughout the years, organizational behavior researchers have developed different views pertinent to the relationship between job satisfaction and job performance and several studies have assessed the relationship; yet it is still controversial and incorporates some mixed results.

In light of many scholars' speculations, I have found that the relationship between job satisfaction and performance has reached a counterargument among them as they did not confirm or disconfirm the nature of the job satisfaction-performance relationship. While some empirical studies pointed out that there is a weak correlation (Vroom, 1964; Laffaldano & Muchinsky, 1985), other studies revealed that there is a positive relationship (Petty McGee, & Canender, 1984; Judge, Thoresen, Bono, & Patton, 2001; Springer, 2011), and further studies showed a positive correlation in the context of some moderating variables as retention (Rehman & Waheed, 2011), organizational commitment (Sammad, 2001; Xiahua, 2008), and organizational citizenship behavior (OCB) (Organ, 1988; Jones, 2006; Edwards et al, 2008).

In spite of the fact that there are many studies concerned with measuring employees' satisfaction and performance levels; yet there is a shortage in the literature examining the factors affecting these variables in relation to their important outcomes on organizational effectiveness and efficiency especially in higher education institutions (Volkwein and Parmley, 2000). Furthermore, most of

the higher education satisfaction and performance studies have focused on faculty and students, rather than on other employee categories (Hagedorn, 1994; Olsen, 1993; Smart 1990).

Therefore, although job satisfaction and its impact on work performance has long been of a remarkable concern to many organizational scholars due to the impact on employees' productivity and organizational effectiveness, there is an apparent lack of agreement among different scholars regarding the relationship between satisfaction and performance; an issue that necessitates further probing. Likewise, there is an important need for this study as to support AUC senior administrators and enable the key decision makers in determining the fundamental factors affecting AUC employees' satisfaction and how far performance might be affected.

Accordingly, choosing AUC as a case study for this research is to support the above notion that there is a need to shed light on non- academic staff working in higher education institutions and who are more engaged in bureaucratic functions and different academic services. In addition, it is essential for the key decision makers to pinpoint the critical issues facing those employees, and which might influence their satisfaction, so as to take corrective actions for accomplishing the AUC mission.

Similarly, being a world-class university should persuade AUC senior management to alleviate the irritating issues facing their workforce to enable them to pursue the AUC vision by providing high quality services aligned with the overall objectives of the AUC. We should also note that the lack of satisfied workforce jeopardizes the efficiency and the effectiveness of the university on the long run, leading to exacerbated consequences as stated by Abdulla, Djebarni and Mellahi (2011) who quote Zeffane et al, (2008) that: “low job satisfaction has negative outcomes, such as withdrawal behavior, increase costs, decreasing profits, and eventually, customer dissatisfaction” (Zeffane et al., 2008; Abdulla, Djebarni and Mellahi, 2011).

Therefore, this study will approach the problem by focusing on the job facets affecting the satisfaction of the AUC staff as no previous studies were conducted in this specific area with a concentration on the administrative employees and the supporting staff who play a central role in providing a high quality service for the prestigious image of the AUC. Moreover, the nature of the correlation between satisfaction and performance will be studied through examining the earlier studies developed and conducted to enhance our understanding and clarify the scope of the correlation. Finally, the satisfaction- performance correlation will support the main premise of the current research to seek an accurate explanation for the existent gap by answering the following research questions:

Main Research Question:

What is the relationship between the overall job satisfaction and work performance and what lessons can be learnt to guide human resources management at AUC?

Research Question 1:

Is there a correlation between the different facets of job satisfaction & overall job satisfaction?

Research Question 2:

What is the relationship between the AUC employees' overall job satisfaction and work performance?

Research Question 3:

What is the relationship between demographic variables of gender, age, years of experience, education level, occupational area, and employment level and AUC staff members' overall job satisfaction?

II. Conceptual Framework

This section includes the conceptual framework of the study that focuses on conceptualizing the main concepts of job satisfaction and work performance. The purpose of the conceptual framework is to enhance our understanding of the main notion of job satisfaction and how it is important to operationalize it in terms of different job facets to determine whether an employee is satisfied with the internal and the external factors of his/her job or not. Also, it is essential to interpret the meaning of work performance or in specific the performance which is based on the job related tasks to be able to determine the key factors exist within the job or in the organization that stimulate employees to be productive and excel more effort to achieve both personal and organizational goals.

This part of the conceptual framework is composed of a conceptual model to illustrate the different facets of job satisfaction that have impact on the overall satisfaction and how the overall job satisfaction-performance correlation is shown, followed by the concepts defining job satisfaction with categorizing it into job facets that have impact on the overall job satisfaction. Also, the performance variable is defined with differentiating between task and contextual performance to improve our understanding about the meaning of performance, and then the motivation area is emphasized as it plays a key role that triggers employees' satisfaction and performance relationship.

A. Conceptual Model

The following model shows the different facets of job satisfaction which include both the intrinsic and the extrinsic factors based on Herzberg's motivator-hygiene needs conception that has dominated the core premise of this research. The conceptual model classifies the job facets into motivator factors (satisfiers) reflect the job content that fulfill the employees' higher level needs and hygiene factors (dissatisfiers) that reflect the employees' job context and the lower level needs. The motivator factors include the nature of work, promotion or growth opportunities, and contingent rewards; as for the hygiene factors, they include supervision, coworkers, promotion, pay, operating conditions, fringe benefits, and communication. Also, the model demonstrates how these intrinsic and extrinsic aspects of the job determine the job satisfaction that in return will impact the work performance in terms of task/in-role performance.

Figure 1. Job Satisfaction Conceptual Model



B. Concepts

"Job satisfaction is simply how people feel about their jobs as well as the different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997). Likewise, "it is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Lock, 1976).

Robbins states "job satisfaction refers to the individual's general attitude towards his or her job. He adds that "a person with a high level of job satisfaction holds positive attitudes about the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job" (Robbins, 2003).

Job satisfaction is operationalized at the facet level to include 9 job facets that determine whether an employee is satisfied or not. These facets are classified as follows:

1- Nature of the Job: it is defined by Spector as "the related job tasks and to which degree of enthusiasm the employee enjoys performing these tasks" (Spector, 2007). Also, it is defined as "the extent to which the job provides the individual with stimulating tasks, opportunity for learning and personal growth, and the chance to be responsible and accountable for results" (Robbins, Odendaal, & Roodt, 2003).

2- Promotion: It refers to, as “the advancement opportunities that exist within a profession” (Spector, 2007).

3- Contingent Rewards: they are defined as “the recognition and the appreciation for a well done job” (Spector, 2007).

4- Pay: it refers to the employees’ salary and remuneration (Spector, 1994).

5- Supervision: “the ability of the supervisor to provide emotional and technical support and guidance with work- related tasks” (Robbins et al, 2003).

6- Operating Procedures: they are defined as “the governing rules, policies, procedures, and workload involving the paperwork affecting employees’ job satisfaction” (Spector, 1994).

7- Fringe Benefits: they are “the monetary and the non-monetary benefits that might exist within the employees’ position” (Spector, 2007).

8- Coworkers: they are people and colleagues an employee is working with (Spector, 1994).

9- Communication: it is the sharing of information between two or more individuals or groups to reach a common understanding (Reily and Pondy, 1979).

Job performance is a multidimensional concept that needed to be categorized into task related and contextual performance as suggested by many researchers cited- by Edward et al (2008) in his study that examined the relationship between facets of job satisfaction and both task & contextual performance (Borman & Motowidlo,1993 & 1997).

We mean by contextual performance the organizational citizenship behavior (OCB) as both comprise the same construct (Organ, (1988). Therefore, the term (OCB) is applied in some studies instead of the contextual performance. Regarding the (OCB), it means giving the organization beyond what is expected or required from the employee and contributes to the organizational success. On the other hand, task performance which is the other component defining the job performance was defined by many scholars (Borman & Motowidlo 1993; Campbell, McCloy, Oppler, & Stager, 1993) cited by Edward et al, (2008) in his study as “behaviors that are role prescribed, distinguish one job from another, and contribute to the technical core of the organization”(Edward et al, 2008).

In light of the above elaboration pertaining to the concepts of satisfaction and performance, the extensive research in job satisfaction and motivation area cannot be ignored, as it has become an area of a great concern due to its significant effect on employees’ performance towards achieving the organizational goals. In any organization, the employees’ feelings and perceptions toward their work have a

significant impact on the success or the failure of the organization (Herzberg, Mausner and Snyderman, 1959). Therefore, supervisors play a crucial role in determining the factors that fulfill their employees' needs to enable them to perform better for achievement of organizational goals.

According to Frunzi, "Motivation is the process of satisfying the internal needs through actions and behaviors" (Frunzi, 1997).

Supporting the same motivation perspective, it is defined as "the psychological forces that determine the employees' behavior, effort, and level of persistence for reaching goals" (Kanfer, 1990).

Mullins clarifies the embedded relation of motivation with satisfaction, as "Motivation is a process which may lead to job satisfaction" (Mullins, 1996).

In light of the above conceptualization of satisfaction and performance, we can conclude that it is very important to interpret the meaning of these variables in order to be able to assess their dynamics. Thus, work performance is a vital element for any organization thriving for success through its competent human capital who are considered as the main assets of the organization. Similarly, job satisfaction is the positive feeling that stimulates the individual's behavior to excel in the job and dedicate his or her effort towards reaching goals.

III. Literature Review

The literature review is divided into two main sections. The first one comprises the theoretical framework focusing on previous motivation theories aiming to operationalize both terms by linking satisfaction with motivation through Maslow's needs theory, Herzberg's motivator-hygiene theory, and linking performance with motivation through Expectancy, Goal- settings and Equity theories.

As for the second section, it comprises some of the empirical studies that have measured the factors affecting satisfaction and tested the relationship between job satisfaction and performance either independently, or in relation to other intervening or moderating variable such as retention, motivation, organizational commitment, and organizational citizenship behavior (OCB). The purpose of the literature review is to examine the nature of the correlation between job satisfaction and performance properly as well as to assess the current research prepositions from a broader perspective.

A. Theoretical Framework

The theoretical framework includes the prominent motivation theories that have played a central role in strengthening the bond first between motivation and satisfaction then between motivation and performance. The link between motivation and satisfaction has been emphasized through Maslow's needs theory and Herzberg's motivator-hygiene theory, which has dominated the core of this study due to its importance in understanding the motivating factors that trigger satisfaction. Similarly, the link connecting motivation with performance has been shown through the Expectancy, Goal- settings and Equity theories.

1. Maslow's Hierarchy of Needs

Psychologist Abraham Maslow developed the hierarchy of needs (Maslow, 1954). He proposed that people seek to satisfy five basic needs exist in a hierarchy consisting of: physiological needs, safety needs, belongingness needs, esteem needs, and self-actualization needs.

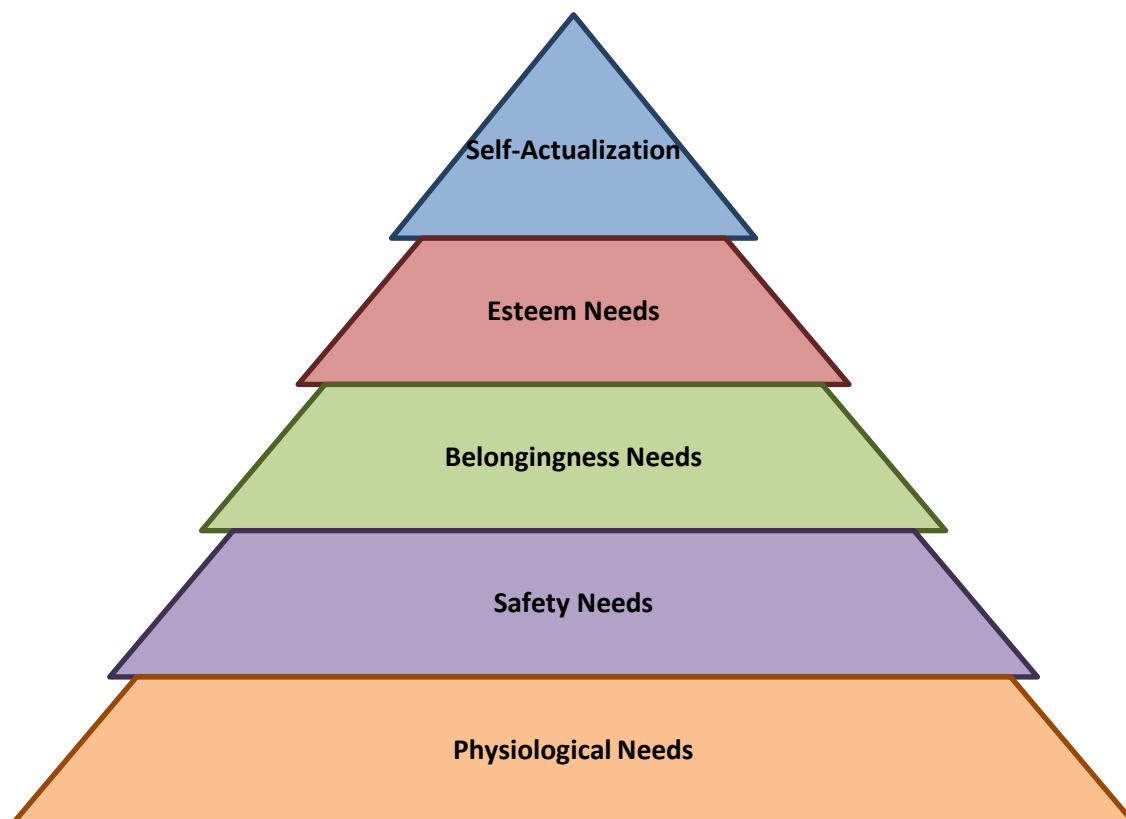
- 1- Physiological needs are the basic needs such as food, water, and shelter that must be satisfied for survival.
- 2- Safety needs are the needs for security, stability and a safe physical environment.
- 3- Belongingness needs are the needs for social interaction, friendship, affection and love.

4- Esteem needs are those needs to feel respect of oneself and one's capabilities as autonomy and achievement as well as to be respected by others and to receive appreciation and recognition.

5- Self-actualization needs are the needs of growth and achieving one's full potential as a human being.

Maslow separated the five needs into higher and lower needs as illustrated in the below figure and he argued that the unsatisfied needs motivate behavior; therefore, the lowest-level needs such as physiological and safety needs must be met before a person strives to fulfill the highest-level needs such as belongingness, esteem, and self-actualization (Maslow, 1954).

Figure 2: Maslow's Model of Need Hierarchy



Source: Pareek, U.(1974, p.23).

Maslow's Hierarchy of needs theory has received wide recognition to be an important source of understanding the intrinsic and the extrinsic needs that motivate behaviors, therefore, we should draw a key conclusion from Maslow's theory that employees at the workplace possess different needs so managers have to perceive employees' needs differently and to be able to satisfy those needs in order to allow employees to perform at a high level to achieve organizational effectiveness (Jones & George, 2009).

We can infer from Maslow's proposition that employees must have their lower needs fulfilled first before other higher motivating factors will inspire them as achievement of challenging job, recognition, and growth. Therefore, managers should focus on satisfying employees' lower needs, for example, providing an adequate pay for employees to sustain one's self and one's family is a prerequisite need before seeking higher-level needs; thus, satisfaction feelings would boost employees' performance levels when being able to reach the top of the hierarchy of needs.

