RELATIONSHIP BETWEEN JOB MOTIVATION, SATISFACTION AND PERFORMANCE AMONG STAFF OF NIGERIAN DEFENCE ACADEMY KADUNA

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DECLARATION

I, **HAUWA GACHI SULEIMAN,** declare that this thesis entitled: Relationship between job motivation, satisfaction and performance among staff of Nigerian Defence Academy Kaduna has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged in the text and list of reference provided. To the best of my knowledge, no part of this thesis was previously presented for another degree or diploma at this or any other institution.

_____ _____

Hauwa Gachi, SULEIMAN Date

CERTIFICATION

This thesis entitled: RELATIONSHIP BETWEEN JOB MOTIVATION, SATISFACTION AND PERFORMANCE AMONG STAFF OF NIGERIAN DEFENCE ACADEMY KADUNA by HAUWA GACHI SULEIMAN meets the requirements governing the award of degree of Masters of Education in Guidance and Counselling (M.Ed. Guidance and Counselling) of Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my husband Alhaji Muhammadu Suleiman Gachi, to my late parents Alhaji Abdulkarim Abubakar and Hajia Adama Abubakar and to my children, Lt Cdr Suleiman Gachi Muhammed, Lt Umar Gachi Suleiman, Barr. Saratu Suleiman Gachi, Isma'il Suleiman Gachi, Fg Offr Sa'ad Suleiman Gachi, Amina Suleiman Gachi and Idris Suleiman Gachi.

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ABSTRACT

This study investigated the relationship between job motivation, satisfaction, and performance among staff of Nigerian Defence Academy Kaduna. The study employed ex-post factor design. The population of the study was 2,751 military and civilian personnel. The sample for the study was 275. Seven research questions and seven hypotheses were formulated to guide this study. Three instruments on job motivation, job satisfaction and work performance were adapted from Goodman and Svyantex (1999) and used for this study. Percentages, means and Pearson product Moment Correlation were used to analyse the data. Findings revealed that significant relationship existed between job motivation and work performance among staff of NDA with ($p< 0.003$; $r = 0.875$ at df 273, between job satisfaction and work performance among staff of NDA with ($p < 0.006$, $r = 0.666$ at df 273, between job motivation and work performance of male staff of NDA with ($p < 0.000$, $r = 0.705$ at df 220) and also of their female counterpart ($p < 0.000$, $r = 0.699$ at df 51). Based on the findings of the study, it is recommended that: the entire NDA staff should be motivated irrespective of their nature of appointment (military or civilian), rank or gender in order to enhance their job satisfaction and performance.

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OPERATIONAL DEFINITION OF TERMS

- **Job motivation:** Incentives other than regularly paid jobs given as encouragement to enhance input on the job.

- **Job Satisfaction:** The pleasure derived in the course of performing their assigned responsibility.

- **Work Performance:** Is the workers' input and commitment to work conscientiousness attitude towards co-workers and task performance. In other words, it refers to workers' total input.

ABBREVIATIONS

NDA: Nigerian Defence Academy.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Every successful organization, whether a business concern, educational institution, hospital, military formation or even a family, requires some measures of on the job motivation to guarantee job satisfaction among the employees. The issue of job satisfaction and dissatisfaction among employees has become so important that effectiveness of management in an organization has become a crucial factor in the organization's effort to coordinate its various functions to attain its goals.

Job motivation is the eagerness and the willingness to do a job very well without the need to be told or been forced to do so. The urge is within-intrinsic motivation. Some people work hard to achieve that which they want and need because the urge to do so is a dictate of the anticipated reward-extrinsic motivation. Nevertheless, the terms "job satisfaction" and "motivation" are often used interchangeably. However, this is incorrect.

Job satisfaction refers to the pleasure or reassurance that a job provides a person. By contrast, motivation refers only to the reasons a person performs a job, regardless of whether the job brings him pleasure. However, the terms are closely related.

Attempting to understand the nature of job satisfaction and its effects on work performance is not easy. For at least 50 years industrial/organizational psychologists have been wrestling with the question of the relationship between job satisfaction and job performance. Researchers have put a

considerable amount of effort into attempts to demonstrate that the two are positively related in a particular fashion: a happy worker is a good worker. Although this sounds like a very appealing idea, the results of empirical literature are too mixed to support the hypothesis that job satisfaction leads to better performance or even that there is a reliable positive correlation between these two variables. On the other hand some researchers argue that the results are equally inconclusive with respect to the hypothesis that there is no such relationship. As a result of this ambiguity, this relationship continues to stimulate research and re-examination of previous attempts. This paper strives to describe the relation of job satisfaction and performance, keeping in mind the value this relation has for organizations.

Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. "Job satisfaction is more an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative." In recent years attention to job satisfaction has become more closely associated with broader approaches to improved job design and work organization, and the quality of working life movement.

The relationship between job satisfaction and performance is an issue of continuing debate and controversy. One view, associated with the early human relation's approach, is that satisfaction leads to performance. An alternative view is that performance leads to satisfaction. However, a variety

of studies suggest that research has found only a limited relationship between satisfaction and work output and offer scant comfort to those seeking to confirm that a satisfied worker is also a productive one. Labor turnover and absenteeism are commonly associated with dissatisfaction, but although there may be some correlation, there are many other possible factors. No universal generalizations about worker dissatisfaction exist, to offer easy management solutions to problems of turnover and absenteeism. The study suggests that it is primarily in the realm of job design, where opportunity resides for a constructive improvement of the worker's satisfaction level.

Individual performance is generally determined by three factors. Motivation, the desire to do the job, ability, the capability to do the job, and the work environment, the tools, materials, and information needed to do the job. If an employee lacks ability, the manager can provide training or replace the worker. If there is an environmental problem, the manager can also usually make adjustments to promote higher performance. But if motivation is the problem, the manager's task is more challenging. Individual behavior is a complex phenomenon, and the manager may not be able to figure out why the employee is not motivated and how to change the behavior. Thus, also motivation plays a vital role since it might influence negatively performance and because of its intangible nature.

Job performance is a commonly used, yet poorly defined concept in industrial and organizational psychology, the branch of psychology that deals with the workplace. It's also part of Human Resources Management. It most commonly

refers to whether a person performs their job well. Despite the confusion over how it should be exactly defined, performance is an extremely important criterion that relates to organizational outcomes and success.

Job satisfaction can be described as a type of motivation. However, a person's satisfaction with his job and his motivation to perform the job can exist independently. He might do the job for money, while his satisfaction becomes merely incidental. Nevertheless, a well directed motivation can ensure job satisfaction thereby enhancing workers' performance.

Sometimes, a person is not aware of either his motivation for doing the job or the satisfaction it brings as this can only be noticed in improvement in service delivery. Like most psychological conditions, motivation can remain elusive and unknowable. In addition, satisfaction can be difficult to measure, because the term is relative. However, many managers believe that employees are better motivated by the prospect of job satisfaction than they are by other types of motivation, whether this job satisfaction is achieved or not.

Accordingly, job motivation should therefore be seen as an affective connecting factor which operates in the direction of an individual's behaviour towards an end or a goal consciously or unconsciously apprehended as in seeking for food, sex, wealth, social relationship, performance and prestige through job, profession, career, academic achievement and others. Motivation can be seen as the process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Accordingly, specific employee attitudes relating to job satisfaction and

organizational commitment are of major interest to the field of organizational behaviour and the practice of human resources management. Attitude emanating from motivation has direct impact on job satisfaction.

1.2 Statement of the problem

The management of people at work is an integral part of the management process. To understand the critical importance of people in the organization is to recognize that the human element and the organization are synonymous. A well-managed organization usually sees an average worker as the root source of productivity and gains. Such organizations do not look to capital investment, but to employees, as the fundamental source of improvement. An organization is effective to the degree to which it achieves its goals. An effective organization will make sure that there is a spirit of cooperation and a sense of commitment and satisfaction within the sphere of its influence. In order to make employees satisfied and committed to their jobs in academic and research libraries, there is need for strong and effective motivation at the various levels and departments as this will enhance workers performance.

Evidence have shown that, staff of the Nigeria Defence Academy Kaduna may have reasons not to be pleased with the treatment they get and condition under which they work sometimes. However, the set up in the structure and line of command of Nigerian Defence Academy Kaduna as a military outfit that lives by orders make it difficult to know the extent to which any member of staff of the academy is satisfied or not in relation to the motivation he receives. It is for this reason therefore that the present study set out to examine the relationship between job motivation, job satisfaction and work performance among staff of the Nigerian Defence Academy Kaduna, Nigeria.

1.3 Objectives of the study

The intention of this study is to ascertain the relationship between job motivation, satisfaction and performance among staff of the Nigerian Defence Academy Kaduna, Nigeria. Specifically, the study sought to:

1. Investigate the relationship between job motivation and work performance among staff of Nigerian Defence Academy.
2. Investigate the relationship between job satisfaction and work performance among staff of Nigerian Defence Academy.
3. Investigate the relationship between job motivation and work performance among senior staff of Nigerian Defence Academy.
4. Investigate the relationship between job satisfaction and work performance among junior staff of Nigerian Defence Academy.
5. Investigate the relationship between job motivation and work performance of civilian staff of Nigerian Defence Academy.
6. Investigate the relationship between job satisfaction and work performance of military staff of Nigerian Defence Academy.
7. Determine the relationship between job motivation and work performance of male and female staff of the Nigerian Defence Academy.

1.4 Research Questions

The following research questions guide this study:

1. What is the relationship between job motivation and work performance among staff of Nigerian Defence Academy?
2. What is the relationship between job satisfaction and work performance among staff of Nigerian Defence Academy?

3. What is the relationship between job motivation and work performance among senior staff of Nigerian Defence Academy?

4. What is the relationship between job satisfaction and work performance among junior staff of Nigerian Defence Academy?

5. What is the relationship between job motivation and work performance of civilian staff of Nigerian Defence Academy?

6. What is the relationship between job satisfaction and work performance of military staff of Nigerian Defence Academy?

7. What is the relationship between job motivation and work performance of male and female staff of the Nigerian Defence Academy?

1.5 Hypotheses

The following hypothesis guided this study:

I . There is no significant relationship between job motivation and work performance among staff of Nigerian Defence Academy.

2. There is no significant relationship between job satisfaction and work performance among staff of Nigerian Defence Academy.

3. There is no significant relationship between job motivation and work performance among senior staff of Nigerian Defence Academy.

4. There is no significant relationship between job satisfaction and work performance of junior staff of Nigerian Defence Academy.

5. There is no significant relationship between job motivation and work performance of civilian staff of Nigerian Defence Academy.

6. There is no significant relationship between job satisfaction and work performance of military staff of Nigerian Defence Academy.

7. There is no significant relationship between job motivation and work performance of male and female staff of the Nigerian Defence Academy.