2. Herzberg's Motivator-Hygiene Theory

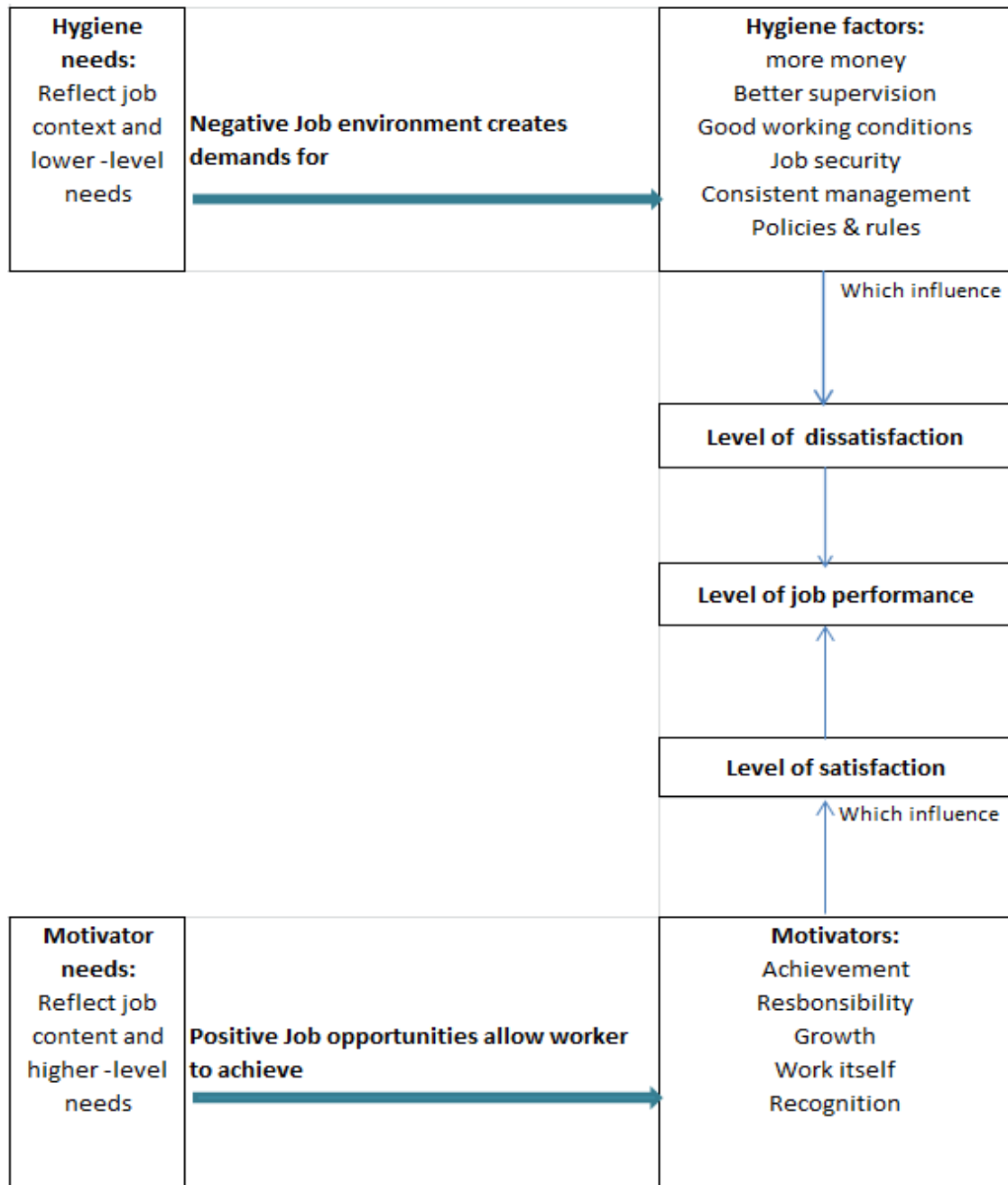
Fredrick Herzberg who expounded on Maslow's needs theory has proposed another need theory which is "Herzberg's Motivator-Hygiene Theory" that has contributed and added great and valuable insights to understand the main factors related to the extrinsic and intrinsic needs that affect employees' satisfaction and motivation (Herzberg, 1966).

He proposed that people have two sets of needs, which are motivator needs and hygiene needs with an emphasis on the outcomes that lead to higher job satisfaction, and those outcomes that can prevent dissatisfaction. The motivator needs are known as (satisfiers) linked to the nature of the work itself or the job design expressed through employees' autonomy, responsibility, accomplishment, growth, and recognition. On the other hand, Herzberg has approached the hygiene needs which are known as (dissatisfiers) and are linked to the physical and physiological context of the job as being external to employees and are controlled by another person rather than the person himself as: work conditions, policies and procedures, relationship with supervision, relationship with coworkers, pay, security, and benefits. (Herzberg, 1966).

According to Herzberg, people who possess high levels of job satisfaction and motivation perceive their jobs positively due to the fulfillment of the motivator needs (satisfiers) representing the content of the job due to their intrinsic nature of satisfying the higher-level needs but employees become dissatisfied and perceive their jobs negatively due to the absence of the hygiene needs. Thus, hygiene factors do not lead to the long-term motivation, yet they are considered very important to prevent dissatisfaction because their absence deviate the person's attention to focus on fulfilling the higher-level need (motivators) (Herzberg, 1959).

The below figure demonstrates Herzberg's two factors theory by showing that it consists of two factors known as "hygiene" factors and "motivator" factors. The hygiene factors reflect the job context and lower level needs expressing some parts of the job which affect dissatisfaction; however, their absence might allow the employee to experience a neutral state of feeling. These factors illustrated in the below figure as follows: supervision, interpersonal relations, benefits, job security, salary and working conditions. On the other hand, motivator factors represent the job content and the higher level needs that reveal the intrinsic aspect of the job that can lead to job satisfaction such as: nature of the work, recognition, achievement, responsibility, and growth.

Figure 3. FACTORS THAT AFFECT JOB SATISFACTION IN TERMS OF HERZBERG'S THEORY



Source: Grobler et al. (2002, p.107).

Herzberg's two factor theory has been assessed and criticized with regard to the lack of a parallel correlation between the two sets of factors and needs (Lock, 1976). Lock notes that the two factor theory is inconsistent in categorizing the factors of satisfaction as it lacks the convenience in the line of distinction due to the separation of the satisfaction scale into two sections. Lock adds that one of the pitfalls that was noticed in Herzberg's works is the denial of the individual's differences in values as the values have an imperative effect on the emotional reactions to one's job (Lock 1976).

In spite of Lock's criticism to Herzberg's findings, Herzberg's theory has made a significant contribution to the discussion of job satisfaction. He has been credited for being a pioneer in shifting the traditional way of managerial thinking and drawing organizational leaders' attention to change their existing mindset by involving employees to plan, design and control their jobs. As a result, all the positive intrinsic feelings and attitudes towards their jobs are triggered. Also, managers have to understand the extrinsic as well as the intrinsic needs of their employees as they play a central role to satisfy the employees' motivator needs that are intrinsically rewarding in order to have a highly motivated and satisfied workforce who considers the job as a challenging and meaningful in its nature. Therefore, managers have to make a balance between both the internal (motivators) as well as the external (hygiene) rewards to inspire their workforce to perform in an effective and efficient way.

In spite of the relative importance of the satisfaction-motivation relationship, the motivation- performance relationship has received considerable attention in the literature as well. I have selected two of the process motivation theories that explain how motivation is due to a conscious decision making process. This relationship between performance and motivation is explained through the expectancy and goal setting theories due to their impact on stimulating and directing behaviors towards satisfying the human needs.

The current study will examine the reliability of Herzberg's assumptions by determining whether satisfying of the higher level needs (motivators) would inspire employees to be motivated and excel more effort, or meeting of the lower level needs (hygiene factors) would only prevent them from being dissatisfied but would not stimulate them to produce more effort towards better performance.

3. Expectancy Theory

The expectancy theory was developed by Victor H. Vroom in the 1960's, he believes that motivation level increases when an individual believes that the high level of effort leads to high performance and high performance in return leads to desired outcomes. Also, he assumes that an employee chooses certain work behaviors that lead to the desired outcomes that he/she values. Therefore, the core of expectancy theory points to the individual differences in appreciating the aspired outcomes since the value of the incentive or the reward granted is weighed

and perceived differently from a person to another so managers must know what each employee desires and provides him or her with the outcome that boosts the performance.

The theory focuses on the essential components of motivation in terms of inputs, performance, and outcomes. It classifies the three major aspects that determine an individual's motivation as follows: expectancy, instrumentality, and valence (Vroom, 1964).

- 1- **Expectancy:** it is the person's perception that the extent of exerting high effort will lead to a high level of performance.

- 2- **Instrumentality:** it is the person's perception that performing at a certain level will lead to the attainment of the desired outcomes or rewards.

- 3- **Valence:** it refers to how desirable or valuable each of the outcomes available from the job is to a person.

Robbins has highlighted that the expectancy theory propositions validate the reasons behind employees' low levels of effort exertion in required inputs for their jobs due to the failure of the organization to provide them with the desired rewards or outcomes aspired to perform at high levels (Robbins, 2003).

Therefore, managers have to show confidence in their employees' competencies and potential capabilities and enhance their skills to direct their efforts effectively to boost their performance. In addition, managers have to determine which outcomes have high valence for an employee as each person differs in his or her needs and aspirations than the others. Similarly, managers also play a vital role in linking employees' performance with their desired outcomes, as this will lift up the employees' desire to expend effort and contribute effectively their inputs in order to achieve their personal goals as well as the organizational goals.

Based on the premise of the expectancy theory, we can infer that performance is linked to motivation and satisfaction of employees' needs through reaching the goals they have aspired. Accordingly, the expectancy theory's proposition will be examined in this research by determining which outcomes in terms of the intrinsic or extrinsic rewards received by the organizational members have impact on employees' job satisfaction and whether these outcomes determine the extent of effort that stimulates employees to excel at high performance.

4. Goal Setting Theory

The goal-setting theory that was developed by Edwin Locke and Gary Latham indicates that goals are the most important factors affecting the motivation and behavior of employees especially when they are specific and challenging goals, with feedback that leads to higher performance (Lock & Latham, 1990).

Several factors may moderate the relationship between specific and challenging goals and high levels of motivation as goal commitment and self- efficacy. The goal commitment means that the individual is dedicated to achieving the goal, and the more she or he will be involved in the goal setting process, the more he or she will be motivated to exert effort toward goal accomplishment. As for the second factor which is self-efficacy, it is when the individual's belief that he or she can successfully complete a particular task for being capable of it. If individuals have a high degree of self-efficacy, they are likely to respond more positively to specific and challenging goals than if they have a low degree of self-efficacy (Robbins, 2003).

5. Equity Theory

Equity theory was developed by Adams J. Stacy in 1963 as he has proposes that employees are engaged in social comparisons by comparing their efforts and rewards with those of other referents which in turn influence the job-related motivational base that can influence the performance levels. Equity exists when employees perceive that the ratio of efforts-rewards is the same for them as it is for others to whom they compare themselves; on the other hand, inequity exists when employees perceive that the ratio of efforts-rewards is imbalanced for them than it is for other referents(Adams, 1963).

According to equity theory, employees' perception of fairness in terms of evaluating the exchange link with the organizations they work at are based on the

ratio between the effort spent and the rewards received at work. Job efforts include employees' competencies and the wide-ranging of investments, such as experience, qualification, skills, and intelligence; on the other hand, job rewards include pay and remuneration, challenging job related responsibilities, recognition, promotional opportunities, and social identity. Regarding the employees' perceived inequity producing from the effort-reward discrepancies, this emotional state triggers negative feelings towards the job or the organization that requires the person to take an action to resolve this unpleasant feeling. To restore the equity ratio, the individual may change the level of effort required for doing the job, or change the reward by asking for a salary increment or promotion, or change the reference person and compare himself/herself to another referent (Adams, 1963).

We can infer from the equity theory that it is imperative for managers to maintain the perception of equity among employees and judge the efforts produced in context to the rewards or the outcomes they have aimed to sustain from the job or the organization. Similarly, they have to recognize that the response of the employees' job demands to achieve high levels of performance is regulated by the fairness perception based on the effort-reward ratio perspective. Thus, they must moderate the relationship between employees' efforts and rewards to increase both satisfaction as well as motivation levels to boost their performance to achieve the organization's effectiveness.

In light of the above, the theoretical framework has supported the notion of employees' satisfaction in terms of understanding the context of motivation theories and its impact on employees' satisfaction as well as performance. In addition, each of the motivation theories discussed above has alluded to the significant role of the manager in motivating his or her employees and providing the essential factors to make them satisfied with their jobs in order to increase work performance.

These theories discussed above endeavored to provide a supporting context for job satisfaction in terms of Maslow's hierarchy of needs proposition which was supported by Herzberg's motivator-hygiene theory dominating the core of this study in context to the intrinsic needs that motivate behavior towards fulfilling them and thus experience a positive feeling of satisfaction. Similarly, the goal setting theory has proposed that the accomplishment of goals is a motivator factor that raises satisfaction the same as the expectancy theory that implies that motivation level increases when an individual expects higher effort or when work leads to high performance and in return leads to the desired outcomes that satisfy an employee's need as recognition, growth opportunity, and extra responsibility, the same as the equity theory premise that stresses on the necessity to maintain equity among employees to motivate them to feel satisfied so that they can achieve the organizational goals.

To conclude, the motivation theories mentioned above have played a focal role to improve our insights and enable us to draw the links between satisfaction, motivation and performance relationships to know the fundamental needs that have to be satisfied to trigger employees' behaviors to excel more in the job and reach one's personal goal as well as the organizational goals.

B. Empirical Studies

This part examines the different empirical studies that have been conducted during the period of 2000 to 2011 to test the propositions pertaining to job satisfaction and performance correlation and to probe the direct and the indirect variables playing a role in affecting the relationship while testing the nature of the correlational relationship.

The correlation between satisfaction and performance has attracted many researchers for decades and several scholars have developed theoretical basis to investigate this relationship (Herzberg, 1966; Lock, 1976; Vroom, 1964; Laffaldano & Muchinsky, 1985; Herzberg, Mausner, & Snyderman, 1959; Organ 1988). However, the topic has stimulated many scholars recently and in different cultures due to its substantive importance to the organizations.

Therefore, among many studies, I have selected some sample empirical studies testing the correlation either by drawing a causal relationship between satisfaction and performance variables such as (Judge, Thoresen, Bona, and Patton, 2001), or indicating an association in context to other moderating variables to probe the nature of the correlation in terms of: organizational citizenship behavior (OCB) (Jones, 2006 & Edwards, Bell, Arthur, Winfred, & Decuir, 2008), Motivation (Springer, 2011), Retention (Rehaman & Waheed, 2011), and Organizational Commitment (Xiaohua, 2008 & Sammad, 2011).

Similarly, the job satisfaction variable was measured through determining the factors affecting it as developed in one of the chosen studies developed by Abdulla, Djebarni and Mellahi (2011).

1. The relationship between Job satisfaction and Performance

A prominent new meta-analysis study was developed by Judge, Thoresen, Bona, and Patton (2001) to examine the relationship by reviewing the previous literature so as both qualitative and quantitative review were provided. The qualitative review comprised 7 models which clustered the past literature of different scholars who probed into such relationship as follows: (1) Job satisfaction causes job performance, (2) Job performance causes job satisfaction, (3) Job satisfaction and job performance are reciprocally related, (4) The relationship between job satisfaction and job performance is spurious, (5) The relationship between job satisfaction and job performance is moderated by other variables, (6) There is no relationship between job satisfaction and job performance, (7) Alternative conceptualization of job satisfaction and/or job performance. While some models have received more support than have others, still there is a gap in the literature due to the nature of the research that has produced inconsistent results that failed to incorporate the components reviewed in the literature together. Afterwards, a further step to reexamine the proposed models was developed by the researchers through a two meta-analysis procedures for examining the job satisfaction- job performance relationship but unfortunately, the limited scope in the prior results and findings hindered them to pursue their objective. Thus, a new meta-analysis

was conducted focusing on the general population of employed adults with different occupations included in many original studies that focused on measuring satisfaction-performance correlation at the individual level and in a natural job setting. The overall analysis of the satisfaction-performance link was estimated from a total number of 312 independent samples contained into 254 studies with a total sample size for all studies combined $N = 54,417$.

The result revealed a mean correlation between the overall job satisfaction and job performance as $r = 0.3$ indicating a moderate magnitude for such correlation because the sampling and measurement errors were appropriately corrected indicated a positive relationship between job satisfaction and job performance (Judge, Thoresen, Bona, and Patton, 2001).

2. The relationship between Job satisfaction and Performance in terms of Organizational Citizenship Behavior (OCB)

Focusing again on the same notion of examining the relationship between satisfaction and performance, Organ (1988) has advocated that in order to improve the relationship between job satisfaction and job performance, performance has to include important behaviors as organizational citizenship behavior. He also added as mentioned earlier that "Organizational Citizenship Behavior (OCB) is a construct similar to the contextual performance"(Organ, 1988).

Therefore, I have examined two empirical studies that contributed to the examination of the satisfaction-performance correlation in terms of (OCB) variable. An empirical study was developed by Jones (2006) where he has operationalized performance in terms of task and organizational citizenship behavior (OCB) in order to analyze thoroughly the underlying relationship between performance and job satisfaction. The research has examined whether job satisfaction or Life satisfaction is a better predictor of job performance (Jones, 2006).

The study was conducted using different survey tools distributed through a cross sectional sample where respondents included 87 students in Southern California University responded to two satisfaction measures, the first instrument is the Job Descriptive Index (JDI: Smith, Kendall, and Hulin,1969). The second measure is to assess the life satisfaction variable comprising two scales as follows: A 4-point Likert-type scale “Depression-Happiness Scale” (McGreal & Joseph, 1993) and a 7-point Likert-type scale “Satisfaction with Life Scale” (Diener, Emmons, Larsen, & Griffin, 1985).

Regarding the performance measures, respondents’ supervisors were asked to assess performance in terms of the two components of performance survey tools: the task and the OCB using two different scales as follows: a 4- item scale developed by Wright & Bonett (1993) to measure the traditional task related performance and another 7-point Likert scale (OCB) scale prepared by Bateman & Organ (1983). The key findings have showed that adding a life satisfaction

variable leads to strengthen the correlation between satisfaction and performance. Where the data discovered that the correlation between life satisfaction and the in-role job performance is higher than between job satisfaction and the in-role job performance. Moreover, adding life satisfaction factor showed that it is a strong predictor for the combined performance (OCB & in-role/task performance) indicating a higher correlation more than the correlation between job satisfaction and the combined measure of performance. These results revealed that it is significant to combine task performance with organizational citizenship behavior when measuring the satisfaction-performance relationship. Finally, the life-job satisfaction relationship has revealed a non-significant result as life satisfaction variable has no effect on job satisfaction.

Despite the fact that when measuring the correlation between job satisfaction and performance the results showed no significant results; yet, the additional factor of life satisfaction has strengthened the correlational nature as discussed above especially when performance components were combined. However, in this research we are more concerned about employees' job satisfaction in context to the different aspects of the job that might affect the performance and could be measured as well. Also, assessing employees' life satisfaction is difficult to measure since each employee possesses different characteristics, social and educational backgrounds, and culture that would affect and shape his or her life style and also would reflect difference in the behavior and attitude showed by the person. Therefore, it is difficult to measure employees' life satisfaction to determine its relationship to performance as this might not reveal consistent

results due to the individual differences and due to the privacy factor that makes people resistant to reveal some aspects of their personal life.

Similarly, the second empirical study selected to test the relationship between the overall satisfaction as well as facets of job satisfaction and task and contextual performance or in other terms organizational citizenship behavior (OCB) developed by Edwards et al (2008). The researchers have assessed the relationship in a manufacturing plant located in the southeastern Texas in the United States using a survey tool among a sample of 444 employees who answered the questionnaire of the Job Descriptive Index (JDI: Smith et al, 1969) to measure the facets of job satisfaction in terms of pay, promotion, nature of work, supervisor and coworkers. Regarding the overall satisfaction, respondents were asked using a 5-point scale "Overall, how much do you like your job?" as for the performance measures, task performance was measured by using a 5-item measure adapted by the performance appraisal scale developed by Tubre, Arthur, and Bennett (2006) and contextual performance was measured using a 16-item tool developed by Motowidlo and Van Scottet (1994) to be answered by the employees' supervisors.

Edwards, Bell, Arthur, Winfred, & Decuir, (2008) have conducted two confirmatory factor analysis one for the employees and the other for the supervisors rating job performance along with descriptive statistics to test the correlation relationships. Results indicate that the relationship between overall job satisfaction and task and contextual performance is the same, but when the facets of job satisfaction are presented, different results took place. There was a stronger

relationship between satisfaction with supervisor and contextual performance, rather than task performance; on the other hand, there was a stronger relationship between the nature of the work and task performance in relation to the contextual performance. These results indicate that when assessing the relationship between job performance and job satisfaction, it is very important to operationalize both concepts to understand the nature of the relationship accurately. Therefore, we have to measure the job satisfaction variable at the facet level and combine both the contextual performance or (OCB) and the task performance when measuring the overall performance.

While Edwards et al, (2008) supported the notion of the important presence of (OCB) variable to define accurately the correlation between job satisfaction and performance; the previous study conducted by Jones, (2006) yielded a non-significant estimate that did not support the above proposition advocated by Edwards et al, (2008).

To conclude, the existence of the gap might be due to the lack of operationalizing performance and satisfaction concepts in order to be able to measure the right correlation between the two variables to reach a consistent result. As advocated by Organ (1988), the variation is attributable to whether performance is defined in terms of task or contextual (OCB) performance (Organ, 1988). As for job satisfaction variable, it is recommended to operationalize it at the facet level (Edwards et al, 2008).

3. The relationship between Job satisfaction and Performance in terms of Organizational Commitment

Organizational commitment is determined by both personal as well as organizational factors because it is an attitude which is defined according to Luthans, 2005; Hunt & Morgans, (1994) as cited by Badran & Kafafy, (2008) that it is “ a) a strong desire on the part of an employee to remain a member of the organization he/she works for; b) a willingness on the part of the employee to exert higher levels of effort on behalf of the organization; and c) a strong belief in the values and goals of the organization that the employee belongs to” (Luthans, 2005; Hunt & Morgans, 1994; & Badran & Kafafy, 2008). Thus, organizational commitment is considered one of the factors that determine organizational effectiveness. Consequently, this variable was tested in many studies concerned with its interrelationship in context to both satisfaction and performance variables. Therefore, I have analyzed 2 studies conducted in two of the far-eastern countries as China and Malaysia to test and find out this type of relationship.

One study was conducted by Xiaohua, (2008) titled “An empirical study on public service motivation and the performance of government employees in China” among employees working in the Chinese governmental agencies. The study has revealed that the indirect effect of organizational commitment on performance was prompted by job satisfaction, which acts in this case as a moderator factor linking commitment variable to performance variable.

The public service motivation has many outcomes related to the organizational effectiveness as performance, satisfaction and commitment which were examined by conducting a survey and distributing it among MPA students during their class time selected from different universities in China and who are working in Chinese governmental agencies where a number of 319 students completed the survey. The results based on a correlation analysis yielded that the relationship between performance and organizational commitment is an indirect one due to the job satisfaction variable that acts as a moderator between the two variables.

Similarly, the second study was prepared by Sammad, (2011) where a questionnaire survey was distributed among different employees working as senior and middle managers in an electronic company in Malaysia. Based on a random selection technique, a number of 292 respondents have completed the survey focusing on the relationship between commitment and performance and satisfaction. The used instruments were “The Organizational Commitment Questionnaire” (OCQ) based on a 7-type-Likert scale and was developed by Mowday et al., (1982) to test the commitment variable, the second one is the Minnesota Satisfaction Questionnaire (MSQ) developed by (Weiss et al., 1967) & (Seegmiller, 1977) to examine the job satisfaction variable and based on a 7-type-Likert scale, and lastly the performance variable was measured by using an instrument prepared by (Hind & Brauch, 1997) based on a 7-type-Likert scale.

A correlation analysis was adopted using a descriptive and inferential statistics using the SPSS software demonstrated the same results indicated above; that job

satisfaction plays a moderating role on the relationship between commitment and performance which shows a positive and significant relationship (Samad, 2011).

We can infer from the results of both studies mentioned above that organizational commitment is an essential factor that triggers employees' feelings and beliefs about their organization depending on the effect of job satisfaction which plays a moderating role to motivate and enhance employees' belongingness to the organization they work at, and therefore they perform at high levels to attain the organizational goals.

4. The relationship between Job satisfaction and Performance in terms of Employees' Motivation

Another study that has been conducted by Springer (2011) to examine the impact of job motivation and job satisfaction on performance. The study has used a correlation design in order to analyze the different relations among the variables using a multiple regression technique. The data collected was based on a randomly selected convenience sample of size equal to 1500 employees working in different banks in the United States who completed the survey tool. The questionnaire included the demographic data of the respondents and the current likert-type scales that are commonly used instruments for measure the 3 variables in the study. The first instrument used is Ray-line to measure motivation (Ray, 1980). It is a 28 item self-report to assess attributes of job motivation. The second one is Job Satisfaction Scale (JSS) (Spector, 1994). It assesses 9 aspects of the job

and comprised of 36 statements to indicate the job satisfaction ratings. As for the last scale used to measure the performance, it is Job Performance Scale (Avkiran, 1990). This instrument developed to measure the customer service quality in retail banking. It was comprised of fifteen statements focusing on the key factors affecting customer services.

The results using Pearson technique to obtain a correlation coefficient has showed that the correlation between job motivation and job performance was significantly positive. Likewise, the correlation between job satisfaction and job performance that was significantly positive. As for the last correlation between the predictor variables: job motivation and job satisfaction, it indicated that both variables predict job performance. Although the study was focusing on bank employees working in the United States, yet we can learn from its design, methodology and findings to apply in other industries to find out the correlation among the three variables of motivation, satisfaction and performance.

5. The relationship between Job satisfaction and Performance in terms of Employees' Retention

An empirical study was conducted focusing on the impact of job satisfaction on job performance in the public sector organization. The research was developed by Rehaman and Waheed, (2011) in public sector regulatory authorities in Pakistan. It was based on a descriptive-correlation study with a sample size of 568 employees selected to test the relationship between job satisfactions, job retention

and job performance using a survey method specifically prepared for this research and was comprised of two sections, the first one was the respondents' demographic data and the second one was related to the questionnaire pertinent to the 3 variables which are: job satisfaction, job retention and job performance.

The results of this study were based on a coefficient correlation to measure the different relationships among the 3 variables showing a positive correlation between job satisfaction and job retention as well as between job retention and job performance, and overly, a strong correlation between job satisfaction and job performance with estimate $r = 0.52$ that exceeded the results of the previous studies which is an indicator that there is a positive and strong impact of employees' satisfaction and retention on job performance as a concluding result from this study. The reason behind choosing to analyze this study that linking job retention to both variables is due to the imperative importance of understanding some attitudinal aspects such as job retention in relation to job satisfaction and the effect on employees' performance. In addition, it was proposed by Kopelman, Brief, and Guzzo, (1990) that job retention is one of the essential ingredients of the pertinent behaviors that determine organizational effectiveness in addition to performance of the job related tasks and organizational citizenship behavior that is related to the collaborative and cooperative attitude (OCB) (Kopelman, Brief, and Guzzo, 1990).

In light of the above interpretations, it is recommended that organizations retain good calibers and invest in them by increasing their satisfaction levels with the job

and provide them with the desired outcomes which fulfill their needs and stimulate their feelings to be more attached and committed to the organizations, which in turn results in high employees' performance.

6. The Factors Affecting Employees' Job Satisfaction: Operationalization of Job Satisfaction

Among the studies reviewed, was a study by Abdulla, Djebarni and Mellahi (2011). It was conducted to determine the factors affecting job satisfaction based on a case study of Dubai Police employees in the United Arab Emirates (UAE). Although there are differences in the determinants and consequences of job satisfaction across cultures (Spector, 2008), the choice of analyzing this study was somehow due to the common regional background between Egypt and the UAE as both are Middle Eastern countries that might possess some common features in between that can help in understanding some of the common effects that relatively might influence job satisfaction in context to the national cultural values and traditions of both countries.

The study intended to measure the impact of demographic and environmental factors on job satisfaction. The researchers who developed the study have used in their methodology a scale development process which was conducted in six stage based on a theoretical framework in order to categorize the main factors that influence job satisfaction in context to the past reviewed literature.

The constructed model has clustered the main items affecting satisfaction, in depth interviews as well as a focus group were also conducted, followed by judging items by experts and designing a scale with a pilot study to test it and finally the scale was evaluated and finalized through a survey which was distributed among Dubai Police forces employees. The sample selected for the research with a size equals to 1,017 employees from 18 departments who have completed the survey either via accessing the internet or via answering it based on hard copies that were collected from those who had no access to the internet.

The data were analyzed by using factor analysis to assess a number of 68 environmental factors clustered in 11 items. A regression model was used in this study in order to determine the relative effect of demographic and environmental factors on job satisfaction along with the findings, it was clear that environmental factors are key predictor to job satisfaction rather than demographic factors. Also, the results showed that the 11 factors clustered to assess the environmental factors listed and resulted were as follows: the salary and the incentives are the highest impact on job satisfaction; followed by the factors in respect to the results attained sequentially; nature of the work, public perception, organizational policy and strategy, supervision, interpersonal relationships with coworkers, promotion opportunity.

Conversely, the lowest results among the other variables have drawn a weak on job satisfaction ordered as follows: professional development, performance appraisal, communication and job stress. Thus, the results revealed that both

extrinsic as well as intrinsic factors are essential sources of job satisfaction in collectivist cultures in the Middle East (Abdulla, Djebarni and Mellahi (2011).

In light to the above elaboration pertaining to the correlation between job satisfaction and work performance, many studies have tested both variables directly, or in relation to other variables playing intervening roles while testing the correlation nature as employees' commitment, retention, organization citizenship behavior (OCB), and motivation. Although all of these moderating variables are important to probe but the most important one is motivation; therefore, in order to assess the inspiring factors that trigger satisfaction, it was important to set the ground of the theoretical framework based on different motivation theories discussed earlier.

Similarly and based on the above theoretical and the empirical studies section, it is imperative to assess the job satisfaction on the facet level in order to be able to determine whether the theoretical assumptions presented in Herzberg's motivator-hygiene theory proposing that motivator factors related to the nature of the job would lead to a higher satisfaction or not and whether the hygiene factors that are linked to the physical and physiological setting of the work cause employees not to be dissatisfied or might increase their satisfaction by fulfilling their extrinsic needs. Also, performance has to be measured as suggested in some of the mentioned studies above either in terms of employees' appraisal ratings which I recommend that its evaluation would be more accurate than measuring the performance variable in relation to employees' (OCB) as this might differ from

one person to another due the individuals' differences in feelings, behaviors, and needs.

Despite the multitude of studies dealing with job satisfaction and work performance, yet the relationship has not been resolved and still there is no consensus among scholars. Therefore, the need for further studies concentrating on satisfaction-performance correlation is very important especially in higher education institutions. Consequently, in this research I will probe the correlation between satisfaction and performance on the foundation of previous studies that advocated the imperative need to operationalize the variables to be able to bridge the gap.

IV. Research Methodology

The methodology chosen to assess the factors affecting job satisfaction is based upon a quantitative correlational approach to examine which factors affect job satisfaction and whether the overall job satisfaction is correlated to work performance or not.

The methodology was developed as to be relevant to the research's focus and to answer the research questions. Consequently, this section has focused on the research design, research instruments, sample, data collection, and data analysis.

A. The Research Design and Instruments

The applied case study of the (AUC) supported in designing the quantitative research through determining the factors affecting job satisfaction and detected whether or not a statistical relationship exists between the satisfaction and performance variables and between satisfaction and the demographic variables. Therefore, correlation designs helped in analyzing whether variables are correlated to each other and to what extent they are interrelated.

The instrument used to support the research query was a survey questionnaire. The questionnaire was divided into 3 parts. The first one consisted of the demographic variables in terms of age, gender, years of experience, educational level, occupational area, and employment level. The second part focused on measuring the first variable in the study which was the Job satisfaction variable at

the facet level by choosing the Job Satisfaction Survey (JSS) instrument that was developed and created by Paul Spector (1994), and finally the last part measured the work performance variable pertinent to the rating of the last performance appraisal conducted annually.

The reason behind choosing the JSS is that I found it very beneficial for my research, as it is very comprehensive towards my focus on the extrinsic and intrinsic needs that dominate the core of my research based on Herzberg Hygiene-Motivator Theory. Also, its broad usage helps with its application in many industries (Spector, 2007).