1.6 Basic Assumption

On the basis of available research evidence the following assumptions are made for the purpose of this study:

1. Relationship may exist between job motivation and work performance among staff of Nigerian Defence Academy.

2. Relationship may exist between job satisfaction and worksperformance among staff of Nigerian Defence Academy.

3. Relationship may exist between job motivation and work performance among senior staff of Nigerian Defence Academy.

4. Relationship may exist between job satisfaction and work performance among junior staff of Nigerian Defence Academy.

5. Relationship may exist between job motivation and work performance of civilian staff of Nigerian Defence Academy.

6. Relationship may exist between job satisfaction and work performance of military staff of Nigerian Defence Academy.

7. Relationship may exist between job motivation and work performance of male and female staff of the Nigerian Defence Academy.

1.7 Significance of the study

The results of this study would clarify whether the mode of administration as being operated in the Nigerian Defence Academy could stimulate motivation

among military or civilian staff of the academy that would make staff of the academy experience job satisfaction that are capable of enhancing work performance.

Significant differences between job motivation and job satisfaction among different categories of staff of different organizations have been reported. It is not clear whether such differences exist among different cadres of staff in Nigerian Defence Academy. The findings of this study would contribute to the understanding of such differences if any among different categories of staff in Nigerian Defence Academy.

Available research literature does not clarify whether the degree of job satisfaction experienced by different categories of staff is the same or differ from level to level. As this study involves all categories of staff of Nigerian Defence Academy, its results would reveal to the military high command whether or not experiences of job motivation could induce job satisfaction among junior and senior staff as well as between male staff and their female counterparts.

The result of this study would also be useful to the guidance Counsellors of Nigerian Defence Academy. The findings would enable them identify the type of motivation that could bring about the most effective job satisfaction to the staff of the Academy and advice on how to ensure performance and enhance adequate service delivery.

1.8 Scope and Delimitation

This study will cover the relationship between job motivation, satisfaction and performance among staff of Nigerian Defence Academy Kaduna. The study is delimited to Civilian and military personnel. Also job motivation in

the context of intrinsic and extrinsic motivation, job satisfaction as experienced by different categories of staff (junior/senior, male/female, and military/civilian) and their performances level in Nigerian Defence Academy will be the focus of this research work.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher reviewed the work of others carried out earlier which are relevant to this study. This is essential because the study of related literature provides a theoretical framework for the researcher to build upon. It also provides the researcher with the sense of direction. The chapter focuses on the following sub- heading:

Conceptual Framework

Concept of Motivation

Concept of Job Motivation

Concept of Job Satisfaction

Theoretical frame work

Herzberg's Motivation Maintenance theory

Abraham's Maslow Need Theory of motivation

Murray H. Need for achievement theory

John Stacey Equity theory

Victor H.V. Expectancy theory

Relationship of job satisfaction, motivation and workers performance

Empirical related study

Summary

2.2 CONCEPTUAL FRAME WORK

2.2.1 Concept of Motivation

Motivation has been defined as 'a decision making process through which the individual chooses desired outcomes and sets in motion the behaviours appropriate to acquiring them (Huczynski and Buchanan,1991). Motivation has also been looked at based on the theories that have been proposed by writers on motivation like Maslow and Herzberg who took a human resource perspective in their approach.

The assumptions and perspectives that managers have about the concept of motivation are likely to affect how they are able to employ it to motivate and reward their employees. Daft distinguishes four perspectives on employee motivation. These are the traditional approach, human relations approach, human resource approach and the contemporary approach. Two types of motivation, intrinsic and extrinsic, have been of particular interest to researchers in the field of human management. (Deci & Ryan, 1985, 2000, 2008; Vallerand, 1997, 2001). Intrinsic motivation entails participation in an activity for the feelings of fun, pleasure, excitement, and satisfaction associated with it, while extrinsic motivation involves participation for the attainment of such rewards as money, trophies, and social approval or to avoid punishment. One of the most widely applied theoretical approaches to these types of motivation is self-determination theory, or SDT (Deci & Ryan, 1985, 2000; Ryan, 1995; Ryan & Deci, 2000). SDT also involves the concept of motivation, or having no sense of purpose and lacking intent to engage in a particular behavior. SDT posits that the different types of motivation range on

a continuum from high to low self-determination: intrinsic motivation–extrinsic motivation–motivation (Deci & Ryan, 1985, 2000).

Vallerand (1997, 2001) embraced elements of SDT and integrated them within a hierarchical theory of motivation. His model asserts that social factors, mediators (autonomy, competence, and relatedness), motivations, and consequences (affect, cognition, and behavior) exist at three levels, the global level, contextual level, and situational level. A number of studies have indicated that behavioral regulations spanning the SDT continuum would lead to a corresponding pattern of consequences (Ratelle, Vallerand, Chantal, & Provencher, 2004; Sarrazin, Vallerand, Guillet, Pelletier, & Cury, 2002; Standage, Duda, & Ntoumanis, 2003; Standage & Vallerand, 2008; Taylor, Ntoumanis, & Standage, 2008; Vlachopoulos, Karageorghis, & Terry, 2000; Wilson, Rodgers, Fraser, & Murray, 2004). That is, autonomous regulations and intrinsic motivation are expected to correspond with more positive outcomes, whereas less self-determined forms of regulation (external and introjected regulations) correspond with more negative outcomes, such as poor focus, burnout, and dropout.

2.2.2 Concept of Job Motivation

Job motivation "is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration" (Pinder, 2008). Understanding what motivates an organization's employees is central to the study of I–O psychology. Motivation is a person's internal disposition to be concerned with and approach positive incentives and avoid negative

incentives. To further this, an *incentive* is the anticipated reward or aversive event available in the environment (Deckers, 2010). While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals and must often be combined with ability and environmental factors to actually influence behavior and performance. Because of motivation's role in influencing workplace behavior and performance, it is key for organizations to understand and to structure the work environment to encourage productive behaviors and discourage those that are unproductive. (Jex and Britt; 2008)(Mitchell & Daniel;2003)

There is general consensus that motivation involves three psychological processes: arousal, direction, and intensity. Arousal is what initiates action. It is fueled by a person's need or desire for something that is missing from their lives at a given moment, either totally or partially. Direction refers to the path employees take in accomplishing the goals they set for themselves. Finally, intensity is the vigor and amount of energy employees put into this goal-directed work performance. The level of intensity is based on the importance and difficulty of the goal. These psychological processes result in four outcomes.

First, motivation serves to direct attention, focusing on particular issues, people, tasks, etc. It also serves to stimulate an employee to put forth effort. Next, motivation results in persistence, preventing one from deviating from the goal-seeking behavior. Finally, motivation results in task strategies, which as defined by Mitchell & Daniels, are "patterns of behavior produced to reach a particular goal." (Mitchell & Daniel; 2003)

2.2.3 Concept of Job Satisfaction

The concept of job satisfaction is of great interest to social scientists and managers because they recognize the importance of a job in the total life experience of an individual. Mitchell and Larson (1987) examined over 3000 studies on job satisfaction over the past 60 years and concluded that there is no universal definition of job satisfaction. A commonly accepted job satisfaction definition is offered by Locke (1976)

"The pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values"

Hammer and Organ (1978) proposed five reasons for the sustained interest in job satisfaction over the last fifty years. First, Western society holds certain value judgments about satisfaction at work. Second, there is a relationship between job satisfaction and mental health. Third, there is an association between job satisfaction and physical health. Fourth, there is the relationship between higher levels of job satisfaction and lower levels of turnover, and to a lesser extent, between higher levels of job satisfaction and absenteeism. Finally, job satisfaction is an important variable because satisfied employees represent a public relations asset for the organization.

The concept of motivation is often linked with job satisfaction and theories of motivation have often formed the basis of models and measures of job satisfaction (Mullins 1996). Although job satisfaction is not synonymous with motivation, it could, for example, be associated with a personal feeling of achievement. Motivation is a process which may lead to job satisfaction (Mullins 1996). It has been suggested that the usual approach to the study of

motivation is through an understanding of internal cognitive processes (Mullins 1996), that is, what people feel and how they think. These different cognitive processes or theories of motivation are usually divided into two contrasting approaches: content theories and process theories (Dunford 1992, Ivancevich and Matteson 1993, Vecchio et al. 1992).

Content theories focus on motivation, and are concerned with identifying people's needs and their relative strengths, and the goals they perceive in order to satisfy these needs. Major content theories include: Maslow's hierarchy of needs, McGregor's Theory X and Theory Y, Alderfe's (ERG) modified need hierarchy model, Herzberg's two factor theory, and McClelland's achievement theory (Robbins et al. 1994). Content theory approaches to motivation focus mainly on the fundamental motives influencing behavior. This focus has been criticized because it ignores the process aspect of motivation. That is, the content models fail to investigate the process and assume the connection between needs and behaviour to be unproblematic (Dunford 1992).

Lawler (1973) identified four theoretical perspectives from which to examine job satisfaction: fulfillment theory, discrepancy theory, equity theory and the two-factor theory. Researchers using the fulfillment approach measure peoples satisfaction by simply asking how much of a given facet or outcome they are receiving. Lawler (1973) concluded that fulfillment theory fails to take into account individual differences in desires and aspirations.

Discrepancy theory maintains that satisfaction is determined by what people expect and what they actually receive. Three different discrepancy approaches are reported in the literature on job satisfaction: the first looks at

what people want the second at what people feel they should receive and the third at what people expect to receive. This theory does not address the question of how people decide what their outcomes shall be. Equity theory determines satisfaction by the perceived ratio of what a person receives from his job relative to what a person puts into his job. Equity theory argues that people evaluate their input-outcome equity by comparing it with their perception of what others receive at a similar level. This theory fails to recognise differences in the perception and desires of individuals.

Intrinsic satisfaction

This, according to Kolo (1999), is a type of satisfaction that comes from within the overall gain derived from his work, whether in economic or psychological terms. He emphasized that this inner satisfaction could also be a sense of accomplishment that the individual experience in the production service sectors.

Concomitant satisfaction

Kolo (1999), states that this is the expression of the environment and the psychological aspect of the work, such as interactions with co-workers and other people in the job environment.

Extrinsic satisfaction

This, Kolo (1999) maintains is the type of satisfaction which involves the feeling of being happy with the job as a result of tangible rewards of the work to the staff individually. This he said is more cherished by most workers since it has to do with pay and advancement on the job. From the researcher's view job motivation and satisfaction are the positive and negative psychologically

feelings that an individual has about his job. This assumes that what one staff considers as satisfying may be dissatisfying to another.

2.2.4 Relationship between job Satisfaction and job motivation

Finely et al, (1954), also indicates that management serves its enterprise as well as the interest of its employees w hen it shows interest in the individual personality of the workers. Good working conditions and high morale are important values to the executive, because it has been shown that those concerns for the value of the employee are as important as the workers values, wages, contracts, retirement plans, bonus, incentives, and the like. He/she also wants to feel that his/her work is important in the eyes of his/her organization.