The (JSS) instrument is a 36 item, nine-facet scale to measure employees' attitudes about the job and the aspect of the job that are considered the primary variables of the study in relation to job satisfaction as: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication (Spector, 1985; 1994; 2007). These variables are the key variable proposed formerly in some motivational theories and studies discussed formerly in the literature review section as these variables are expounded based on the conceptual model designed to emphasize that they dominate the core of the study specifically in context to Herzberg's motivator-hygiene theory.

The (JSS) uses 6-point agree-disagree response choices ranging from strongly agree to strongly disagree. Satisfaction is identified by the higher values; while dissatisfaction is identified by the lower values and the overall job satisfaction score is calculated by adding all the scores together. Also, scoring JSS can range from 36 to 216, where scores from 36 to 108 represent dissatisfaction; scores from 108 to 144 represent ambivalence, and scores from 144 to 216 represent satisfaction (Spector, 1985).

In this research, some modifications have been made to the (JSS) response choices because it was found that the “Disagree slightly & the Agree slightly” in the original JSS couldn’t help in providing accurate and fixed answers since respondents might feel neutral to some questions; thus, these two choices in the original JSS were merged and changed into “neutral” choice in the modified version to address respondents’ needs to enable them to have reasonable responses compatible with what they really feel and wanted to reveal in terms of the options provided. Therefore, instead of applying the 6-point agree –disagree, 5 response choices have been applied and classified as shown in the following table:

Table 1- Original & New JSS response choices

Original JSS Response Choices	Modified JSS Response Choices
Disagree very much (1)	Disagree very much (1)
Disagree moderately (2)	Disagree moderately (2)
Disagree slightly (3)	(Merging 3+4)
Agree slightly (4)	Neutral (3)
Agree moderately (5)	Agree moderately (4)
Agree very much (6)	Agree very much (5)

The amendments made by applying a 5 point agree-disagree response choices have affected the JSS score to range differently from 36 to 180, where scores from 36 to 90 represent dissatisfaction; scores from 90 to 120 represent ambivalence, and scores from 120 to 280 represent satisfaction.

Regarding the task performance variable, it will be measured devoid of the (OCB) variable in spite of the fact that some studies advocated to measure performance in terms of (OCB) to attain more consistent results such as (Edwards, Bell, Arthur, Winfred, & Decuir, 2008). Yet, another proposition suggested by Jones (2006) confirming that it did not substantially contribute to the satisfaction-performance relationship. Performance will be measured in terms of the last appraisal rating and its effectiveness in measuring work performance among AUC employees for examining the main premise of the study focused on the correlation nature between satisfaction and performance.

The performance rating measurement was based on the AUC administrative staff members' annual performance management procedure as employees are self-evaluated by their direct supervisors according to the performance ratings which are divided into 5 categories according to the performance management guidelines developed and mandated by the AUC's **Human Resources Office** as follows:

- **Exceptional (E)** – the employee **consistently** demonstrates **superior** performance. Initiative and outputs are over and above the stated requirements. The employee is an **extraordinarily competent** and knowledgeable individual who **consistently exceeds requirements**. This rating should be reserved for **truly outstanding performance**.

- **On Target Plus (OTP)** – the employee **occasionally** demonstrates **superior performance**. Initiative and outputs are dependable and of **high quality** as per the stated requirements. The employee is a **highly competent**, knowledgeable individual who **meets all the core requirements and exceeds in some “key” requirements** of the position.

- **On Target (OT)** – the employee consistently demonstrates **good, solid performance**. Initiative and outputs are dependable and of **high quality** as per the stated requirements. The employee is a **competent**, knowledgeable individual who **consistently meets all the core requirements** of the position.

- **On Target Minus (OTM)** – the employee demonstrates **adequate** performance in most areas, but needs improvement in one or more significant aspects **critical to the position**. Initiatives and outputs are *generally adequate*, as per stated requirements. The employee is generally *competent and knowledgeable* in most aspects of his/her work, but needs marked improvement in critical areas of the job.

- **Unacceptable (UA)** – the employee consistently performs below the level expected of his position in all key aspects of the job. Initiative, outputs and quality of work are **below the stated requirements and clearly unacceptable**. The employee lacks competence and knowledge of critical aspects of his/her position, and consistently **fails to meet the requirements** of the job.

This part was based on the criteria listed above in rating the annual performance of the employees working at the American University in Cairo (AUC). The response choices are based on 5 choices reflecting the respondent's annual performance rating.

B. Population & Sampling

As indicated by one of the key executive staff members in the Human Resources office of the AUC, the population of the AUC is equal to 2633 employees who work in different occupational areas and have different employment levels. The

selected sample was a non – probability of a purposive sampling which was based on a case study at the American University in Cairo (AUC).

The population of the AUC staff members were categorized according to the following employment level classifications as these information were granted from the Human Resources Office:

Table 2- AUC Workforce population& Employment Level Classification

Classification	Employment Level	Headcounts
Semi-Skilled & Skilled Staff	1 to 4	1208
First Level Staff	5 to 6	429
Middle Level Staff	7 to 8	477
Senior level Staff	9	121
First Level Management	10 to 12	355
Middle Level Management	13 to14	36
Senior level Management	15 to 16	7
	Overall AUC Workforce population	2633

In this research, a number of (1208) employees was excluded from the sample which represented the staff levels ranging from 1 to 4 representing the semi-skilled and skilled staff since they haven’ got an email access. However, a number of (7) employee representing the senior managerial levels ranging from 15 to 16 have received the survey but did not participate, as some of the questions were not applicable to them. As a result, the sample size in this study was illustrated as in

the following table representing the staff levels ranging from 5 to 9 as well as management levels ranging from 10 to 14.

Table 3- Sample Size

Sample Size	
Staff levels from 5-9	1027
Management levels from 10 -14	391
Overall Sample Size	1418

C. Data Collection

The data was collected from the employees working in different departments at the AUC and whose levels range from (5-14) equals to a number of 1418 employees representing around more than half the population. First, permission was obtained from the Vice president of Planning and Administration to conduct the survey based on a case study of the AUC workforce. Second, approvals were granted from the Human Resources Office and University Technology Infrastructure office (UTI) to have access and send the electronic link of the survey to all staff members asking them to answer the questionnaire. Final approval was granted from the Chairman of the Institutional Research Board (IRB) prior to any data collection for ethical assurances. Ethical issues were taken into consideration for the purpose of protecting the participants from any harm and ensuring confidentiality as well as anonymity. Therefore, an informed consent

was added prior to the survey link to assure that the respondent has given his consent to participate in the study based on his/her full awareness about the details of the study in terms of the purpose, procedures, duration, risks, and benefits.

D. Data Analysis

The collected data was transferred into the Statistical Package for Social Sciences (SPSS). The quantitative data was gathered for statistical analysis through the SPSS which facilitated in interpreting the data through constructing the correlation between different variables in the research.

As for the analysis of the collected data, it included descriptive statistics, frequency distribution, histograms, and Spearman's Rho correlation test to measure if relationships between variables existed or not and to test the significance between these relationships.

To sum up, the following section will test the correlation between job satisfaction and work performance by examining the job facets that influence the extrinsic and intrinsic needs that dominate the core of the study and based on Herzberg's Motivator-Hygiene theory. Also, the following section will be testing the performance in terms of the employees' ratings in the annual performance appraisal conducted to find out whether there is a direct relation between employees' satisfaction and their performance level, finally the correlation between job satisfaction and employees' demographic variables will be examined.

V. Data Collection, Findings and Analysis

This study has applied a quantitative correlation approach in order to determine which factors affect the job satisfaction of the staff members working at the American University in Cairo (AUC). This section presented first the research findings of the data collected in terms of response rate, the descriptive statistics of respondent demographics, job satisfaction survey results, and performance rating results; followed by the analysis of the data findings including the overall job satisfaction, satisfaction rate, job satisfaction variables, performance ratings, and demographic analysis findings.

A. Response Rate

The survey was sent to all full time staff members who were equal to 1425 employees and fell within the realm of interest except for the senior management level ranged from 15-16 which consisted of only 7 top managers who have received the survey but did not answer. However, the targeted sample was comprising a number of 1418 employees who were selected based on their employment levels ranged from level 5 to level 14 and the survey reminders were sent out two times. Out of the 1418 surveys, 283 respondents have responded but there were 6 only missing responses. As a result, the response rate was (19.7%) or 277 out of 1418 surveys sent. Consequently, the data analysis and the results were obtained based on the 277 completed survey responses.

B. Descriptive Statistics of Respondent Demographics

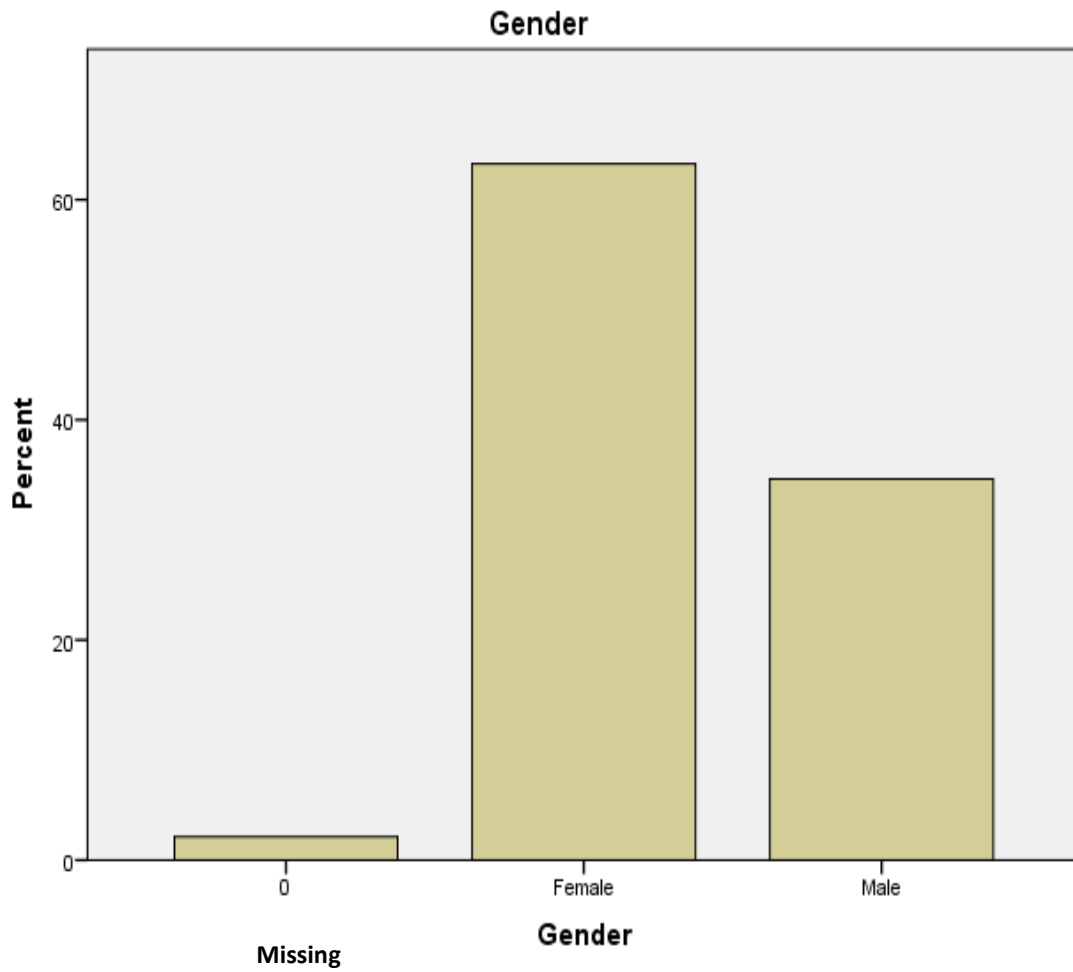
Gender

From a sample of 283, female respondents were 179 representing (63.3%) of the sample which outnumbered male respondents who were equal to 98 representing (34.6%), and the missing responses were only 6 representing (2.1%). Table 4 describes the distribution of the AUC staff members by gender & Figure 4 shows the breakdown of the AUC staff members by gender.

Table 4 - Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing Responses	6	2.1	2.1	2.1
Female	179	63.3	63.3	65.4
Male	98	34.6	34.6	100.0
Total	283	100.0	100.0	

Figure 4- Gender



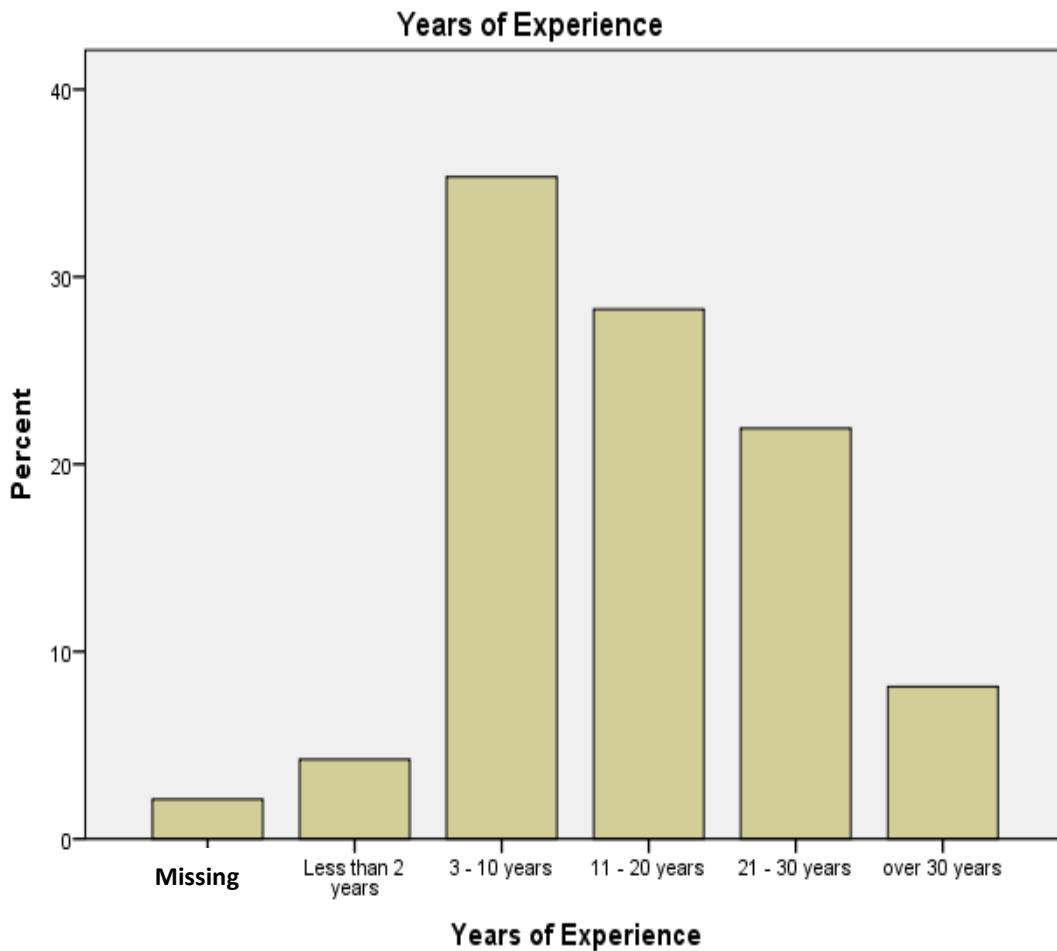
Years of Experience

The total years of average experience for respondents ranged from (3-20) years as the mean was 2.88 and the highest percent was (35.3%) peaked at (3-10) years. Table 5 summarizes the statistics for the total years of experience & Figure 5 shows the distribution of the years of experience.

Table 5- Statistics of Years of Experience

N	Standard Deviation	Mean	Median
283	1.117	2.88	3.00

Figure 5. Years of Experience



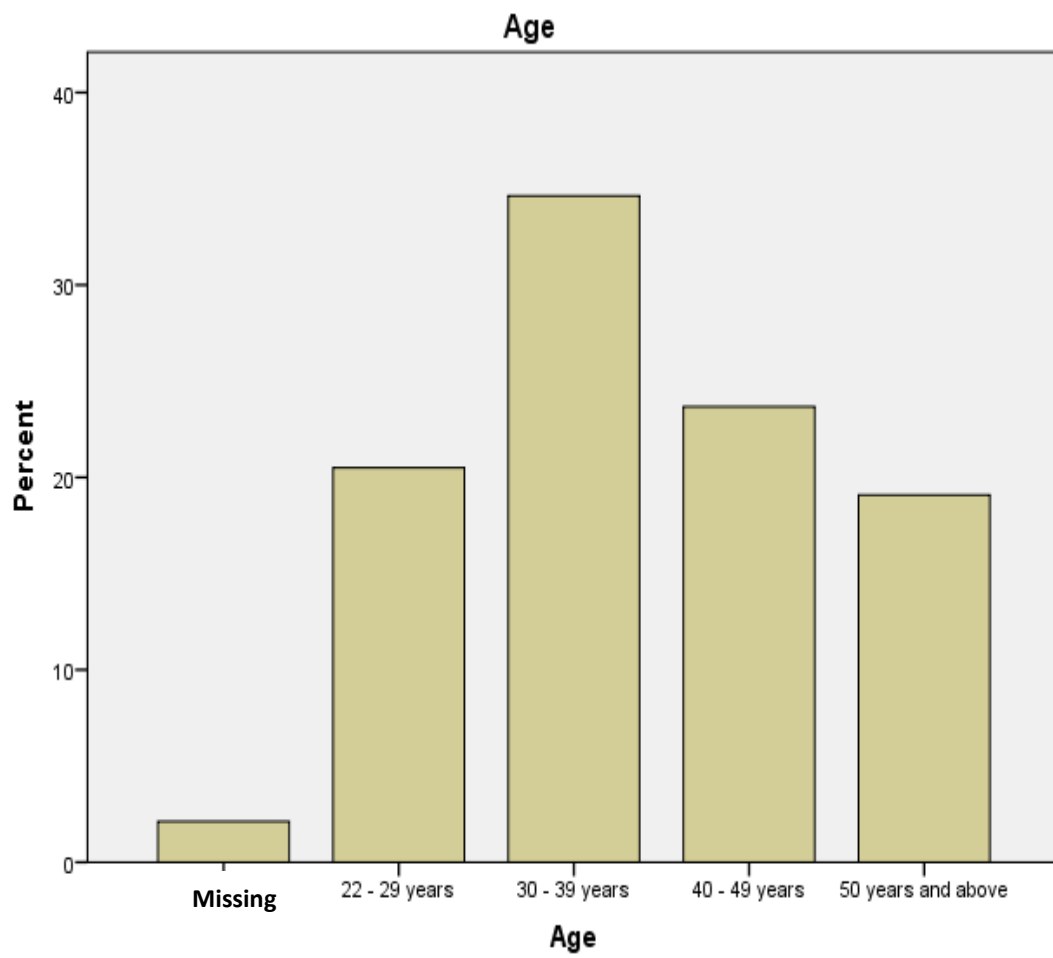
Age

Most AUC staff members in the study were between the ages of (30-49) years of age. The age of the respondents was almost evenly distributed between these age ranges with the highest age range of (30-39) which peaked at (34.6%). Table 6 describes the statistics of age & Figure 6 shows the distribution of age among respondents.

Table 6 - Statistics of Age

N	Standard Deviation	Mean	Median
283	1.130	3.35	3.00

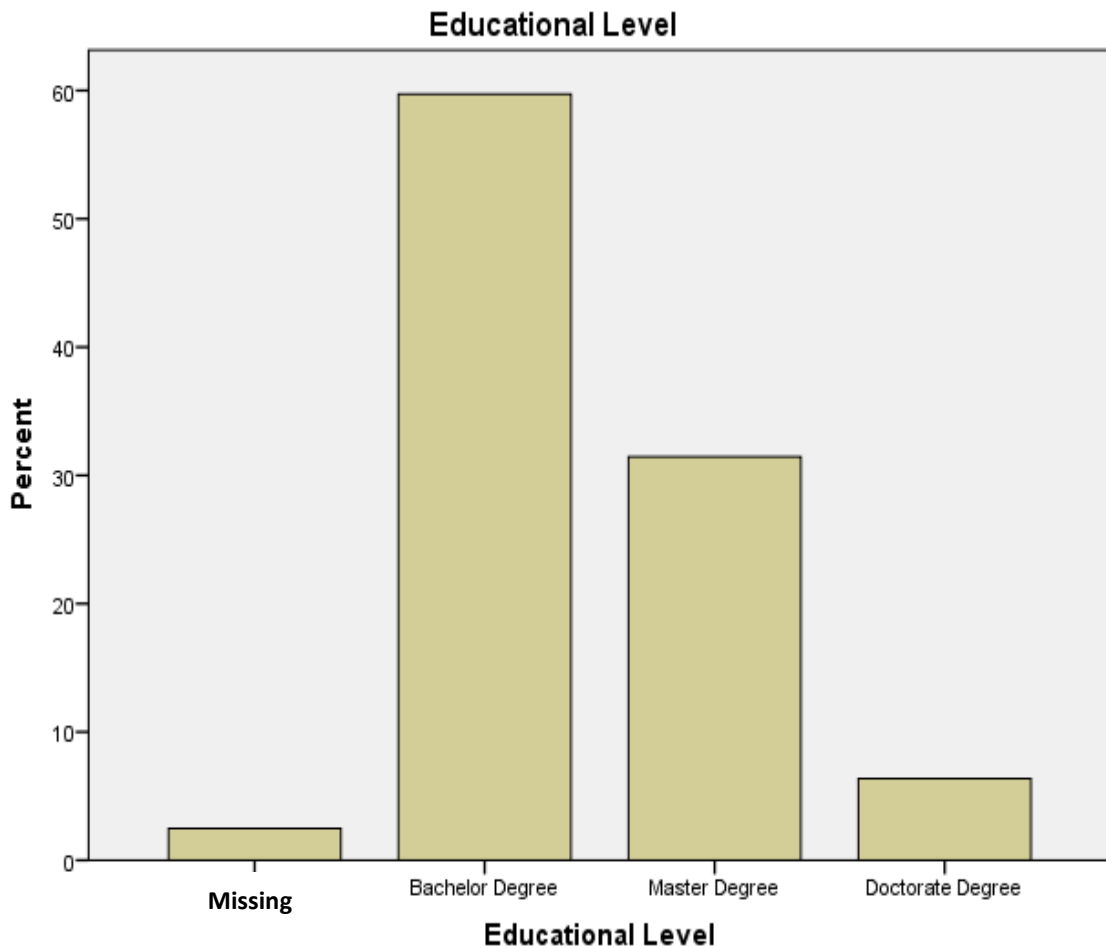
Figure 6. Age



Education level

Most respondents (59.7%) held a bachelor degree, followed by those with a master's degree (31.4%), and the last smallest percentage (6.4%) was held by respondents with a doctorate degree. Figure 7 illustrates the distribution of degree among respondents.

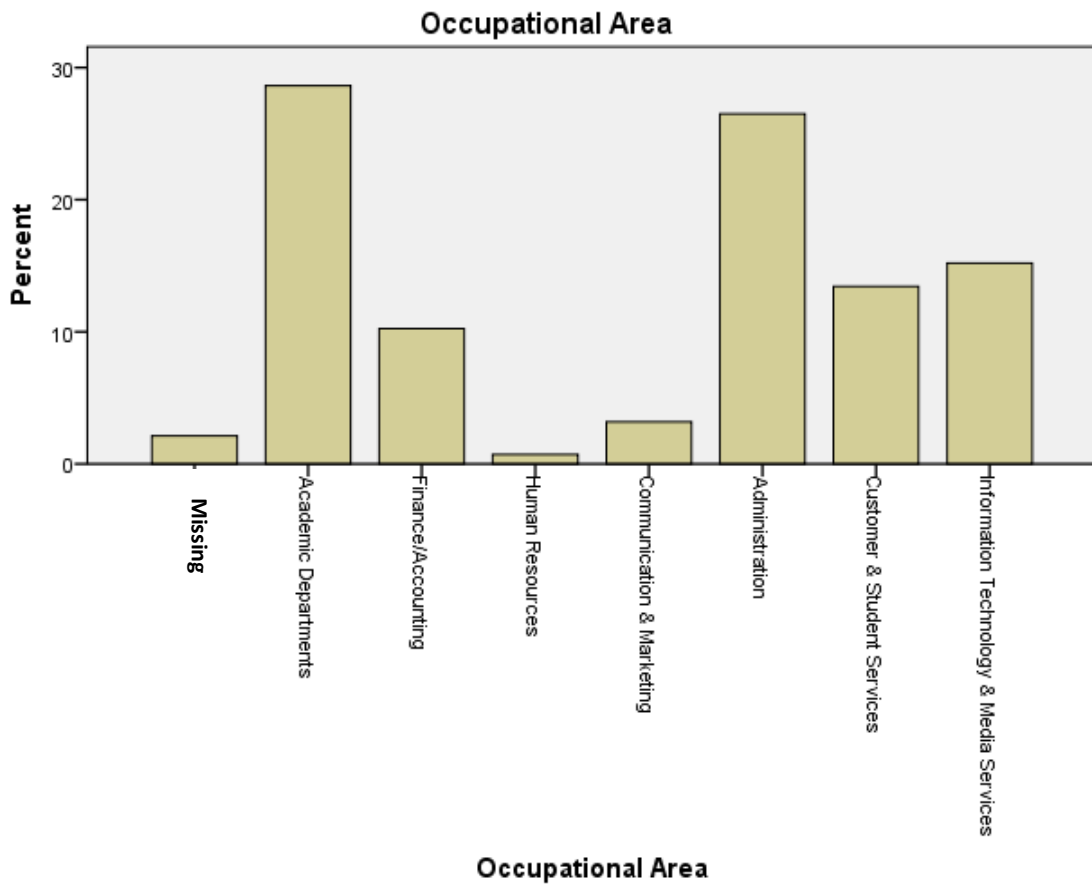
Figure 7- Educational level



Occupational Area

From the sample, 81 persons of the respondents represent the administrative staff members who work in academic departments representing (28.6%), 75 persons of the respondents work in the administration representing (26.5%), 43 persons of the respondents work in information technology and media services representing (15.2%), 38 persons of the respondents work in customer and/or student services representing (13.4%), 29 persons of the respondents work in finance/accounting department representing (10.2%), 9 persons of the respondents work in Communication & Marketing department representing (3.2%), 2 persons of the respondents work in Human Resources department representing (0.7%), and the missing responses were only 6 representing (2.2%). Figure 8 illustrates the distribution of occupational area among respondents.

Figure 8. Occupational Area



Employment level

The sample was classified into staff levels ranged from 5 to 9 and managerial levels ranged from 10 to 14. From the sample, 55 persons of the respondents work at the first staff level representing (19.4%), 75 persons of the respondents work at the middle staff level representing (26.5%), and 41 persons of the respondents work at senior staff level representing (14.5%). Similarly, 85 persons of the respondents work at the first managerial level representing (30%), 17 persons of the respondents work at the middle managerial level representing (6%), and 10 persons of the respondents did not answer this question representing the missing responses (3.5%).Table 7 describes the employment

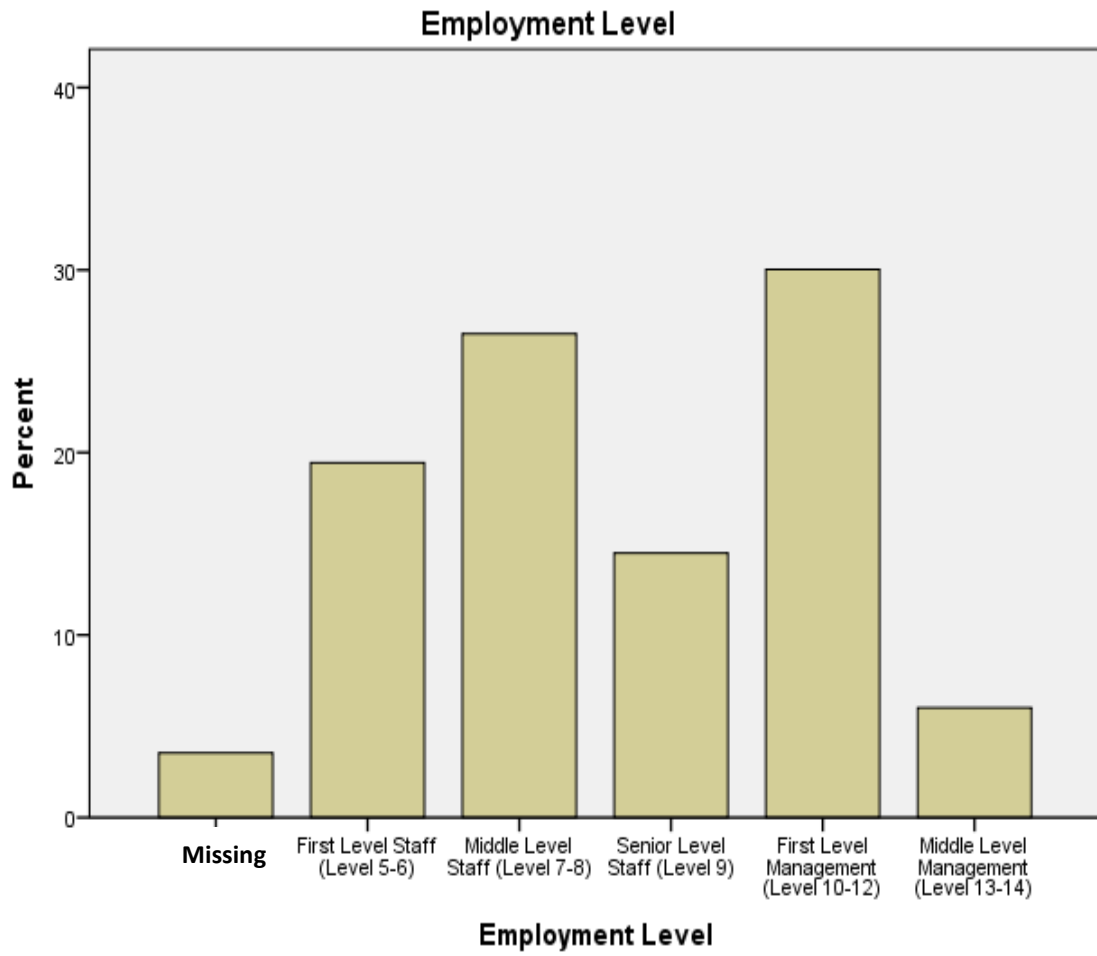
level among respondents & figure 9 illustrates the distribution of employment level among respondents.