Call (1969), draws attention to the fact that many business executives and textbooks on management emphasize that an employee's loyalty to a job or to an organization is dependent upon his/her attitudes and feelings towards that job or organization. An operational definition of job-satisfaction was suggested by Evans (1969) who noticed that job satisfaction consists of the following four levels.

a. Overall satisfaction
b. Satisfaction with various aspects of the job such as pay, work itself, supervision, growth opportunities etc,
c. The level of aspiration of needs and goals'
d. The strength of a particular aspect to the individual.

The effect of job satisfaction on achieving organizational goals and on improving the productivity of people working in private and public organizations has been receiving increasing attention. According to Lawler (1972), recent interest in job-satisfaction ties it directly with the rising concern in many countries about the quality of life. There is an increasing acceptance of the view that material possessions and economic growth do not necessarily produce a high quality of life. Recognition is being given to the importance of the kinds of effective reactions that people experience and to the fact that those are not always tied to economic or materials accomplishment. Job satisfaction is one measure of the quality of life in organizations and is worth understanding and increasing, even if it does not relate to performance.

Job satisfaction also influences productivity. Lawler (1972), indicates that the term “job satisfaction” in the past years has been used to refer to effective attitudes or orientations on the part of individuals towards jobs, and contends that much of research on job satisfaction seemed to be stimulated by the desire to show that job satisfaction is important as it influences productivity.

Wernimont (1972), believes that relationships among job variables can be studied more effectively and expanded when overall job satisfaction is viewed as a system. Dun and Stephen (1972), point out that the success of any organization in a competitive and democratic society is depended on the productivity of its employees as well as the satisfaction which they derive from their jobs, fellow workers, management, and the rewards system of the organization.

According to Katz and Khan (1978), the maintenance subsystem whose function is to mediate between task demands and human needs to keep the structure in operation is considered an essential element in the general system theory of social organization. Rewards and sanctions are utilized to attract and hold personnel and to maintain the fabric of interdependent behaviour necessary for task accomplishment. Keeping people in the organization satisfied and motivated for a better performance is a task that has to be accomplished by the managerial leadership. In addition to economic rewards, morale is affected by prestige, status, gratification from interesting work, identification with group products and satisfaction from decision making.

In discussing the problems of job satisfaction, Korman (1971) states that ”Job satisfaction can be reviewed as a multi-dimensional phenomenon in that several different components have varied views from study to study and according to the research method, it seems fairly clear that among the major dimensions of job satisfaction are (1) superiors (2) pay (3) co-workers (4) company procedures, and (5) activities of the job.”

In the opinion of Near et al (1978), job satisfaction is part of life satisfaction. The nature of one’s environment off the job does affect one’s feelings on the job. Similarly, since a job is an important part of life, job satisfaction influences one’s general life satisfaction. The result is that satisfaction arises from a complex set of circumstances in the same way that motivation does. There are few easy paths to better job satisfaction – or to better motivation.

Near et al (1978), point out that job satisfaction is dynamic. Managers cannot establish high job satisfaction once and then forget about it for several years.

It can go as quickly as it comes usually more quickly – so it has to be maintained week after week, month after month, year after year.

After reviewing the above arguments regarding the links between content theories of motivation and job satisfaction, and process theories of motivation and job satisfaction, it can be seen that content theories have been more commonly used in relation to job satisfaction than process theories. In particular, Herzberg's two-factor theory is essentially a theory of job satisfaction and Herzberg has applied the content theory of motivation in his approach. Herzberg's belief is that job enrichment should give people the opportunity to use their talents and abilities, and to exercise more self control over their job. Inherent in the job should be a learning and growth experience. This provides a direct link between motivation and job satisfaction. The content theories of motivation also assume a direct relationship between job satisfaction and improved performance (Mullins 1996). In contrast, the process theories of motivation emphasize the relationships among the variables. For instance, expectancy theories of motivation recognize the complexity of work motivation and consider in more detail the relationship between motivation, satisfaction and performance. Thus, the process theories provide a more indirect and weaker link to job satisfaction.

Another approach is the "person-environment fit" theory of job satisfaction (Bretz and Judge 1994, Kalleberg 1977, Katzell 1979, Locke 1969, Smith et al. 1969). This theory suggests that job satisfaction is a result of congruence between the worker's perception of the work situation (that is, perceived work characteristics which represent work rewards), and the worker's work values

(that is, the importance that individuals attach to these perceived work characteristics). This model emphasizes the interaction between the values of the worker and the working environment of the workforce, and represents a person-environment "fit'. The importance of this person-environment fit model is further highlighted in a study by Bretz and Judge (1994) which concluded that the "fit" would lead to higher levels of satisfaction. The consequences of not fitting may result in job dissatisfaction, poor performance and turnover. As well as reporting a positive correlation between person-organization fit and career success, Bretz and Judge (1994) concluded that the person-environment fit also results in a number of positive work-related outcomes. These include higher job involvement (Blau and Boal 1987), greater organizational commitment (Meglino et al. 1989), lower turnover (O'Reilly et at. 1991) and improved health and adaptation (Moos 1987). A major criticism of the above theory is that the organization or environment often has too many activities and the fit between these activities and the needs of participants could be difficult for managers to identify, particularly in the selection process (Caldwell and O'Reilly 1990).

Researchers have also turned their attention to determining the critical variables which can improve job satisfaction (Agho et al. 1993, Blegan 1993, Campbell et al. 1976, King et al. 1982, Mottaz 1985, Weaver 1977). A review of empirical studies by Savery (1989) showed there are seven working conditions or variables which lead to job satisfaction for a majority of people. These conditions are: interesting and challenging work, a feeling of achievement, relationship with immediate supervisor and other professionals, opportunities for friendship, advancement, security of employment, and

recognition. Most of these conditions/variables have been identified as intrinsic motivators, and meeting these expectations is important to achieving high levels of job satisfaction for an individual, or at least preventing dissatisfaction. Mottaz (1985) showed that extrinsic organizational rewards can be an important determinant but only in lower level occupations. He further argued that there is a strong relationship between job satisfaction and intrinsic reward (such as achievement, recognition, advancement etc.) regardless of occupational levels. The value of intrinsic motivators to job satisfaction is well acknowledged among organizational researchers.

Job satisfaction and commitment are related but distinguishable variables. The distinction between job satisfaction and organizational commitment was highlighted by Mowday et al. (1982). Mowday proposed that commitment is a more global construct, reflecting an overall affective attitude towards the organization as a whole. In contrast to organizational commitment, job satisfaction is seen as one's attitudinal expression either toward one's job or towards a specific aspect of one's job. Another distinction between job satisfaction and organizational commitment is that, over time, organisational commitment is more stable than job satisfaction (Porter et al. 1974).

In conclusion, although there is no agreement as to which theory best explains a person's level of job satisfaction, it is generally agreed that job satisfaction can be seen as the feeling an employee has about the job in general. Despite the different approaches suggested by the content and process theories of motivation and their relationship to job satisfaction, a general agreement has emerged that intrinsic factors such as recognition, achievement and autonomy tend to have a greater effect on job satisfaction

than extrinsic factors such as pay and conditions of work (Blau and Boal 1987, Savery 1989). This is particularly true for people at higher levels in the organization than for people lower in the hierarchy.

2.2.5 Relationship between job satisfaction and work performance

Over past decades, economic growth and technological progress have ameliorated the economic conditions of workers and the materials conditions of their workplaces, on average. However, some studies on a country basis show that job satisfaction has recently decreased in some rich countries, and is presumably stable in others. This is what emerges in the US (Blanchflower and Oswald, 1999), in Germany (Sousa-Poza and Sousa-Poza, 2000), and also in the UK (Green and Tsitsianis, 2005), at least since the 1970s, and most of the OECD countries during the 1990s (Clark, 2005). For the other countries the data available are restricted to around six years and show stability (Green and Tsitsianis, 2005). The opposite dynamic of job satisfaction with respect to the economic conditions as represented by wages and to job conditions as represented by working time, is also evident (Clark, 2005).

A test for reliability of self-reported data over time has been conducted by Green and Gallie (2002), who use both data of this find and an epidemiological measure of affective well-being based on two coordinates – enthusiasm-depression and contentment anxiety – obtaining very similar results in their regression exercises.

Other studies confirm this result. Diaz-Serrano and Cabral Vieira (2005) show that low-pa workers are likely to have low-quality jobs, and consequently less job satisfaction. Siebern-Thomas's (2005) cross-sectional analysis on the European Community Household Panel shows that the

correlation between wage and job satisfaction is significant and positive. Brown and McIntosh (1998) have found evidence that the correlation between wage and job satisfaction is particularly close in the case of low levels of monetary compensation, both within the sector and among sectors. A different result is obtained by Leontaridi and Sloane (2001), who show that low-pay workers report higher job satisfaction than do other workers.

The relationship between job satisfaction and job performance (P.W) is not new in the psychology literature. It was investigated extensively some time ago, until an authoritative survey published in the 1980s concluded that the relationship was not quantitative appreciable. The survey can be updated with the very recent Reason and Tisdell (2008).

2.2.6 Relationship between job motivation and work performance

A different body of psychology research instead concentrates on work motivations, and on the underlying favourable organizational conditions, by distinguishing intrinsic motivations which crucially contribute to the development of the individual's self. According to Deci and Ryan and their team, intrinsic motivation requires interest in the job, and this brings the individual to inner well-being, because intrinsically motivated activities satisfy basic human psychological needs, thus enriching her/his self (Deci and Ryan 1985, 2000)

An established result of Deci and Ryan's research is that people particularly inclined to intrinsic motivations exhibit relatively greater well-being (Kasser 2002). Specific studies on the work setting confirm this result, and extend it to the job conditions enhancing intrinsic motivations. Gagne and Deci (2005) find that managerial support for employees' autonomy positively affects both

job satisfaction and job performance. The supporting actions applied are the following: giving to employee's non-controlling informational feedback as well as opportunities to take initiatives, i.e. make choices and solve problems and recognizing and accepting their perspective in terms of needs and feelings. Otis and Pelletier (2005) find that the employees who perceive a supervisor as being highly supportive of their autonomy is correlated with their intrinsic motivation and job satisfaction, in terms of reduced physical symptoms. Richer et al. (2002) find that feelings of relatedness toward work colleagues, and feelings of competence jointly and positively affect self-determined work motivation, which in turn facilitates job satisfaction, with discouraging effects on labour

Economic theory, and in particular agency theory and efficiency wage theory, assumes that worker's effort positively enters her/his production function, but negatively her/his utility function, which represents her/his satisfaction on the job. It thus implicitly assumes that worker's effort immediately translates into her/his performance on the job. Therefore, job performance can be evaluated by observing effort as its input (**PI**), or directly when realized as an outcome, and observed by, e.g., supervisors (**PO**). Usually, studies on the link from job performance to job satisfaction take **PO** for job performance, thus finding a positive relationship. But when work effort is specifically addressed (**PI**), usually through self-reported evaluation then a negative relationship is found by a number of studies (Green and Ghinetti, 2005). However, this result is weakened in the case of high occupational levels (Ghinetti, 2007); and if effort is combined with team support it becomes positively correlated with job satisfaction (Green and Gallie 2002).