Table 7- Employment level

Employment Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing	10	3.5	3.5	3.5
First Level Staff (Level 5-6)	55	19.4	19.4	23.0
Middle Level Staff (Level 7-8)	75	26.5	26.5	49.5
Senior Level Staff (Level 9)	41	14.5	14.5	64.0
First Level Management (Level 10-12)	85	30.0	30.0	94.0
Middle Level Management (Level 13-14)	17	6.0	6.0	100.0
Total	283	100.0	100.0	

Figure 9 - Employment Level



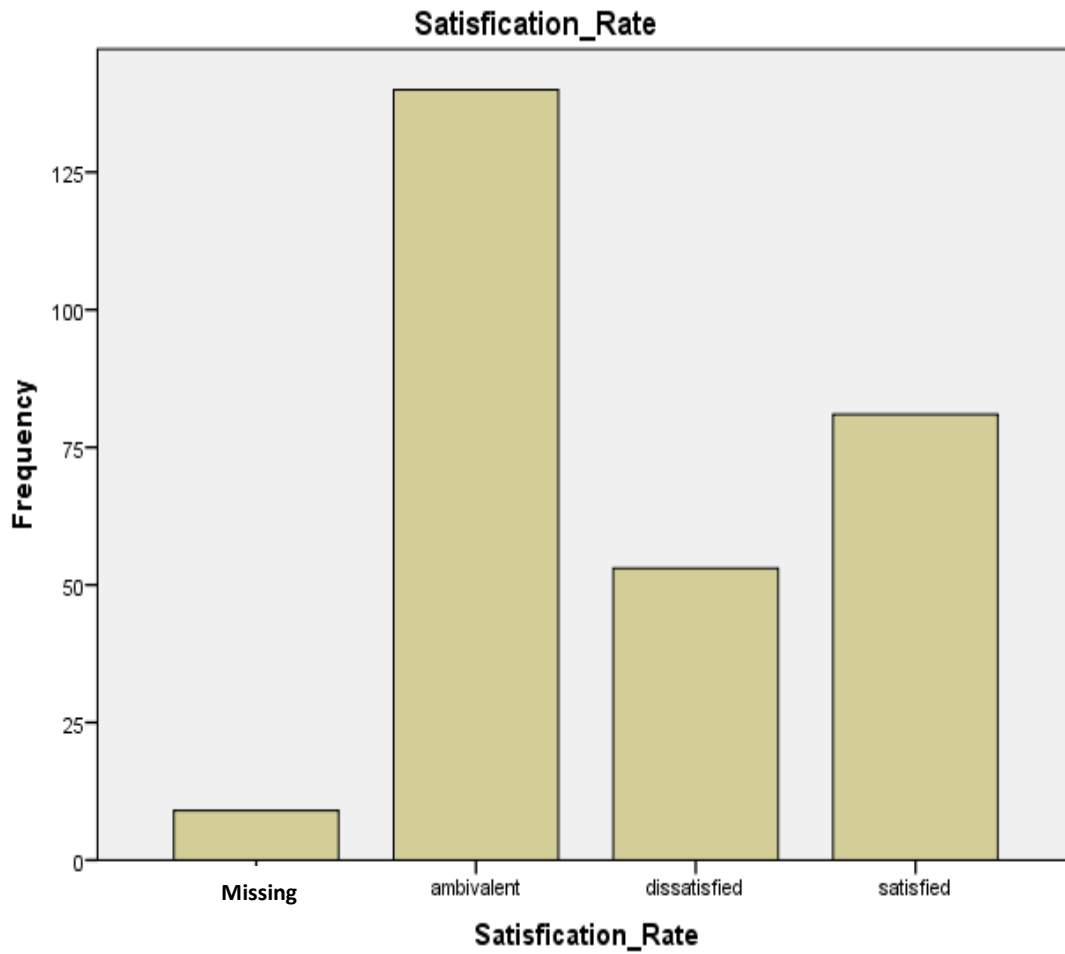
C. Job Satisfaction Survey Results

Overall JSS Statistics

The results of the study showed that the AUC staff members' overall satisfaction mean scores 104.95, which is an indication that the average responses fell under the ambivalence category which is ranged between scores 90 to 120 representing the overall job satisfaction result.

As for the satisfaction rate, the results have shown that there were 9 missing responses represent around (3.2%) from the overall responses, 140 respondents represent (49.5%) of the sample have ambivalence response rate, 81 respondents represent (28.6%) of the sample have satisfaction response rate, and finally 53 respondents represent (18.7%) of the sample have dissatisfaction rate. Figure 10 illustrates the overall satisfaction rate.

Figure 10 - Satisfaction Rate



Job Satisfaction Variables

The original JSS scores each variable category using 4- item subscales that makes up each satisfaction facet ranges from 4 to 24 where mean scores from 4 to 12 represent dissatisfaction; scores from 12 to 16 represent ambivalence; and scores from 16 to 24 represent satisfaction (Spector 1985) . Yet, the variables scores are different from that of the original ones due to the modification made previously in the study representing a new layout of variables satisfaction scores as follows: scores from 4 to 10 represent

dissatisfaction; scores from 10 to 13 represent ambivalence; and scores from 13 to 20 represent satisfaction.

Pay

For the job satisfaction variable of pay, the mean score was 9.62 which indicated that respondents are somehow dissatisfied with the variable of pay since the scores between 4 and 10 represent dissatisfaction rate.

Promotion

For the job satisfaction variable of promotion, mean score was 9.41 which showed somehow similar results as of the above pay variable indicating that employees feel dissatisfied in terms of the promotion aspect too.

Supervision

For the job satisfaction variable of supervision, the mean score was 14.03 which indicated that respondents are satisfied with their supervisors' relationship since satisfaction is presented when scores are ranged between 13 and 20.

Fringe Benefits

For the job satisfaction variable of fringe benefits, the mean score was 10.61 which represented ambivalent feeling in terms of the fringe benefits variable since ambivalence score is ranged from scores between 10 and 13.

Contingent Rewards

For the job satisfaction variable of contingent reward, the mean score was 10.67 which revealed somehow similar result of ambivalent feeling towards contingent rewards as that of the fringe benefits variable.

Operating Procedures

For the job satisfaction variable of operating procedures, the mean score was 9.67 indicating that respondents are not pleased with the operating procedures variable which showed a dissatisfaction result.

Coworkers

For the job satisfaction variable of coworkers, the mean score was 13.92 which showed that respondents feel happy with their colleagues and they are satisfied in maintaining such a good relationship with their coworkers.

Nature of work

For the job satisfaction variable of nature of work, the mean score was 15.31 which presented relative satisfaction score in terms of the nature of work variable.

Communication

For the job satisfaction variable of communication, the mean score was 11.70 which represented an ambivalent result toward the variable of communication.

D. Performance Ratings Results

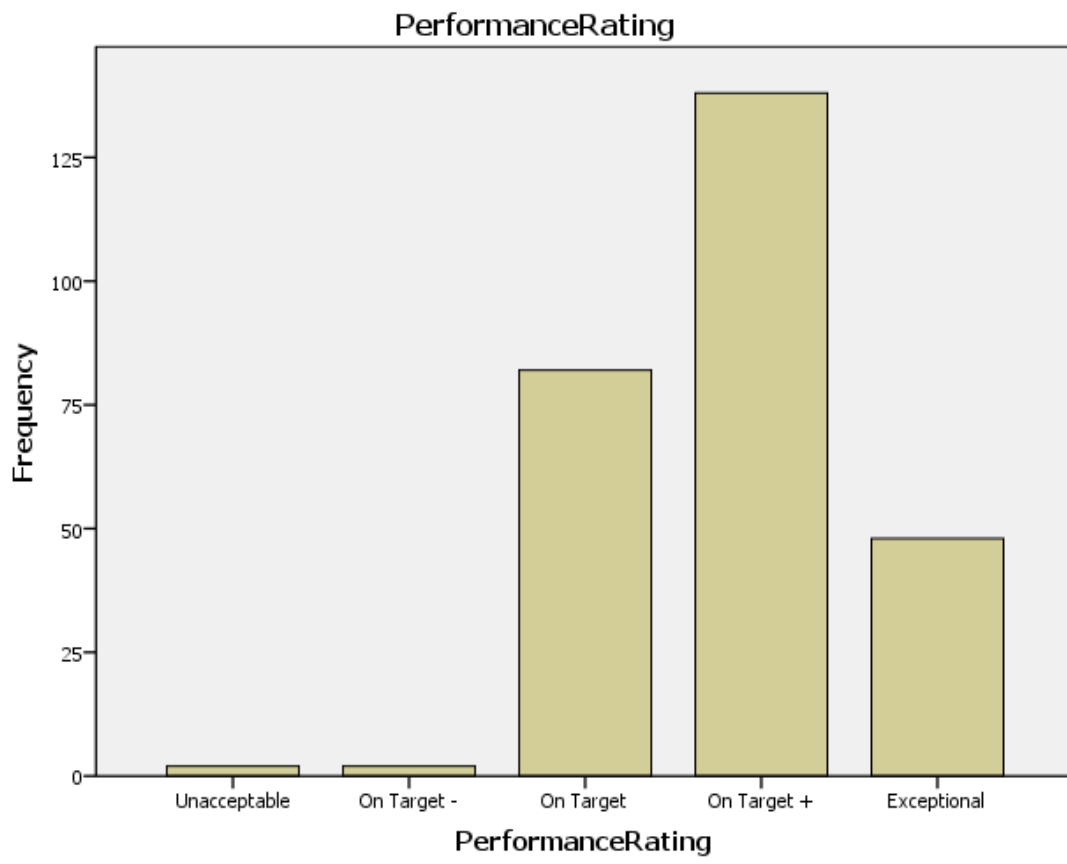
The performance ratings were based on the responses of AUC staff members reflecting the annual performance appraisal ratings provided last year and based on their performance. The results of the study showed that the mean of the AUC staff members' performance ratings was 3.84 which showed that most of respondents' performance rating is On Target +.

From the sample, the performance rating of 138 respondents (48.8%) was on target +, 82 respondents (29%) was on target, 48 respondents (17%) was exceptional, and only 2 respondents (0.7%) was On Target-, and another 2 respondents (0.7%) was unacceptable . As the valid responses were equal to 272 (96.1%) and the missing ones were equal to 11 (3.9%).The following table represents the frequency table of the performance rating.

Table 8 - Performance Rating

	Frequency	Percent	Valid Percent	Cumulative Percent
Unacceptable	2	.7	.7	.7
On Target -	2	.7	.7	1.5
On Target	82	29.0	30.1	31.6
Valid On Target +	138	48.8	50.7	82.4
Exceptional	48	17.0	17.6	100.0
Total	272	96.1	100.0	
Missing	11	3.9		
Total	283	100.0		

Figure 11. Performance Rating



Job Satisfaction Analysis

Spearman's Rho statistical test was performed to analyze whether a relationship existed between AUC staff members' overall job satisfaction and the variables of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. Table 9 represents the significance of the Spearman's Rho correlational test between overall job satisfaction and the nine variables.

Table 9- Spearman's Rho Correlation between overall job satisfaction and variables of job satisfaction.

	Overall JS	Total Pay	Total Promotion	Total Supervision	Total Fringe Benefits	Total Contingent Rewards	Total Operating Conditions	Total coworkers	Total Nature of Work	Total Communication
Overall JS	1.000	**0.690	**0.751	**0.746	**0.562	**0.835	**0.217	**0.706	**0.619	**0.733
		*(.000)	*(.000)	*(0.000)	*(0.000)	*(0.000)	*(0.000)	*(0.000)	*(0.000)	*(0.000)
Total Pay	0.690	1.000								
	(.000)									
Total Promotion	0.751		1.000							
	(.000)									
Total Supervision	0.746			1.000						
	(0.000)									
Total fringe benefits	0.562				1.000					
	(0.000)									
Total Contingent Rewards	0.835					1.000				
	(0.000)									
Total Operating conditions	0.217						1.000			
	(0.000)									
Total coworker s	0.706							1.000		
	(0.000)									
Total nature of work	0.619								1.000	
	(0.000)									
Total communi cation	0.733									1.000
	(0.000)									

**** Indicates that correlation is significant at the 0.01 level (2-tailed).**

*** Indicates the p-value which is significant at 0.000 value**

As shown in the above table, Spearman's Rho correlation test is significant at 0.01 level. As a result, the correlations results have been classified into four categories representing the range of significance variation as follows:

➤ **Very strong and positive correlations indicating that the relationships existed between the overall job satisfaction and the variables of contingent rewards, promotion, supervision, and communication.**

1- There is a correlation between the overall job satisfaction and satisfaction with contingent rewards as both variables were significant at coefficient correlation equals to 0.835.

2- There is a correlation between the overall job satisfaction and satisfaction with promotion as both variables were significant at coefficient correlation equals to 0.751.

3- There is a correlation between overall job satisfaction and satisfaction with supervision as both variables were significant at coefficient correlation equals to 0.746.

4- There is a correlation between overall job satisfaction and satisfaction with communication as both variables were significant at coefficient correlation equals to 0.733.

➤ **Moderate to slightly strong and positive correlations indicating that the relationships existed between the overall job satisfaction and the variables of coworkers, and pay, and nature of work.**

- 1- There is a correlation between the overall job satisfaction and satisfaction with coworkers as both variables were significantly correlated at coefficient correlation equals to 0.706.
 - 2- There is a correlation between the overall job satisfaction and satisfaction with pay as both variables were significantly correlated at coefficient correlation equals to 0.690.
 - 3- There is a correlation between the overall job satisfaction and satisfaction with the nature of work as both variables were significantly correlated at coefficient correlation equals to at 0.619.
- **Moderate and positive correlation indicating that a relationship existed between the overall job satisfaction and the variable of fringe benefits as the correlation coefficient equals to 0.562.**
- **Weak correlation existed between the overall job satisfaction and the variable of operating conditions as the correlation coefficient equals to 0.217.**

Overall Job Satisfaction and Work Performance Analysis

Another focus of the study was to measure if a correlation between the overall job satisfaction and performance existed. Therefore, Spearman’s Rho statistical test was used to assess the statistical data. Table 10 illustrates the correlation between the overall job satisfaction and the performance rating variable.

Table 10 - Correlation between the overall job satisfaction and the performance rating variable.

Spearman’s Rho Correlations

		JSS_OVERALL	Performance Rating	
Spearman's rho	JSS_OVERALL	Correlation Coefficient	1.000	.154*
		Sig. (2-tailed)	.	.011
		N	283	270
	Performance Rating	Correlation Coefficient	.154*	1.000
		Sig. (2-tailed)	.011	.
		N	272	272

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

The Spearman’s Rho statistical test was significant at 0.05 level when testing the correlation between the overall job satisfaction and the performance variable. **The result showed that these two variables are significantly correlated at correlation coefficient equals to 0.154 indicating a weakly correlated relationship.**

Overall Job Satisfaction and Demographic Variables Analysis

The Spearman's Rho statistical test was performed for the third time to test whether a relationship existed between the overall job satisfaction of the AUC staff members and their demographic variables. Table 11 represents the significance of the Spearman's Rho correlational test between overall job satisfaction and the demographic variables.

Table 11 - Spearman's Rho Correlation between overall job satisfaction and the demographic variables.

	Overall JS	Gender	Years of Experience	Age	Education Level	Employment level	Occupational Area
Overall JS	1.000	0.103 +(0.083)	*0.127 +(0.033)	**0.169 +(0.004)	0.035 +(0.555)	**0.245 +(0.000)	0.100 +(0.093)
Gender	0.103 +(0.083)	1.000					
Years of Experience	*0.127 +(0.033)		1.000				
Age	**0.169 +(0.004)			1.000			
Education Level	0.035 +(0.555)				1.000		
Employment level	**0.245 +(0.000)					1.000	
Occupational Area	0.100 +(0.093)						1.000

*Indicates that correlation is significant at the 0.05 level (2-tailed).

**Indicates that correlation is significant at the 0.01 level (2-tailed).

+ Indicates the p-value

As shown in the above correlation table, the correlations results have been classified into 2 categories representing the range of significance variation as follows:

➤ **Moderate and Positive correlation existed between the overall job satisfaction and the employment level and age**

1- Correlation between employment level and overall job satisfaction

The Spearman's Rho statistical test was significant at 0.01 level when testing the correlation between the overall job satisfaction and the employment level variable. **The results showed that these two variables are significantly and positively correlated to each other (Correlation Coefficient = 0.245, P value = 0.000).**

2- Correlation between age and overall job satisfaction

The Spearman's Rho statistical test was significant at 0.01 level when testing the correlation between the overall job satisfaction and the age variable. **The results indicated that these two variables are positively correlated to each other (Correlation Coefficient = 0.169, p value =0.004).**

➤ **Weak correlation between overall job satisfaction and years of experience. variable.**

1-Correlation between years of experience and overall job satisfaction

The Spearman's Rho statistical test was significant at 0.05 level when testing

the correlation between the overall job satisfaction and the years of experience variable. **The results revealed that these two variables show positively correlated (Correlation Coefficient = 0.127, p value = 0.033).**

- **Insignificant correlations existed between the overall job satisfaction and the variables of gender, educational level, and occupational area.**

1- Correlation between gender and overall job satisfaction

The Spearman's Rho statistical test was significant at 0.05 level when testing the correlation between the overall job satisfaction and gender. **The results showed that these two variables are insignificantly correlated (Correlation Coefficient = 0.103, p value = 0.083).**

2- Correlation between educational level and overall job satisfaction

The Spearman's Rho statistical test was significant at 0.01 level when testing the correlation between the overall job satisfaction and the educational level variable. **The results indicated that these two variables are not significantly correlated to each other (Correlation Coefficient = 0.035, P value = 0.555).**

3- Correlation between occupational area and overall job satisfaction

The Spearman's Rho statistical test was significant at 0.01 level when testing the correlation between the overall job satisfaction and the occupational area

variable. **The results indicated that these two variables are not significantly correlated to each other (Correlation Coefficient = 0.100, P value = 0.093).**

VI. 6. Results, Conclusions, and Recommendations

This section discusses the overall purpose of the research which was conducted through using AUC as a case study to reassess the nature of the relationship between job satisfactions and work performance. This research has focused on investigating which factors affect the AUC staff members' job satisfaction and testing whether there is a relationship that exists between overall job satisfaction and work performance variable. In addition, it has examined the relationship between overall job satisfaction and respondents' demographic variables.

The study has assessed the relations between certain factors that affect employees' job satisfaction and in return might influence their work performance. As a result, the correlation between each of the job satisfaction variables was investigated to determine if a relationship existed between these variables representing the aspects of the job and the overall job satisfaction. Also, a correlation between the overall job satisfaction and the performance variable was tested in order to decide whether a relationship existed between the two variables or not. Finally, a correlation between the respondents' demographic variables and the overall job satisfaction was performed to check if these variables are related to the overall job satisfaction variable or not.

This chapter presents a summary of the research findings, conclusions and recommendations, followed by study discussion and limitations.

Summary of the Findings and Conclusions

The primary correlation performed was between the overall job satisfaction of the American University in Cairo (AUC) staff members and the variables of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication in order to answer the first research question:

Research Question 1

Is there a correlation between variables of job satisfaction and the overall job satisfaction?

Contingent Rewards

The study found that there is a very strong and positive correlation between the overall job satisfaction and the variables of contingent rewards as both variables were significant at 0.835 level when Spearman's rho statistical test was performed.

The findings coincided with Spector (1985; 2007) that employees must feel appreciated and recognized for the well done job in order to feel the sense of satisfaction on the job. Spector has described contingent rewards as the sense of recognition, appreciation, and reward for the good job (Spector, 1997; 2007).

Similarly, the findings conformed to Herzberg's motivator-hygiene needs theory as it implies that in order to increase employees' satisfaction, it is important to satisfy the motivator needs including the nature of work and how challenging it is (Herzberg, 1966). As a result, contingent rewards are considered as outcomes of these motivator needs, and in order to increase employees' motivation to work and boost their satisfaction levels;

motivator needs must be met to enable employees to perform and contribute to the organization's effectiveness (Herzberg, 1966).

Promotion

The study revealed that there is a strong and positive correlation between the AUC staff members' overall job satisfaction and satisfaction with promotion at 0.751 significance level when Spearman's rho statistical test was conducted.

The findings are somehow alike to those of the contingent rewards as both complied with Herzberg's motivator-hygiene needs theory advocating the importance of satisfying the intrinsic needs (Herzberg, 1966). Thus, the promotion aspect is one of the intrinsic needs sought by employees and considered as an outcome of the motivator needs required to increase employees' satisfaction by fulfilling their desire to grow and develop on the job.

This view is supported in an empirical study of municipal government workers as the findings revealed that satisfaction with promotional chances was positively and significantly related to job satisfaction (Ellicson and Logsdon, 2002).

Supervision

The findings show that there is a very strong and positive correlation between overall job satisfaction and satisfaction with supervision at 0.746 significance level.

Supervision plays a key role relating to job satisfaction according to the direct manager's ability to provide emotional and technical support and guidance with work related tasks (Robbins et al., 2003) which confirms the results of the study showing that the

relationship between the employees working at the AUC and their direct supervisors is important and considered as a source of satisfaction towards perceiving the job.

Although the relationship with the technical supervisor is considered one of the hygiene needs that is related to the physical or psychological context in which the work is done and doesn't increase satisfaction of employees (Herzberg,1966), its fulfillment is important for employees as to enable them not to feel dissatisfied.

According to Basset (1994), supervisors are bringing the humanistic aspect of the job, by being considerate towards their employees and contribute towards increasing the employees' level of job satisfaction. As a result, effective management is important to create a positive and pleasant work environment that employees like to work at; taking into account that the supervisor's leading style affects employee's overall satisfaction not only by knowing how to satisfy their different needs, but also to enhance the quality of the employees' working environment.

Communication

Results show a very strong and positive relationship with the overall job satisfaction and the variable of communication as the correlation was significant at 0.733 level.

The results have revealed that the AUC staff members do consider communication as an important aspect affecting their overall job satisfaction since effective communication facilitates sharing information to reach a mutual understanding among them. Therefore, communication aspect is essential for employees who need to work in a pleasant working environment that ensures trust and confidence to enables them to improve the quality of

working life by communicating effectively and collaborating to achieve the organizational goals.

Coworkers

The Findings of this study revealed that a slightly strong to moderate and positive relationship exists between overall job satisfaction and the variable of coworkers as the correlation between both variables was significant at 0.706 level.

The interpersonal relations with the work colleagues do matter with AUC staff members and affect their overall job satisfaction due to the presence of the social interactive relationships at work. According to Luthans (1989), it is important to have friendly and supportive colleagues as they contribute to increased job satisfaction supporting the premise of the findings that coworkers variable is strongly and positively related to the overall job satisfaction of the AUC employees.

Pay

The study found that a slightly strong to moderate and positive relationship exists between the overall job satisfaction and the variables of pay as the correlation between both variables was significant at 0.690 level.

Pay is considered an outcome that has to be distributed in proportion to inputs in order to enable employees to feel satisfied with their remuneration package which they perceive as an indication of how much the organization value their inputs and efforts.

The empirical findings from the research indicate that employees working at AUC are adequately satisfied with the remuneration package they receive. However, they tend to care more about being appreciated and recognized for their well performed job which makes them feel a sense of pride that their contributions to the organizations are valued intrinsically as shown in the results of the contingent rewards variable that outweigh that of the pay variable results. These results are conformed with both Maslow's needs theory and Herzberg's motivator-hygiene theory which were mentioned earlier in the theoretical framework. Maslow has proposed that the individual personality is dynamic and continually strives to fulfill the hierarchy of needs, and once the person has satisfied the compelling lower level needs as the physiological need which the pay aspect falls under its realm, in addition to the safety and social needs, the person's behavior is triggered because of the innate need that boost the person to develop far beyond the lower needs. Similarly, Herzberg has advocated that motivators trigger the individual's behavior to fulfill the intrinsic needs that lead to high levels of job satisfaction. As a result, the individual is incited to gratify the higher level needs of esteem and self-actualization according to Maslow and the motivators according to Herzberg which is the case of AUC employees who feel that their intrinsic needs, namely, the need for recognition, appreciation, responsibility, autonomy, achievement and growth opportunities are more important since AUC employees weigh and place high value on fulfilling them more than the extrinsic needs for the purpose of achieving higher levels of satisfaction (Maslow, 1954; Herzberg, 1966).

Although some people in Egypt might suffer from the inflation rate that affect their economic and financial conditions and make them struggle to maintain a good standard of

living; yet, people seek fairness more than being overpaid as the perception of fairness foster them to give more and feel satisfied of what is granted in reward for what is given conforming with Adam's belief that people tend to compare their inputs to the received outputs relevant to that of others to maintain equity in the work environment (Adams, 1963). However, Herzberg as well as other researchers have viewed pay as more of a dissatisfier (hygiene factor) than a satisfier (motivator factor) that doesn't increase the employees' satisfaction, but might lead to dissatisfaction if this aspect is absent as he assumed that dissatisfaction is promoted within the work setting, especially if hygiene factors related to fundamental physical and physiological needs are left unfulfilled (Herzberg, 1966; Herzberg, Mausner, and Snyderman, 1959).

Nature of work

The study found that there is a relationship exists between the overall job satisfaction and the variables of nature of work indicating a slightly strong to moderate and positive correlation between the two variables with significance level at 0.619.

The nature of work is defined by Spector (2007) as to be measurable by the level of enthusiasm one brought into one's job position. Similarly, Robbins, Odendaal, & Roodt (2003) have described the nature of work as "the extent to which the job provides the individual with stimulating task, opportunities for learning and personal growth, and the chance to be responsible and accountable for the results". This validates the notion of the AUC staff members as they weigh the value of their job nature subjectively as an overall package which is conceived to be moderately appealing to them.

The results of the study reveal that there is a moderate link between satisfaction and the nature of work and this could be due to many interrelated and essential factors generated from the findings primarily produced and affecting the nature of work. The findings reveal that among AUC staff members, priority is given to the variables of contingent rewards in the form of acknowledgment and appreciation to the well done job; likewise, priority then goes to promotional opportunities to inspire employees to excel in their jobs. Also, employees were perceived to be on good terms with their supervisors who have confidence in them and the same goes with the positive and good interrelationships with coworkers who communicate and collaborate effectively to improve the quality of working life. As a result, the positive environment created at the AUC enables employees to feel satisfied about the nature of their jobs, as the findings are compatible with both Lock and Latham's goal-setting theory and Vroom's expectancy theory mentioned formerly in the theoretical framework and have linked motivation and satisfaction with performance. The goal-setting theory is validating the findings as it has stressed on the importance of setting challenging and specific goals for employees to stimulate their behaviors to excel more efforts in their jobs and achieve the desired outcomes, and in turn, they perceive their jobs pleasantly to reach their goals and fulfill the intrinsic needs of: having challenging jobs, responsibility, and achievement (Lock & Latham, 1990). Likewise, the findings are conformed with the expectancy theory's assumptions that employees tend to exert high efforts that would lead to high performance levels and goals achievements in order to reach out for the desired outcomes that fulfill the intrinsic needs they have aspired to attain in terms of: responsibility, achievement, and recognition leading to escalate their levels of satisfaction (Vroom, 1964).

Fringe benefits

A Moderate and positive correlation produces between the overall job satisfaction and the variable of fringe benefits as the correlation was significant at 0.562 level indicating that there is a relationship exists between them.

The absence of fringe benefits can lead to dissatisfaction (Pearson and Moomaw, 2006) conforming also to Herzberg's proposition that the aspect of fringe benefits is considered as (dissatisfier) leading to dissatisfaction if it is not being fulfilled although it doesn't increase satisfaction levels. (Herzberg, 1966).

It seems that the AUC staff members feel moderately satisfied with the overall benefit package provided by the AUC as employees might be comparing their received benefits to other benefit packages provided by other competitive higher educational institutions since they offer less to their employees than those benefits granted to AUC employees, which confirms Adams' belief that the perception of fairness conceivably regulates the link between employees' performance and satisfaction through maintaining a balanced ratio of the effort spent to the reward received when comparing the fringe benefits received in reference to those received by other employees working in different competitive universities (Adams, 1963).

Operating conditions

There is a weak correlation that exists between the overall job satisfaction and the variable of operating conditions as both variables were significantly correlated at 0.217 level when Spearman's rho statistical test was performed.

The findings reveal that there is a weak link between the working condition in which the job is performed and the satisfaction of employees working at the AUC indicating that employees might not feel comfortable with some of the working conditions as lots of administrative paperwork and bureaucratic procedures but these conditions might not impact their level of satisfaction based on Herzberg's assumption that the facet of operating conditions is one of the hygiene factors that doesn't contribute to increase satisfaction but might lead employees to feel dissatisfied if it doesn't exist (Herzberg, 1969).

Research Question 2

Is there a correlation between variable of work performance and the overall job satisfaction?

The Spearman's rho statistical correlational test was performed to test whether there is a correlation between overall job satisfaction and the performance variable. As a result, the correlation is positive and significant at 0.143 level but shows a weak relationship.

Although the relationship between job satisfaction and performance was controversial among many scholars who did not confirm or disconfirm the nature of the job satisfaction-performance relationship, this study proved to be in line with a previous studies conducted by Moorman (1993) and Fisher (2003) demonstrating the relationship between the two variables to be weak and modest.

According to Moorman (1993), the relationship between job satisfaction and performance doesn't demonstrate convincing evidence to be a strong one because the wrong kind of performance is measured. Also, he proposed that job performance has to include certain behaviors which previously advocated and called by Organ (1997) the Organization

Citizenship Behavior (OCB). Thus, this study might have showed different results if we have included the (OCB) factor as claimed by Moorman (1993) & Organ (1997) in order to assess the correct type of performance that considered to be over and above the traditional required tasks needed for the job to be performed as it is an essential component that measures the extent of employee's willingness to contribute to the organization.

Similarly, Fisher (2003) has assured that the satisfaction-performance correlation is modest as she has concluded in her study when assessing this relationship that employees might believe that there is a link between happy workers and performance. She has asserted that this assumption is due to the personal experience of each employee that feels happy and satisfied when the job is performed effectively, and less happy and satisfied when the job is performed below the average. As a result, we can relate Fisher's assumption to the results of our study which revealed a boosted ambivalence response rate over satisfaction and dissatisfaction ratings. These results are compatible with Fisher's assumption as performance ratings reflect the fact that high performing staff has high job satisfaction, while low performing staff has low job satisfaction level. Accordingly, we can conclude that the weak correlation might be due to the movement of each group in an opposing direction causing this ambivalent result.

Research Question 3

Is there a correlation between overall job satisfaction and demographic variables?

The Spearman's rho statistical correlational test was performed to test whether there is a correlation between the overall job satisfaction and the demographic variable. As a result,

the correlations results did not have significant relationship with the job satisfaction and the variables of gender, educational level, and occupational area. Also, results showed that there is a weak correlation between overall job satisfaction and years of experience. Finally, the moderate and positive correlations were with employment levels and age.

It seems that testing the link between demographic variables and job satisfaction hasn't added so much insight to the study. However, the moderate positive correlation between job satisfaction and age could give an indication that age is an important factor that makes us assume that young people think of their job more positively than old people who have gone through lots of ups and downs throughout their working life that made them less motivated to aspire high levels of satisfaction. Similarly, the employment level, as people progress in their career path and promoted to higher ranks, they feel more satisfied about the job.

Conclusion

In light of the above interpretations based on the results of the study when performing the correlation between overall job satisfaction and variables of the job facets, AUC employees weigh fulfilling the intrinsic needs as recognition, appreciation, and opportunity for growth relatively higher than other extrinsic needs determining the physical and the physiological attributes of the job. Consequently, and by recalling Herzberg's theory (Herzberg, 1959), these results complied in line with his assumptions about motivator factors since they satisfy the employee's need for self-esteem and actualization (Maslow, 1954) which can have an eternal impression on a worker's feeling

of great job satisfaction and fulfill also the higher level needs for achieving one's full potential. However, the results revealed that the relationships with supervisors and coworkers that promote effective communication environment among employees, pay, and nature of work do matter to AUC employees but come into the second importance in fulfilling their needs. . As for the fringe benefits, they showed a moderate correlation as it seems that employees feel fine with this aspect somehow, and the least concern went to the operating conditions facet that showed a weak correlation with the job satisfaction variable. Similarly, these results simply comply in line with Herzberg's hygiene factors except for the variable of the nature of work as all other job aspects have the potential to cause job dissatisfaction if they are absent, but couldn't trigger a high level of satisfaction (Herzberg, 1959).

Although there is an Institutional Research Unit in the AUC that currently has a forthcoming plan to start assessing employees' satisfaction as a part of the university's policies to comply with the Middle East Accreditation Authority requirements, the IR unit's past records and activities in conducting regular satisfaction surveys are very limited because when checking whether these types of questionnaires aiming to investigate the AUC employees' level of satisfaction in terms of different job facets are conducted, unfortunately, it is found that the unit has developed one survey focusing on one of the job facets that is related to the health insurance benefits provided by the Human Resources office to support the HR office in assessing employees' opinions on the effectiveness of the health insurance benefit offered to them. Thus, it is recommended for the top administrators at the AUC to conduct regular job satisfaction surveys to assess

employees' needs and pinpoint on the potential issues facing employees while performing the job in terms of reviewing the job facets and attributes.