In the psychology literature, research on the effects of job satisfaction on job performance has not yielded satisfactory results (Judge et al. 2001). However, a recent attempt has been more successful. This has shifted the focus from job satisfaction, which mainly relates to cognition, to a more general conception of happiness, which mainly relates it to emotions and affect and will be termed ***H***. In this way, a clear result has been obtained: that happy people are more successful on the job.

More explicitly, Wright and Staw (1998) consider worker well-being as an exogenous general disposition, and find a significant and sizeable effect of ***H*** on ***P***. Even more specifically, Boehm and Lyubomirsky (2007) preliminarily define a happy person as someone who frequently experiences positive emotions like joy, satisfaction, contentment, enthusiasm and interest. Then, by drawing on both longitudinal and experimental studies, they show that people of this kind are more likely to be successful in their careers.

The idea that satisfied employees are more productive held through the 1970s. However, it was difficult to obtain support for the view that job satisfaction has a significant effect on job performance. As a result, the reverse (that an employee's job performance affects his or her job satisfaction) became the focus of research in the area (Lawler and Porter 1967). Although the idea that an employees job performance affects his or her job satisfaction is consistent with several psychological theories. Such as intrinsic motivation theory (Deci and Ryan 1985). Few studies have found support for it (Iaffaldano and Muchinsky 1985). Similarly, organizational studies of the sales force in marketing invariably find that the relationship between job performance and job satisfaction is weak (Bagozzi 1980); Brown and Peterson

1993). As Brown and Peterson (1993) note, if the effect of job performance on job satisfaction is insignificant, firm actions designed to increase job performance should not have a direct effect on job satisfaction and related outcomes, such as employee turnover.

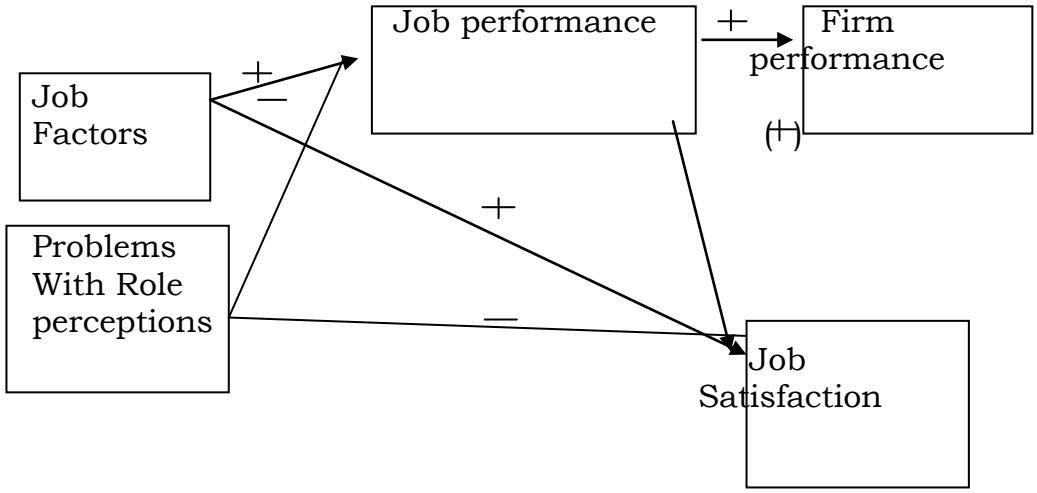
Conversely, there seems to be consensus that many antecedents of job satisfaction and job performance are common (e.g. effort, compensation, quality of supervision, clarity of job responsibilities). Consequently, it is essential to account for both direct and indirect effects of common antecedents to reach the conclusion that the effect of job performance on job satisfaction is significant.

The literature suggests that the antecedents of job satisfaction can be categorized into personal characteristics. Role perception and organizational variables (Brown and Peterson 1993). A typical job satisfaction model appears in Figure 1.

It is intuitive that effort and compensation are critical determinants for the viability of any employment situation. An employee will not be willing to exert effort unless he or she is paid, and the employer will not be willing to pay unless the employee works. A contract needs to be individually rational (i.e. both parties must expect to be better off by engaging the work relationship). However, few, if any studies include the employee's effort as an antecedent of job satisfaction (Brown and Peterson 1994). One exception is that of Clark and Oswald (1996) who use job satisfaction as a proxy for utility. They find a negative (albeit weak).

Figure 1

A typical Job Satisfaction Model



Notes: Signs indicate the direction of effects according to the literature (Brown and Peterson 1993). Parentheses indicate a hypothesized relationship that has not been confirmed by empirical results.

Effect of effort on job satisfaction. However, because job performance is omitted, its role as a potential mediator of the effect of effort on job satisfaction is not considered.

Many studies treat effort as part of job performance, which is defined broadly as an aggregate construct of effort, skill and outcomes that are important to the employee and outcomes that are important to the firm (e.e. Behrman and Perreault 1984; Lasch and Serpkenci 1990;). Similarly to the work of Bagozzi (1978) a few studies use a narrow definition of job performance based on actual sales or other objective productivity measures. However, these studies do not include effort as a separate construct.

They force that it is important to define effort as distinct from job performance and effort are different. Effort is an input to work, and job

performance is an output from this effort. From a firm's perspective, effort and job performance may be difficult to distinguish, and effort is often inferred from the output produced (the possibility of high effort and low output or low effort and high output is often not considered). This may explain the inclusion of effort in the definition of job performance. Some studies include work motivation as an antecedent to job satisfaction. But motivation ('I want to work hard') is not the same as exerted effort ('I did work hard and spent a lot of time and energy").

The implication of either neglecting effort or considering it a part of job performance for the empirically observed relationship between job performance and job satisfaction can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance on job satisfaction (because effort should increase job performance). Failing to control for effort induces a negative spurious correlation, which may reduce or even hide a true positive effect of job performance on job satisfaction. Similarly, by including effort in the measure of job performance, negative and positive aspects can nullify each other, yielding an effect for job performance that is again biased toward insignificance.In summary, the existing job satisfaction research in marketing and organizational psychology is likely hampered by an omitted-variable bias and imprecise definitions of job performance.

2.3 Theoretical Frame work

2.3.1 Theories of Job Satisfaction Herzberg's motivation maintenance theory

Herzberg's motivation-maintenance theory has been widely accepted and applied to the management of organizations, especially to American business and industrial corporations. The two factor theory of motivation posits that motivation is not a single dimension describable as a hierarchy of needs, but that it is composed of two separate, independent factors:

1. Motivational factors, which can lead to job satisfaction, and
2. Maintenance factors, which (a) must be sufficiently present in order for motivational factors to come into play and when (b) not sufficiently present, can block motivation and can lead to job dissatisfaction (Ownes, 1981).

Traditionally, it was believed that the opposite of job satisfaction is job dissatisfaction; thus, by eliminating the sources of dissatisfaction from work, the job would become motivating and satisfying. But Herzerg suggests that this is not so: that the opposite of satisfaction is not dissatisfaction.

Thus by eliminating sources of dissatisfaction, one may placate, pacify, or reduce the dissatisfaction of a worker. But this does not mean that such reduction either motivates the worker or leads to job satisfaction. For example, salary, fringe benefits, type of supervision, working conditions, climate of the work group, and attitudes and policies of the administration can be sources of dissatisfaction. Motivation appears to arise from a separate cluster of conditions, different from and distinct from those related to the sources of dissatisfaction. For example, achievement, recognition, the challenge of the work itself, responsibility, advancement and promotion, and

personal or professional growth appear to motivate people and are, therefore, associated with job satisfaction. They are called motivating factors or motivators.

An important concept in the two-factor theory is that people tend to see job satisfaction as being related to such intrinsic factors as success, the challenge of work, achievement, and recognition, while they tend to see dissatisfaction as being related to such extrinsic factors as salary, supervision, and working conditions. In other words, they attribute motivational characteristics to themselves and attribute dissatisfaction to the characteristics of the organization (Owens, 1981).

Although Herzberg's motivation-maintenance theory has been widely accepted and applied to the management of organizations, it has, at the same time provided the basis for considerable academic debate: the four principal criticisms that crop up in that debate are often expressed as follows:-

1. Herzberg's basic research methods tended to fore-shadow the responses he got: when things went well and people felt satisfied, they tended to take the credit for it, but when things went badly on the job and the respondents were not satisfied, they tended to blame other people or the management.

2. The reliability of his research method is also open to question. The research design required a number of trained individuals to score and interpret the responses from the respondents. Obviously, there may be some differences in the way individuals do the rating, with one rater scoring a response in one way and another rater scoring a similar response in another way (so-called interrater reliability).

3. No provision exists in the research for the cover of the likely possibility that a person may get satisfaction from part of his or her job and not from other parts.

4. The theory assumes that there is a direct relationship between effectiveness and job satisfaction; yet the research studies only satisfaction and dissatisfaction and does not relate either of them to the effectiveness (or productivity) of the respondents (Owens, 1981).

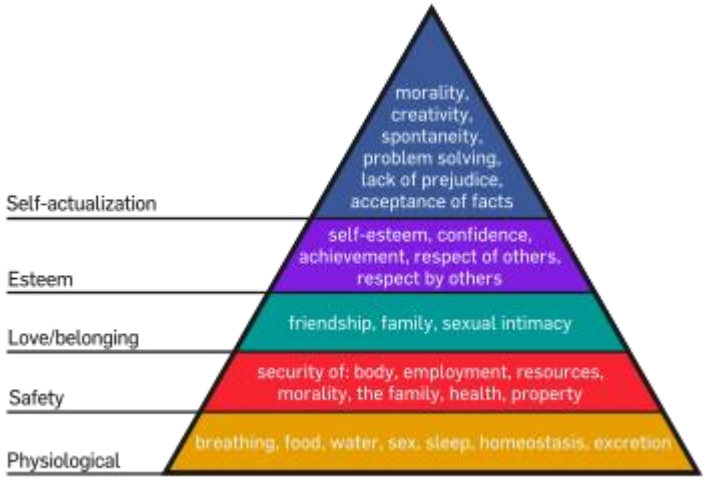
The first three of these criticisms are easily dealt with as merely representing typical problems of designing research that requires us to infer causes of behaviours from the observations of the behaviour itself, Herzberg's research after exhausting review in the literature over a period of two decades-must be accepted as representing the state of the art. The fourth criticisms, however, is not so simple (Owens, 1981). Schaufeli & Bakker (2010), define job satisfaction as the favourableness or agreement between one's expectations of the job and the rewards that the job provides. Since job satisfaction involves expectations, it relates to equity theory, the psychological contract, and motivation. Feldman and Arnold (1983), view job satisfaction as the amount of overall positive affect (or feelings) that individuals have toward their jobs, when an individual is said to have high job satisfaction, it means that the individual generally takes a liking and values the job highly and feels good about it.

2.3.2 Need-based theories (Abraham Maslow, 1943)

Need-based theories of motivation focus on an employee's drive to satisfy a variety of needs through their work. These needs range from basic

physiological needs for survival to higher psycho-emotional needs like belonging and self-actualization.

Maslow's Hierarchy of Needs



An interpretation of Maslow's hierarchy of needs, represented as a pyramid with the more basic needs at the bottom.

Abraham Maslow's Hierarchy of Needs (1943) was applied to offer an explanation of how the work environment motivates employees. In accordance with Maslow's theory, which was not specifically developed to explain behavior in the workplace, employees strive to satisfy their needs in a hierarchical order (Jex and Britt; 2008). At the most basic level, an employee is motivated to work in order to satisfy basic physiological needs for survival, such as having enough money to purchase food. The next level of need in the hierarchy is safety, which could be interpreted to mean adequate housing or living in a safe neighborhood. The next three levels in Maslow's theory relate to intellectual and psycho-emotional needs: love and belonging, esteem

(which refers to competence and mastery), and finally the highest order need, self-actualization.

Although Maslow's theory is widely known, in the workplace it has proven to be a poor predictor of employee behavior Maslow theorized that people will not seek to satisfy a higher level need until their lower level needs are met. There has been little empirical support for the idea that employees in the workplace strive to meet their needs only in the hierarchical order prescribed by Maslow. Building on Maslow's theory, Clayton Alderfer (1972) collapsed the levels in Maslow's theory from five to three: existence, relatedness and growth. This theory, called the ERG theory, does not propose that employees attempt to satisfy these needs in a strictly hierarchical manner. Empirical support for this theory has been mixed.

2.3.3 Need for Achievement (Henry Murray, 1938)

Atkinson & McClelland's Need for Achievement Theory is the most relevant and applicable need-based theory in the I–O psychologist's arsenal. Unlike other need-based theories, which try to interpret every need, Need for Achievement allows the I–O psychologist to concentrate research into a tighter focus. Studies show those who have a high need for achievement prefer moderate levels of risk, seek feedback, and are likely to immerse themselves in their work. Achievement motivation can be broken down into three types:

* Achievement – seeks position advancement, feedback, and sense of accomplishment

* Authority – need to lead, make an impact and be heard by others

* Affiliation – need for friendly social interactions and to be liked.

Because most individuals have a combination of these three types (in various proportions), an understanding of these achievement motivation characteristics can be a useful assistance to management in job placement, recruitment, etc (Armstrong, 2002). The theory is referred to as Need for Achievement because these individuals are theorized to be the most effective employees and leaders in the workplace. These individuals strive to achieve their goals and advance in the organization. They tend to be dedicated to their work and strive hard to succeed. Such individuals also demonstrate a strong desire for increasing their knowledge and for feedback on their performance, often in the form of performance appraisal, (Jex & Britt, 2008).

The Need for Achievement is in many ways similar to the need for mastery and self-actualization in Maslow's hierarchy of needs and growth in the ERG theory. The achievement orientation has garnered more research interest as compared to the need for affiliation or power.

2.3.4 Equity Theory (John Stacey,1963)

Equity Theory is derived from social exchange theory. It explains motivation in the workplace as a cognitive process of evaluation, whereby the employee seeks to achieve a balance between inputs or efforts in the workplace and the outcomes or rewards received or anticipated. In particular, Equity Theory research has tested employee sentiments regarding equitable compensation.

Employee inputs take the form of work volume and quality, performance, knowledge, skills, attributes and behaviors. The company-generated outcomes include rewards such as compensation, praise and advancement opportunities. The employee compares his inputs relative to outcomes; and, then, extrapolating to the social context, the employee compares his input/outcome ratio with the perceived ratios of others. If the employee perceives an inequity, the theory posits that the employee will adjust his behavior to bring things into balance.

Equity Theory has proven relevance in situations where an employee is under-compensated. If an employee perceives that he is undercompensated, he can adjust his behavior to achieve equilibrium in several different ways:

* Reduce input to a level he believes better matches his level of compensation
* Change or adjust the comparative standard to which he is comparing his situation
* Cognitively adjust his perception of his inputs or the outcomes received
* Withdraw
* Address the situation with his employer by asking for a raise

If the employee is able to achieve a ratio of inputs to outputs that he perceives to be equitable, then the employee will be satisfied. The employee's evaluation of input-to-output ratios and subsequent striving to achieve equilibrium is an ongoing process. While it has been established that Equity Theory provides

insight into scenarios of under-compensation, the theory has generally failed to demonstrate its usefulness in understanding scenarios of overcompensation, (Ambrose & Kulik, 1999). In this way, it could be said Equity Theory is more useful in describing factors that contribute to a lack of motivation rather than increasing motivation in the workplace. Concepts of organizational justice later expanded upon the fundamentals of Equity Theory and pointed to the importance of fairness perceptions in the workplace.

There are three fairness perceptions applied to organizational settings:

1. Distributive justice, or the perception of equality of an individual's outcomes

2. Procedural justice, or the fairness of the procedures used to determine one's outcomes

3. Interactional justice, or the perception that one has been treated fairly with dignity and respect (Mitchell & Daniel, 2003)

4. When workplace processes are perceived as fair, the benefits to an organization can be high. In such environments, employees are more likely to comply with policies even if their personal outcome is less than optimal. When workplace policies are perceived as unfair, risks for retaliation and related behaviors such as sabotage and workplace violence can increase. ((Mitchell & Daniel, 2003)

5. Leventhal (1980) described six criteria for creating fair procedures in an organization. He proposed that procedures and policies should be ((Mitchell & Daniel, 2003)

1. Consistently applied to everyone in the organization
2. Free from bias
3. Accurate
4. Correctable
5. Representative of all concerns
6. Based on prevailing ethics

2.3.5 Expectancy Theory (Victor H. Vroom, 1964)

According to Vroom's Expectancy Theory, an employee will work smarter and/or harder if he believes his additional efforts will lead to valued rewards. Expectancy Theory explains this increased output of effort by means of the equation

$F = E\ (\Sigma\ I \times V)$ whereas: F (Effort or Motivational Force) = Effort the employee will expend to achieve the desired performance;

E (Expectancy) = Belief that effort will result in desired level of performance;
I (Instrumentality) = Belief that desired level of performance will result in desired outcome;
V (Valence) = Value of the outcome to the employee, (Jex & Britt, 2008).

Expectancy Theory has been shown to have useful applications in designing a reward system. If policies are consistently, clearly and fairly implemented,

then the instrumentality would be high. If the rewards are substantial enough to be meaningful to an employee, then the valence would be also considered high. A precursor to motivation is that the employee finds the reward(s) attractive. In some instances, the reward or outcome might inadvertently be unattractive, such as increased workload or demanding travel that may come with a promotion. In such an instance, the valence might be lower for individuals who feel work–life balance is important, for example.

Expectancy Theory posits employee satisfaction to be an outcome of performance rather than the cause of performance. However, if a pattern is established whereas an employee understands his performance will lead to certain desired rewards, an employee's motivation can be strengthened based on anticipation.(Lawler & Jenkins, 1992) If the employee foresees a high probability that they can successfully carry out a desired behavior, and that their behavior will lead to a valued outcome, then they will direct their efforts toward that end.

Expectancy Theory has been show to have greater validity in research in within-subject designs rather than between-subjects designs. That is, it is more useful in predicting how an employee might choose among competing choices for their time and energy, rather than predicting the choices two different employees might make, (Jex & Britt, 2008).

2.4 Review of Empirical Studies

Monumental studies have earlier been carried out by many researchers in their various unique ways. Major (1968) in his study on job motivation and

satisfaction states that satisfaction on an employee is as a result of various attitudes the employee holds towards his job related facts and life in general. This implies that a staff with a negative attitude towards his work may have less satisfaction. Discussing on job motivation and satisfaction Grumberg (1976) states that satisfaction on an employee's life is the favourableness or unfovourableness with which employees view their work. This indirectly expresses the amount of rewards between one expectation of the job and reward that the job provides. For instance, the staff expects rewards from his job to an extent which determines his satisfaction in the performance of his job. Vuba (1991) states in his study of job motivation and satisfaction that an employee's job satisfaction is the total feelings that an individual has about his job and this involves the effect, weighting the total influences on the job, the nature of the job itself, the financial aspect, job advancement, the nature of organization leadership and the nature of supervision. He emphasized that how well or bad these factors above are harnessed together can motivate or discourage an employee and give such a good satisfaction or dissatisfaction on his job.

In a study carried out by Hunt (1978) on job motivation and satisfaction, he emphasized that an employee's satisfaction on his job is a lifelong affair. He stated clearly that the nature of employee's environment outside the job does affect his feeling on the job that a staff who is satisfied with his job will have a general satisfaction in life. Kuhlen (1983) in his own studies on the same topic viewed job motivation and satisfaction in terms of the individual matching his personal needs with the perceived potential of the occupation for satisfying the needs. He emphasized that where there is a gap between an

individual's needs and what the job offers, there would be dissatisfaction. He stated that a man with high achievement needs is frustrated because he sees no future; one with a strong dominance needs is liked by submissiveness required of him. Both are in the same occupation, both are frustrated and dissatisfied. He concluded that individuals have completely different needs from their jobs. In the work of Hoppock (1995) he viewed job motivation and satisfaction as any combination of psychological, physiological and environmental circumstance that causes a person truthfully to say "I am satisfied with my job". He emphasized that when an employee's individual needs while working towards the organizational goals are met, the employee would be satisfied. This can be achieved though the giving of care and support to the staff by the organization. Equally, Underword (1957) conceptualized job motivation and satisfaction, the experience with works report as satisfying, when people tend to do the jobs well which rewards them positively. Brayfield and Crocebette (1955) explained in their study that less satisfied people have higher rate of absenteeism and are more likely to quit their jobs for greener pastures. Kolo (1999) citing Ginberg's classification of job motivation and satisfaction listed three types of satisfaction that help workers experience on the job when motivated.

Recently, however, another extensive survey by Judge et al (2001), which also conducts a more rigorous meta-analysis, reverses the conclusions. Its starting framework is clear because it distinguishes studies on the effects of P on W from studies on the effects of W on P. Whilst W has been measured in various ways, P is usually determined by the performance of workers as reported by supervisors. Judge et al. (2001) thus draw the main conclusion

that the correlation between job satisfaction and job performance is positive and significant, that it is strict for complex jobs, but generally moderate.