Also, it is imperative for managers and direct supervisors to attend professional training programs to know how to motivate employees, improve teamwork, and promote effective communication to achieve higher job satisfaction as suggested by Vroom's expectancy theory that the three aspects of the expectancy model discussed earlier in the theoretical framework which determine the person's motivation level must be high. As demonstrated by the study, different employees are motivated differently and everyone choose to exert a certain extent of effort on the job they believe would lead to the desired outcomes they value; therefore, there is a need to identify what is it that works best for different employees in different work setup taking into account that managers and organizational leaders have to ensure that their employees believe that the increased effort will boost performance and that will lead to the desired outcomes (Vroom, 1960). Also, managers and supervisors must make sure that the desired outcomes for employees are available upon the high performance to gain respect, increase trust, and maintain a credible image that creates a healthy working environment that fosters communication and teamwork.

Also, the AUC's Human Resources office has to play a key role in redesigning the employees' jobs to be more enriched by conducting needs assessment through the periodical surveys recommended earlier to be able to integrate the results with what the job requires to enhance the well-being of the nature of the job. Based on the premise of the goal setting theory discussed earlier in the theoretical framework that when setting employees' goals, they should be specific and challenging to encourage them to respond more positively for what the job demands by being more committed and have the self-

efficacy to be able to reach these goals, and in turn, they feel satisfied about the nature of their jobs (Lock & Latham, 1990). According to Herzberg's theory, he advocated that the job has to be intrinsically challenging and provides opportunities for growth, achievement and recognition, as these aspects of the job are important for inspiring employees to increase their satisfaction and fulfilling their higher level needs of esteem and self-actualization proposed by Maslow's work (Herzberg, 1964; Maslow, 1954).

As for the overall job satisfaction and performance link that concluded a weak correlation between the two variables, future practices for the top management and the key decision makers at the AUC are important to apply new scales to measure the correct kind of performance but after considering the factors that enable employees to feel satisfied about their current jobs to be able to excel in return for the desired reward and this could be achieved by implementing an effective assessment tools as the earlier suggested periodical surveys that truly measure what employees need and how to satisfy each employee differently according to his/her requires from the job or the organization to achieve the aspired goal. Also, the new performance scale has to be more objective and to give the freedom for employees to convey their concerns without fearing the consequences.

As Job satisfaction influences an employee's overall output resulting in higher profit or lower profits for employers (Mayo, 1933), AUC top management has to foster a positive and motivating working environment that enhances the quality of working life by increasing the employees' attachment and belongingness to the AUC since employees achieve the most when a wide scope of their goals have been reached as they align their personal goals with the AUC goals through their utmost contributions.

Also, applied changes are essential during the strategic planning process as new strategies have to take place in the AUC's Human Resources Office in terms of conducting intensive and regulatory orientation sessions and involve employees to participate effectively in changing the job aspects, procedures and working conditions that hinder them from being satisfied and productive as demonstrated by the findings of the study which showed that employees are dissatisfied with the AUC policies and operating procedures.

As the study findings have revealed that a weak correlation between the AUC employees' overall satisfaction and work performance exists, there is an imperative need for AUC's Human Resources to increase the sense of security among employees by enabling them to be aware of their rights, benefits, and privileges that will be granted based on their performance and to promote a positive and motivating working culture that escalates the employees' morale to make them feel happy and excel their utmost energy to accomplish the goals of the AUC to be able to align their goals with the overall AUC goals to fulfill its mission.

In light of the above, AUC as an employer must succeed to fulfill employees' extrinsic and intrinsic needs to achieve their highest satisfaction levels to empower employees to align their personal goals to be compatible with the institution's goals; thus, performance levels would boost towards achieving organization's effectiveness. The following section represents the summary of recommendation for both the AUC top management as well as the HR executives.

Summary of Recommendations

1. **Top administrators** at the AUC have to conduct regular JSS to assess employees' needs and pinpoint on the potential issues facing employees while performing the job in terms of reviewing the job facets and attributes.
2. **Top management & the key decision makers** have to apply new scales to measure the correct kind of performance & implement an effective and objective assessment tools to give the freedom for employees to convey their concerns without fearing the consequences.
3. **Managers & direct supervisors** must attend professional training programs to know how to motivate employees & to make sure that the desired outcomes for employees are available upon the high performance to achieve higher job satisfaction.
4. **AUC's HR directors** have to redesign and enrich employees' jobs to enhance the well-being of the job via conducting needs assessment to integrate the results with what the job requires.
5. **AUC's HR directors** have to conduct intensive and regulatory orientation sessions and involve employees to participate effectively in changing the job aspects, procedures, & working procedures.
6. **AUC's HR directors** have to increase the sense of security among employees by enabling them to be aware of their rights, benefits, and privileges that will be granted based on their performance.

7. **AUC's HR directors must promote a positive and motivating working culture that escalates the employees' morale to make them feel happy and excel their utmost energy to accomplish the goals of the AUC to be able to align their goals with the overall AUC goals to fulfill its mission.**

Study Limitations

One of the limitations is that I couldn't cover all AUC's workforce in the study as I have excluded both senior management levels ranging from employment level 15 to 16 as well as supporting staff of skilled and semi-skilled workers whose job levels range from 1 to 4 in order to serve the main focus of the study in terms of assessing the majority of the supporting staff and the first and middle management levels who were placed in different employment levels across the hierarchy of the career ladder.

Another important limitation is that I was unable to check employees' annual appraisals records due to confidentiality issues as I was investigating their performance rating by asking them about their last performance rating and they might disguise the real rating granted which might affect the reliability of the results.

Furthermore, we can infer from the apparent weak correlation conducted between satisfaction and performance variables and are related to the high ambivalent results are due to other external factors beyond the scope of the questionnaire which constrained the study according to the following:

1- Psychological factors

AUC employees feel indecisive when exposed to answer critical questions about their job aspects and this might be due to two main reasons fear and hesitation.

a- Fear

People feel fear to be blamed from their supervisors if they express their opinions openly and discuss matters that are critical to them. Also, fear might rise from losing the job if they show objections in any aspect of the job that might cause them to feel dissatisfied.

b- Hesitation

AUC employees tend to elude from any confrontation that is related to their current job or aspects of the job because they might feel critical about what the AUC as an employer should have offered them. As AUC is one of the most prestigious and reputable higher education institutions in Egypt that supposed to provide employees with all means of a competent employment conditions could be acquired to match their needs and aspirations; employees feel uncertainty about their employer's obligations in making them happy and satisfied.

2- Insecurity

Nowadays, people are afraid to lose their jobs especially after the revolution of the 25th of January although it triggered hope for a better future for the coming generations after tearing down the old regime; the exacerbated status quo has

made people to feel insecure due to the ambiguous and unstable political life that affected their economic status.

Employees working at the AUC believe that having a decent job these days is a luxury as this preconception is common especially when a person is responsible for a family and bears the burden to fulfill the substantial needs for an adequate standard of living; thus, the current job might be the main source of providing the financial means that barely match the essential living needs and expense. As a result of the unprecedented political and economic changes that made people feel uncertain about the future, they tend to be evasive in their responses in terms of what satisfy or dissatisfy them.

3- Lack of knowledge

AUC employees might lack the knowledge about their rights versus their obligations as they seem disguise how they perceive their jobs because they do not know the criteria to evaluate their inputs in return for their outputs or rewards. Therefore, employees' ignorance about whether there is an equitable ratio between effort and rewards that might affect their assumptions of what satisfies them or hinders them from achieving satisfaction.

4- Culture

Culture affects people's attitudes, norms, and beliefs and influences many aspects in their lives. Some of the Egyptians were raised up in a culture that lacks the freedom of expression feature which affects the attitude and behavior when

growing up as when they face situations that force them to be honest with themselves and express their rights openly without any fear that subject them to lose anything, they become hesitant of what to reveal and what to coincide. Thus, Employees working at the AUC might be affected by the Egyptian culture that did not enable them to express their opinion and seek their rights and experience transparency. As a result, people tend to give spurious responses as they are not used to having the power of democracy.

Further Studies

As the results of the study revealed that the performance of employees is generally over rated with 48.8 % On Target + and this may not be the best objective measure; therefore, it might be useful to reexamine the relationship between job satisfaction and work performance for future studies at the American University in Cairo (AUC) but after amending the performance rating scale that relies on the managerial evaluation to the employees who might lack the cognitive ability and the needed competencies to assess and evaluate employees in order to eliminate its subjectivity to attain accurate and reliable results. In conclusion, the need to implement the 360 degree performance appraisal method to reform the AUC's performance management system would help in eliminating the subjectivity element exists in the current appraisal system and visualizing the effective ways to increase employees satisfaction and performance levels.

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Appendix A: Informed Consent for Participation in Research study



THE AMERICAN UNIVERSITY IN CAIRO

Documentation of Informed Consent for Participation in Research Study

Project Title: Job Satisfaction and Work Performance: A case study of the American University in Cairo.

Principal Investigator: *May Ramy Younes*

*You are being asked to participate in a research study. The purpose of the research is to ***examine the factors affecting job satisfaction and how these factors are correlated with work performance***, and the findings may be [*published, presented, or both*]. The expected duration of your participation is ***15 minutes***.

The procedures of the research will be as follows: ***a quantitative approach will be selected applying a survey questionnaire. The questionnaire will be divided into 2 parts. The first one consists of the demographic variables in terms of age, gender, years of experience, educational level, and job level. The second part is to measure the first variable in the study which is Job satisfaction at the facet level by choosing the Job Satisfaction Survey (JSS) instrument that was developed and created by Paul Spector (1994) as well as to measure the work performance variable pertinent to the rating of the last performance appraisal conducted annually.***

*There *will not be* certain risks or discomforts associated with this research.

*There *will be* benefits to you from this research. However, they are indirect benefits as the research in general may contribute to improvements of job satisfaction that will positively affect performance.

*The information you provide for purposes of this research *is anonymous*.

*[*An explanation of whom to contact for answers to pertinent questions about the research and research subject's rights, and whom to contact in the event of a research-related injury to the subject; for example: "Questions about the research, my rights, or research-related injuries should be directed to (May Ramy) at 0100-1531859.*

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Researchers' Signature

Denoting obtaining informing consent

Appendix B: Survey Questions

SECTION 1: CONFIDENTIAL BIOGRAPHICAL INFORMATION

1- Please circle your gender

Male: 1

Female: 2

2- Please circle your years of experience

Less than 2 years 1

3-10 years 2

11-20 years 3

21-30 years 4

Over 30-years 5

3- Please circle your age

21 years and younger 1

22-29 years 2

30-39 years 3

40-49 years 4

50 years and above 5

4- Please circle your educational level

Bachelor Degree 1

Master Degree 2

Doctorate Degree 3

5- Please circle your employment level

First Level Staff: 1

Middle Level Staff: 2

Senior Level Staff:	3
First Level Management	4
Middle Level Management	5

6- Please Circle your occupational area

Academic Departments	1
Finance/Accounting	2
Human Resources	3
Communication & Marketing	4
Administration	5
Customer service	6
Information Technology and media services	7

SECTION 2: CONFIDENTIAL JOB SATISFACTION & PERFORMANCE QUESTIONNAIRE

Please circle only one answer for each question that comes closest to your reflecting opinion.

1	I feel I am being paid a fair amount for the work I do.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
2	There is really too little chance for promotion on my job.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
3	My supervisor is quite competent in doing his/her job.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
4	I am not satisfied with the benefits I receive.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
5	When I do a good job, I receive the recognition for it that I should receive.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
6	Many of our rules and procedures make doing a good job difficult.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5

7	I like the people I work with.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
8	I sometimes feel my job is meaningless.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
9	Communications seem good within this organization.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
10	Raises are too few and far between.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
11	Those who do well on the job stand a fair chance of being promoted.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
12	My supervisor is unfair to me.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
13	The benefits we receive are as good as most other organizations offer.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4

			5
14	I do not feel that the work I do is appreciated.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
15	My efforts to do a good job are seldom blocked by red tape.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
16	I find I have to work harder at my job because of the incompetence of people I work with.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
17	I like doing the things I do at work.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
18	The goals of this organization are not clear to me.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
19	I feel unappreciated by the organization when I think about what they pay me.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
20	People get ahead as fast here as they do in other places.	Disagree very much Disagree moderately Neutral	1 2

		Agree moderately	3
		Agree very much	4
			5
21	My supervisor shows too little interest in the feelings of subordinates.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
22	The benefit package we have is equitable.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
23	There are few rewards for those who work here.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
24	I have too much to do at work.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
25	I enjoy my coworkers.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
26	I often feel that I do not know what is going on with the organization.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
27	I feel a sense of pride in doing my job.	Disagree very much	1

		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
28	I feel satisfied with my chances for salary increases.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
29	There are benefits we do not have which we should have.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
30	I like my supervisor.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
31	I have too much paperwork.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
32	I don't feel my efforts are rewarded the way they should be.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5
33	I am satisfied with my chances for promotion.	Disagree very much	1
		Disagree moderately	2
		Neutral	3
		Agree moderately	4
		Agree very much	5

34	There is too much bickering and fighting at work.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
35	My job is enjoyable.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
36	Work assignments are not fully explained.	Disagree very much Disagree moderately Neutral Agree moderately Agree very much	1 2 3 4 5
37	My last performance rating was	Exceptional On Target + On Target Unacceptable	1 2 3 4

Appendix C: IRB Approval Letter

2011-2012, case #81



THE AMERICAN UNIVERSITY IN CAIRO
OFFICE OF THE ASSOCIATE PROVOST FOR RESEARCH ADMINISTRATION

To: May Ramy (PPAD student)
cc: Laila El Baradei (PPAD); sbarsoom@aucegypt.edu
From: Graham Harman, Associate Provost for Research Administration, Chair of the IRB
Date: February 22, 2012
Re: approval of study

This is to inform you that I reviewed your revised research proposal entitled "Job Satisfaction and Work Performance: A Case Study of the American University in Cairo," and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully.

Thank you and good luck.

graham harman

Appendix D. Instructions for Scoring the Job Satisfaction Survey, JSS

Instructions for Scoring the Job Satisfaction Survey, JSS

Paul E. Spector

Department of Psychology

University of South Florida

The Job Satisfaction Survey or JSS, has some of its items written in each direction--positive and negative. Scores on each of nine facet subscales, based on 4 items each, can range from 4 to 24; while scores for total job satisfaction, based on the sum of all 36 items, can range from 36 to 216. Each item is scored from 1 to 6 if the original response choices are used. High scores on the scale represent job satisfaction, so the scores on the negatively worded items must be reversed before summing with the positively worded into facet or total scores. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. Below is the step by step procedure for scoring.

1. Responses to the items should be numbered from 1 representing strongest disagreement to 6 representing strongest agreement with each. This assumes that the scale has not be modified and the original agree-disagree response choices are used.
2. The negatively worded items should be reverse scored. Below are the reversals for the original item score in the left column and reversed item score in the right. The rightmost values should be substituted for the leftmost. This can also be accomplished by subtracting the original values for the internal items from 7.

1 = 6

2 = 5

3 = 4

4 = 3

5 = 2

6 = 1

3. Negatively worded items are 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, 36. Note the reversals are NOT every other one.

4. Sum responses to 4 items for each facet score and all items for total score after the reversals from step 2. Items go into the subscales as shown in the table.

Subscale	Item numbers
Pay	1, 10, 19, 28
Promotion	2, 11, 20, 33
Supervision	3, 12, 21, 30
Fringe Benefits	4, 13, 22, 29
Contingent rewards	5, 14, 23, 32
Operating conditions	6, 15, 24, 31
Coworkers	7, 16, 25, 34
Nature of work	8, 17, 27, 35
Communication	9, 18, 26, 36
Total satisfaction	1-36

5. If some items are missing you must make an adjustment otherwise the score will be too low. The best procedure is to compute the mean score per item for the individual, and substitute that mean for missing items. For example, if a person does not make a response to 1 item, take the total from step 4, divide by the number answered or 3 for a facet or 35 for total, and substitute this number for the missing item by adding it to the total from step 4. An easier but less accurate procedure is to substitute a middle response for each of the missing items. Since the center of the scale is between 3 and 4, either number could be used. One should alternate the two numbers as missing items occur.