This result is encouraging, but it still falls short of the theoretical expectations, so that the debate has been re-opened. In particular, recent research addresses the problem of the direction of causality between job satisfaction and job performance. in fact, not only do different arguments appear to support the two opposite directions of causality, but some arguments support a negative effects and others a positive effect. Therefore, the relationship between job satisfaction and job performance should be studied within a framework where the two variables are clearly defined, and the interrelationship with other variables is considered. More encouraging levels of the partial correlations may thus be found.

Attempt to relate job satisfaction to productivity, wages and supervisory practices have often foundered because global measures of job satisfaction were employed or sometimes a miscellany of specific questions was aggregated to give single score. Some question may related to satisfaction with extrinsic factors such as pay, and other questions may relate to intrinsic satisfaction, such as job challenge; even when both are positive, they still may not be additive as Deci & Ryan (2000), maintains. But often one aspect of a job may be positive and another negative (people may like the pay but dislike the work), so it is important to examine the independent job factors at work and then determine which ones are related to performance or supervision. The first step in this process in this process has been taken by Quinn and Cobb (1974), who factor analyzed worker ratings of twenty –five facets of work in terms of their importance. Five factors emerged, including

challenge, financial rewards, and relations with co-workers. The factor structure was consistent with previous but more limited studies. The same structure appeared for two random half –samples of workers. When the question working was shifted from importance to satisfaction, with the twenty –five facets, the same five factors appeared, but in addition a sixth factor emerged (satisfaction with supervision). The data came from a national probability sample of American workers, and the study is the most definitive work of the dimensions of job satisfaction. The sample is representative of the nation, the job facets are sufficiently numerous, two forms of questioning were employed, and that factorial structure was replicated in the sample. There are now standard question for dealing with the various dimensions of response to jobs. It remains for investigators to relate these dimensions either to individual variables or to organizational variables - such as pay, industry, occupation, status, productivity, hierarchical character, supervising, and communication patterns.

Barber (1980), conducted a study to examine the relationship between the general, intrinsic, and extrinsic job satisfaction of the classroom teacher and the selected demographic variables of sex, age, years of experience, academic degree and district size. The Minnesota satisfaction questionnaire was utilized. The findings of the study indicated that the job satisfaction and sex of the teacher were related, older teachers were more satisfied then younger, teachers, more experienced teachers were more satisfied then less experienced teachers; but there was no relationship between job satisfaction and educational attainment of the teacher.

Utilizing an application of Herzberg's motivation Hygiene model in higher education setting, Openshaw (1980) tried to find out job satisfaction determinants among faculty and administrators. The results showed that both faculty members and administrators who were respondents in the study exhibited a high degree of job satisfaction. Contrary to the Herzberg theory, both motivation and hygiene factors were primarily related to feelings of job satisfaction rather than to feelings of dissatisfaction, and hygiene factors were significantly greater indicators of job satisfaction than were motivation factors. Academic administrators have significantly higher overall job satisfaction scores than did full –time teaching faculty. Openshaw concluded that both motivation and hygiene factors contribute to satisfaction and dissatisfaction in a higher education setting.

Glenn and Weaver (1982), conducted a study on education and job satisfaction, reasoning that the education, which does not lead to extrinsic rewards will lead to dissatisfaction with work by producing unfulfilled expectations and aspirations. It was hypothesized that the estimated effect of education on job satisfaction set of extrinsic rewards would be negative. The hypothesis was not supported for men; thus, the findings did not suggest that any increase in overeducated workers will have a major negative impact on job satisfaction. The findings indicated total effect of education is positive for both sexes, but is considerable stronger for women than for men.

In examining the factors that influence the job satisfaction of lecturers in one of Nigerian's institutions of higher learning, Oni (1979), looked at the importance that lecturers attach to the various job aspects as a measure of their work need. The short form of the Minnesota satisfaction questionnaire

(MSQ) was utilized. Results of the study revealed that lecturers were more satisfied with intrinsic than extrinsic aspects of the job. They also rated most of the job aspects as being of high importance. Four job aspects were identified as:

1. The characteristics of work
2. Characteristics of the individual
3. The work atmosphere; and
4. Supervision

There was a significant difference in faculty satisfaction on the basis of rank, but lecturers did not differ significantly in their job satisfaction when they were classified as males/females. Lecturers holding higher degrees were more satisfied than those with lower degrees. Oni (1979), recommends that some variables which are ignored or assumed away should be included in studies of job satisfaction. The variables include: the individual's view of himself in relation to his job, cultural influence, the level of development and the job market situations.

Davis (1982), conducted an investigation to test the applicability of the five versions of Herzberg's theory of job satisfaction to educational administrators. The results of the investigation suggested that each of the four motivator factors and each of the four hygiene factors was significantly different from zero. Motivators and hygiene's both contribute to superintendents' job satisfaction and job-dissatisfaction. The results of this study raised an important question of whether or not educational researchers should abandon Herzberg's view of the dual continuum. The researcher concluded

that rather than continue researching the notion of the dual continuum, future educational researchers might best employ their efforts in investigating the relative importance of facets or job factors on a single continuum of job satisfaction/dissatisfaction.

Clements's (1982), study of the relationship between intrinsic and extrinsic variables and job satisfaction among student personnel workers in community colleges in Massachusetts yielded some interesting results. The respondents were asked to prioritize in the order of their perceived level of importance six factors which influence job satisfaction and to indicate their overall level of job satisfaction on a 1 to 10 scale. The respondents ranked work itself as the highest priority, and they were also significantly more satisfied with the work itself than they were with extrinsic factors of pay, supervision, opportunity for promotion, colleagues, security and the college in general. Both the intrinsic scale of the work itself and the extrinsic scale factors correlated significantly with the overall job satisfaction level, although the correlation with the extrinsic factor and overall job satisfaction was higher. Factors of the college in general, pay and the opportunity for promotion correlated most highly with the overall job satisfaction level.

Rheumatol (2009) in a study on worker performance describe it as a combination of time off work (absenteeism) due to an illness and time at work but with reduced levels of productivity while at work (also known as presenteeism). He maintained that both can be gathered with a focus on application as a cost indicator and/or as an outcome state for intervention. He reviewed the OMERACT worker performance groups' progress in evaluating measures of worker productivity for use in arthritis using the

OMERACT filter. Attendees at OMERACT 9 strongly endorsed the importance of work as an outcome in arthritis. Consensus was reached (94% endorsement) for fielding a broader array of indicators of absenteeism. Twenty-one measures of at-work productivity loss, ranging from single item indicators to multidimensional scales, were reviewed for measurement properties. No set of at-work productivity measures was endorsed because of variability in the concepts captured, and the need for a better framework for the measurement of worker productivity that also incorporates contextual issues such as job demands and other paid and unpaid life responsibilities. Progress has been made in this area, revealing an ambivalent set of results that directed us back to the need to further define and then contextualize the measurement of worker performance.

2.5 Summary

The chapter reviews related literature in the area of job motivation, job satisfaction and workers performance looking at the concept of the three major variables. Job motivation is seen in the context of a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity, and duration, job satisfaction on the other hand was seen as the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values, while performance was viewed more as the ratio of output to inputs in production; a measure of the efficiency of performance in a given task.

The chapter also explains the theory underlining the proposition in the study and hinges this on three basic things: what energizes human behaviours; what directs or channels such behaviour; and how this behaviour is maintained or sustained in relation to one's work. The various theories of motivation were examined including Maslow's theory of needs, and its emphasis on hierarchy of needs as well as Alderfer's who maintains that individual needs can be divided into existence needs of nutritional and material requirement, growth need requiring a reflection of personal and psychological developments and relatedness needs which are met through relationships with family and friends as well as at work with colleagues. Also in the review looked at performance as a real process that generates the production output from input that can be described by means of the production immaterial services and most often combinations of both. The characteristics created into the product by the manufacturer imply surplus value to the consumer, and on the basis of the price this value is shared by the consumer and the producer in the marketplace. This chapter also reviewed the relationship between job motivation and worker performance, as well as job satisfaction and worker performance. The chapter concludes by examining empirical studies in the areas of job motivation, satisfaction and workers' performances.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter is about the methodology employed in carrying out this work and it contains a description of the methods, strategies and instruments used to conduct this research. Specifically, it contains a description of the design of the study, population of study, sample and sampling procedure, instruments for data collection including validation and reliability procedures, procedures for data collection and data analysis.

3.2 Research Design

This study employs ex-post facto design. This design by nature examines the degree of relationship between two or more variables but not causal relationship, the information required for the study are already in the domain of the respondents. The ex-post-facto design was chosen for this study to examine the relationship between job motivation , job satisfaction and work performance among the staff of the Nigerian Defence Academy. It is to assess the impact of job motivation and job satisfaction on work performance level. The researcher used job motivation and job satisfaction as the observed factors and sort to investigate their impacts on work performance level.

3.3 Population

The population for this research was all the staff of the Nigerian Defence Academy as it includes civilians, officers and other ranks. In all, there is one thousand five hundred and ninety nine (1599) civilian staff in addition to one hundred and thirty-three (133) military officers of the Army, Navy and Airforce. Also included in the population are one thousand and nineteen

(1019) other ranks, rating and airmen/women. In all the population estimate is two thousand, seven hundred and fifty-one (2,751). (See the appendix).

Table 3.1(a) Population Distribution of Officers and Civilian Staff of both senior and junior staff.

List of staff in NDA Kaduna

S/N	Military	Count	Civilian
1	Officer	133	Senior
A	Army	87	
B	Navy	28	752
C	Air - force	18	
2	Other Ranks		Junior
		1019	801
Total		1198	1553

Source: Open Registry N.D.A

Table 3.1 (b) Breakdown of the population of the Other Ranks

S/N	Service	Count
1	Army	800
2	Navy	138
3	Airforce	81
TOTAL		1019

Source: Open Registry N.D.A

3.4 Sample and Sampling Techniques

Ferguson(1981) recommended that for a population up to 100,000(ten thousand) 10% is appropriate. Simple random sampling technique was used to select the subjects into 180 (military personnel) and 95 (civilian staff) respectively. The sample size of 275 made up the population of this study.

3.5 Instrumentation

The instrument for this study was questionnaire.

To ensure effective and adequate data generation and collection, a questionnaire was adopted from Goodman and Svyantek (1999) (see appendices B) and used for this study. The questionnaire was used to generate data from officers and civilian senior staff including other rank (military personnel) and civilian junior staff. The questionnaire is made up of four sections as follows:

Section A: General information on the respondents.

Section B: Items on job motivation

Section C: Items on work Performance

Section D: Items on job satisfaction

The respondents will be requested to indicate the degree to which they agree with the items along the levels of strongly agree, agree, undecided, disagree and strongly disagree.

3.6 Validity of Instrument

This reliability coefficient was considered adequate for the internal consistencies of the instrument. This was a confirmation of test of reliability by Snedecor and Cochran (1972). According to them an instrument is considered reliable if its reliability coefficient lies between 0.0 and 1. They went further to say the closer it is to 0.00 the less reliable and that the closer it is to 1, the more reliable is the instrument. This therefore confirms the instrument is fit for use for the main study. The detailed result of the pilot study is marked as appendix II.

3.6.1 Pilot Testing

To further validate the instrument of this study, a pilot test was conducted using some military and civilian staff of NDA taking cognizance of the fact that the subjects of the pilot study will not participate in the main study. The results of the data collected from the pilot study were collated to determine the reliability coefficient of the instrument.

3.6.2 Reliability of Instruments

This study is a survey research hence the Cronbach's reliability statistics method was used. A total of 40 respondents were used for the pilot testing. Consequently, a reliability coefficient of 0.797, 0.866 and 0.769 was obtained for job motivation, work performance and job satisfaction respectively.

3.7 Procedure for Data Collection

A letter of introduction was obtained from the department by the researcher to enable the researcher source for the needed data from the Nigerian Defence Academy. To obtain the data for this research, two main procedures were used. The first procedure involved the researcher personally administered the questionnaire on the subjects of the study particularly the civilian staff. The second procedure involved the use of adequately trained and well informed research assistants (military personnel) to obtain data from officers and men of the three armed forces- (Army, Navy and Airforce). The research assistants were acquainted with the content of the questionnaire. Each of the questions was discussed in details so as to enable the assistants help respondents who may have difficulty with any question. They were fully briefed on the protocol to observe and the procedure of administering the

questionnaire. The filled copies of the questionnaire were returned to the researcher through a coordinator among the research assistants.

3.8 Procedure for Data Analysis

To analyze data, both descriptive and inferential statistics were used. Descriptive statistics such as frequency distribution, and percentages, were used for bio-data analysis. In order to answer the research questions each item in the questionnaire was analyzed using mean and standard deviation. To analyze the hypotheses, inferential statistics was used. Thus, a Pearson Product Moment Correlation statistics was used to test for relationship between variables. All the hypotheses were rejected or retained at alpha level of 0.05.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis of the study. The analysis is presented in three sections. The first section is a descriptive analysis of the bio variables using frequencies and percentages of both the military and civilian personnel. The next section answers the research questions using item means, frequencies, and standard deviations. The next section tests and interpret the seven null research hypotheses by means of inferential comparative statistical techniques of the Pearson Product Moment Correlation (PPMC). In testing the hypotheses, decisions to accept or reject the null hypotheses were taken at 0.05 (95%) confidence level. Major findings were also outlined.

4.2 Analysis of Demographic Variables

Age	Frequency	Percentage
20 – 25 yrs	25	9.1
26 – 30 yrs	60	21.8
31 – 35 yrs	35	12.7
36 – 40 yrs	73	26.5
41 – 45 yrs	82	29.8
Total	**275**	**100.0**

Sex	Frequency	Percentage
Male	222	80.7
Female	53	19.3
Total	**275**	**100.0**

Qualification	Frequency	Percentage
Primary School Certificate	17	6.2
WASC/TCII	145	52.7
B.A/B.Ed/B.Sc	74	26.9
M.A/M.Ed/M.Sc	17	6.2
PhD	6	2.2
Others	16	5.8
Total	**275**	**100.0**

Category of Staff	Frequency	Percentage
Military Personnel	180	65.5
Civilian Staff	95	34.4
Total	**275**	**100.0**

On the age of the respondents, 25 or 9.1% are between 20-25 years while 60 or 21.8% are between 26-30 years, while 35 or 12.7% are between 31-35

years as against 73 or 26.5% that are between 36-40 years while 82 or 29.8% are between 41-50 years and the rest 21 or 20.4% are46 years or above.

The gender status of the respondents as presented in the table above showed that 222 or 80.7% are males while the rest 53 or 19.3% are females. The academic qualification of the respondents as shown above revealed that 17 or 6.2% have only primary school certificate while 145 or 52.7% have WASC/TCII certificate while 74 or 26.9% have BA/B.ED/BSC qualification while 17 or 6.2% have MA/MED/MSC as against 6 or 2.2% with PHD and the rest 16 or 5.8% have other forms of academic qualification .On the category of staff, 180 or 65.5% are military personnel while the rest 95 or 34.5% are civilian staff.

4.3 Answering the Research Questions

Research question 1: What is the relationship between job motivation and work performance among staff of Nigerian Defence Academy?

Table 4.3.1 Relationship between job motivation and work performance among staff of Nigerian Defence Academy.

VARIABLES	N	MEAN	S.D
Job Motivation	275	39.1455	7.4546
Work performance	275	97.2836	0.3687

The results in table 4.3.1 showed the mean score of job motivation of Nigerian Defence Academy staff to be 39.1455 and that of work performance is 97.2687.

Research question 2. What is the relationship between job satisfaction and work performance among staff of Nigerian Defence Academy?

Table 4.3.2 Relationship between job satisfaction and work performance among staff of Nigerian Defence Academy.

VARIABLES	N	MEAN	S.D
Job Satisfaction	275	60.5927	0.4546
Work performance	275	97.2836	0.368

The results in table 4.3.2 showed the mean score of job satisfaction of Nigerian Defence Academy staff to be 60.5927 and that of work performance is 97.2836.

Research question 3: What is the relationship between job motivation and work performance among senior staff of Nigerian Defence Academy Kaduna?

Table 4.3.3 Relationship between job motivation and work performance among senior staff of Nigerian Defence Academy.

VARIABLES	N	MEAN	S.D
JOB MOTIVATION	43	30.0282	3..212.
Work PERFORMANCE	43	85.9191	2.3120

The results in table 4.3.3 showed the mean score of job motivation of Nigerian Defence Academy senior staff to be 30.0282 and that of work performance to be 85.9191.

Research Question 4: What is the relationship between job satisfaction and work performance among junior staff of Nigerian Defence Academy Kaduna?

Table 4.3.4 Relationship between job satisfaction and work performance among junior staff of Nigerian Defence Academy.

VARIABLES	N	MEAN	S.D
JOB MOTIVATION	21	34.7026	7.27190
PERFORMANCE	21	71.8553	4.43833

The results in table 4.3.4 showed the mean score of job satisfaction of Nigerian Defence Academy junior staff to be 34.7026 and that of work performance to be 71.8553.

Research question 5: What is the relationship between job motivation and work performance of civilian staff of Nigerian Defence Academy?

Table 4.3.5 Relationship between job motivation and work performance of civilian staff of Nigeria Defence Academy.

VARIABLES	N	MEAN	S.D
Job Motivation	95	39.1455	0.4502
Work performance	95	95.0136	0.2827

The results in table 4.3.5 showed the mean scores of job motivation of Nigerian Defence Academy civilian staff to be 39.1455 and that of work performance to be 95.0135.

Research question 6: What is the relationship between job satisfaction and work performance of military staff of Nigerian Defence Academy?

Table 4.3.6 Relationship between job satisfaction and work performance of military staff of Nigerian Defence Academy.

VARIABLES	N	MEAN	S.D
Job Satisfaction	180	58.5927	0.4212
Work performance	180	95.0136	0.0217

The results in table 4.3.6 showed the mean score of job satisfaction of Nigerian Defence Academy military staff to be 58.5927 and that of work performance to be 95.0136.

Research Question Seven (7a): What is the relationship between job motivation and work performance among male staff of Nigerian Defence Academy Kaduna?

Table 4.3.7(a) Relationship between job motivation and work performance of male staff of Nigerian Defence Academy.

VARIABLES	N	MEAN	S.D
JOB MOTIVATION	222	38.5126	6.78074
PERFORMANCE	222	97.8291	6.57367

The results in table 4.3.7(a) showed the mean score of job motivation of male staff of Nigerian Defence Academy to be 38.5126 and that of work performance is 97.8291.

Research Question Seven (7b): What is the relationship between job motivation and work performance among female staff of Nigerian Defence Academy Kaduna?

Table 4.3.7(b) Relationship between job motivation and work performance of female staff of Nigerian Defence Academy.

VARIABLES	N	MEAN	S.D
JOB MOTIVATION	53	40.8026	7.27190
PERFORMANCE	53	95.8553	4.43833

The results in the table 4.3.7(b) showed the mean score of job motivation of female staff of Nigerian Defence Academy to be 40.8026 and that of work performance is 95.8553.

4.4 Hypotheses Testing: Seven null hypothese were raised to give statistical validation to the solution proferred to the research questions in the study. The hypotheses were tested at 0.05 level of significance as follows:

Null Hypothesis I: There is no significant relationship between job motivation and work performance among staff of Nigerian Defence Academy.

Table 4.4.1 Pearson Product Moment Correlation (PPMC) statistics on the relationship between Job Motivation and Work performance of NDA staff.

VARIABLES	N	MEAN	S.D	r	Df	P-Value	Decision
Job Motivation	275	39.1455	7.45462	-0.875	274	0.003	Rejected
Work performance	275	97.2836	0.3687				

Table 4.4.1 An understanding of the above Pearson Product Moment Correlation statistics revealed that significant relationship exist between Job Motivation and Work performance among staff of NDA. This is because the

calculated significant (p) value of 0.003 is less than the 0.05 alpha level of significance at a correlation index r level of 0.875 at df 273 . The relationship is positively proportional The higher the job motivation the higher the work performance.. Hence, the null hypothesis which state that there is no significant relationship between Job Motivation and Work performance among staff of NDA is hereby rejected.

Null Hypothesis 2: There is no significant relationship between job satisfaction and work performance among staff of Nigerian Defence Academy.

VARIABLES	N	MEAN	S.D	r	Df	P-Value	Decision
Job Satisfaction	275	60.5927	0.45462	-0.666	274	0.006	Rejected
Work performance	275	97.2836	0.3687				

Table 4.4.2 Pearson Product Moment Correlation (PPMC) statistics on the relationship between job satisfaction and work performance of NDA staff.

Table 4.4.2 An understanding of the above Pearson Product Moment Correlation statistics revealed that significant relationship exist between Job Satisfaction and Work performance among staff of NDA. This is because the calculated significant (p) value of 0.666 is less than the 0.05 alpha level of significance at a correlation index r level of 0.666 at df 273. The relationship is positively proportional the higher the job satisfaction the higher the work performance. Hence, the null hypothesis which state that there is no

significant relationship between Job satisfaction and Work performance of staff of NDA is hereby rejected.

Null Hypothesis 3: There is no significant relationship between job motivation and work performance among senior staff of Nigerian Defence Academy.

Table 4.4.3 Pearson Product Moment Correlation (PPMC) statistics on the relationship between job motivation and work performance of senior staff of Nigerian Defence Academy Kaduna.

Variables	N	MEAN	S.D	r	Df	P-Value	Decision
JOB MOTIVATION	43	30.0282	3.212	-0.613	42	0.0060	Rejected
Work PERFORMANCE	43	85.9191	2.312				

An understanding of the above Pearson Product Moment Correlation statistics revealed that there is significant relationship between job motivation and work performance of senior staff of Nigerian Defence Academy Kaduna. This is because the calculated significant (p) value of 0.0060 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.613 at df of 42. The relationship between the two is proportional. This shows that the work performance is significantly affected by the level of job motivation among senior staff of Nigerian Defence Academy Kaduna. Hence, the null hypothesis which state that there is no significant relationship between job motivation and work performance of senior staff of Nigerian Defence Academy Kaduna, hereby rejected.

Null Hypothesis 4: There is no significant relationship between job satisfaction and work performance of junior staff of Nigerian Defence Academy.

Table 4.4:4 Pearson Product Moment Correlation (PPMC) statistics on the relationship between job satisfaction and work performance of junior staff of Nigerian Defence Academy Kaduna.

VARIABLES	N	MEAN	S.D	r	Df	P-Value	Decision
JOB SATISFACTION	21	34.7026	7.27190	-0.508	20	0.0031	Rejected
PERFORMANCE	21	71.8553	4.43833				

Pearson Product Moment Correlation statistics revealed that there is significant relationship between job satisfaction and work performance of junior staff of Nigerian Defence Academy Kaduna. This is because the calculated significant (p) value of 0.0031 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.508 at df of 20. The relationship between the two is proportional. This shows that the work performance is significantly affected by the level of job satisfaction among junior staff of Nigerian Defence Academy Kaduna Hence, the null hypothesis which state that there is no significant relationship between job satisfaction and work performance of junior staff of Nigerian Defence Academy Kaduna, is hereby rejected.

Null Hypothesis 5: There is no significant relationship between job motivation and work performance among civilian staff of Nigerian Defence Academy Kaduna.

VARIABLES	N	MEAN	S.D	R	Df	P-Value	Decison
Job Motivation	95	39.1455	0.4502	-0.610	94	0.039	Rejected
Work performance	95	.0136	0.2827				

Table 4.4.5 Pearson Product Moment Correlation (PPMC) statistics on the relationship between Job Motivation and Work performance of civilian staff of NDA.

An understanding of the above Pearson Product Moment Correlation statistics revealed that significant relationship exist between Job Motivation and Work performance among civilian staff of NDA. This is because the calculated significant (p) value of 0.039 is less than the 0.05 alpha level of significance at a correlation index r level of 0.610 at df 94. The relationship is positively proportional The higher the job motivation the higher the work performance of civilian staff of NDA. Hence, the null hypothesis which state that there is no significant relationship between Job Motivation and Work performance of civilian staff of NDA is hereby rejected.

Null Hypothesis 6: There is no significant relationship between job satisfaction and work performance among military staff of Nigerian Defence Academy Kaduna.

Table 4.4.6 Pearson Product Moment Correlation (PPMC) statistics on the relationship between job satisfaction work performance of military staff of NDA.

VARIABLES	N	MEAN	S.D	R	Df	P-Value	Decision
Job Satisfaction	180	58.5927	0.4212	-0.529	179	0.032	Rejected
Work performance	180	95.0136	0.0217				

According to Table 4.4.6 of the above Pearson Product Moment Correlation statistics revealed that significant relationship exist between Job Satisfaction and Work performance of Military staff of NDA. This is because the calculated significant (p) value of 0.032 is less than the 0.05 alpha level of significance at a correlation index r level of 0.529 at df 179 . The relationship is positively proportional the higher the job satisfaction the higher the work performance of Military staff of NDA. Hence, the null hypothesis which state that, there is no significant relationship between Job satisfaction and Work performance of Military staff of NDA is hereby rejected.

Null Hypothesis 7a: There is no significant relationship between job motivation and work performance among male staff of the Nigerian Defence Academy Kaduna.

Table 4.4.7(a) Pearson Product Moment Correlation (PPMC) statistics on the relationship between job motivation and work performance of male staff of Nigerian Defence Academy Kaduna.

VARIABLES	N	MEAN	S.D	r	Df	P-Value	Decision
JOB MOTIVATION	222	38.5126	6.78074	-0.705	221	0.000	Rejected
WORK PERFORMANCE	222	97.8291	6.57367				

An understanding of the above Pearson Product Moment Correlation statistics revealed that there is significant relationship between job motivation and work performance of male staff of Nigerian Defence Academy Kaduna. This is because the calculated significant (p) value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.705 at df of 221. The relationship between the two is proportional. This shows that the work performance is significantly affected by the level of job motivation among males staff of Nigerian Defence Academy Kaduna Hence, the null hypothesis which state that there is no significant relationship between job motivation and work performance of male staff of Nigerian Defence Academy Kaduna, hereby rejected.

Null Hypothesis 7b: There is no significant relationship between job motivation and work performance among female staff of the Nigerian Defence Academy Kaduna.

This null hypothesis state that there is no significant relationship between job motivation and work performance of female staff of Nigerian Defence Academy Kaduna.

Table 4.4.7(b) Pearson Product Moment Correlation (PPMC) statistics on the relationship between job motivation and work performance of female staff of Nigerian Defence Academy Kaduna

VARIABLES	N	MEAN	S.D	R	Df	P-Value	Decision
JOB MOTIVATION	53	40.8026	7.27190	-0.699	52	0.000	Rejected
WORK PERFORMANCE	53	95.8553	4.43833				

An understanding of the above Pearson Product Moment Correlation statistics revealed that there is significant relationship between job motivation and work performance of female staff of Nigerian Defence Academy Kaduna. This is because the calculated significant (p) value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.699 at df of 52. The relationship between the two is proportional. This shows that the work performance is significantly affected by the level of job motivation among females staff of Nigerian Defence Academy Kaduna Hence, the null hypothesis which state that there is no significant relationship between job motivation and work performance of female staff of Nigerian Defence Academy Kaduna, hereby rejected.

4.5 Summary Of Major Findings

Findings reveal that relationship was highly proportional. That is the higher job motivation and job satisfaction the higher the work performance and hence the seven hypotheses were therefore rejected that is;

1. Significant relationship exist between job motivation and work performance among staff of NDA with ($p< 0.003$;$r=0.875$ at df 274).
2. Significant relationship exist between job satisfaction and work performance among staff of NDA with ($p < 0.006$. $r= 0.666$ at df 274).
3. Significant relationship exist between job motivation and work performance among senior staff of NDA with($p <0.0060$, $r=0.613$ at df 274).

4. Significant relationship exist between job satisfaction and work performance among junior staff of NDA with($p<0.0031$, $r=0.508$ at df 81).

5. Significant relationship exist between job motivation and work performance among civilian staff of NDA with ($p<0.039$, $r=0.610$ at df 94).

6. Significant relationship exist between job satisfaction and work performance among military staff of NDA with ($p < 0.032$, $r= 0.529$ at df 179).

7. Significant relationship exist between job motivation and work performance of male staff of NDA with ($p<0.000$,$r=0.705$ at df 221) and female counterpart($p<0.000$, $r=0.699$at df 52).

4.6. Discussion Of The Findings

Findings reveal that significant relationship exist between job motivation and work performance among staff of NDA. This finding collaborate with the early findings of Aliyu(2004), Atkinson and Feather(1996), Blau(1983), and Ghinetti(2007)they maintained that job satisfaction enhances worker productivity. Researchers have also turned their attention to determining the critical variables which can improve job satisfaction (Agho et al. 1993, Blegan 1993, Campbell et al. 1976, King et al. 1982, Mottaz 1985, Weaver 1977).

Findings also reveal significant relationship exist between job satisfaction and workers performance among staff of NDA. This is in line with the studies by Savery (1989) showed there are seven working conditions or variables which lead to job satisfaction for a majority of people. These conditions are: interesting and challenging work, a feeling of achievement, relationship with immediate supervisor and other professionals, opportunities for friendship, advancement, security of employment, and recognition. Most of these

conditions/variables have been identified as intrinsic motivators, and meeting these expectations is important to achieving high levels of job satisfaction for an individual, or at least preventing dissatisfaction. Mottaz (1985) showed that extrinsic organizational rewards can be an important determinant but only in lower level occupations. He further argued that there is a strong relationship between job satisfaction and intrinsic reward (such as achievement, recognition, advancement etc.) regardless of occupational levels. The value of intrinsic motivators to job satisfaction is well acknowledged among organizational researchers.

Findings reveal that significant relationship exist between job motivation and works performance among senior staff of NDA. That is,attempt to relate job satisfaction to productivity, wages and supervisory practices have often foundered because global measures of job satisfaction were employed or sometimes a miscellany of specific questions were aggregated to give single score. Some question may related to satisfaction with extrinsic factors such as pay, and other questions may relate to intrinsic satisfaction, such as job challenge; even when both are positive, they still may not be additive as Deci & Ryan (2000), maintains. But often one aspect of a job may be positive and another negative (people may like the pay but dislike the work), so it is important to examine the independent job factors at work and then determine which ones are related to performance or supervision. The first step in this process has been taken by Quinn and Cobb (1974), who factor analyzed worker ratings of twenty –five facets of work in terms of their importance. Five factors emerged, including challenge, financial rewards, and relations with co-workers. The factor structure was consistent with previous but more

limited studies. The same structure appeared for two random half –samples of workers. When the question working was shifted from importance to satisfaction, with the twenty –five facets, the same five factors appeared, but in addition a sixth factor emerged (satisfaction with supervision). The data came from a national probability sample of American workers, and the study is the most definitive work of the dimensions of job satisfaction. The sample is representative of the nation, the job facets are sufficiently numerous, two forms of questioning were employed, and that factorial structure was replicated in the sample. There are now standard question for dealing with the various dimensions of response to jobs. It remains for investigators to relate these dimensions either to individual variables or to organizational variables - such as pay, industry, occupation, status, productivity, hierarchical character, supervising, and communication patterns.

Similarly the findings reveal a significant relationship exist between job satisfaction and work performance among junior staff of NDA. This is in line with Monumental studies earlier carried out by many researchers in their various unique ways to includes Major (1968), Calep and Cetin(2005),Camphell(1990),Deci and Ryan(2000) in thier study on job motivation and satisfaction states that satisfaction on an employee is as a result of various attitudes the employee holds towards his job related facts and life in general. This implies that a staff with a negative attitude towards his work may have less satisfaction. Discussing on job motivation and satisfaction Grumberg (1976) states that satisfaction on an employee's life is the favourableness or unfovourableness with which employees view their work. This indirectly expresses the amount of rewards between one

expectation of the job and reward that the job provides. For instance, the staff expects rewards from his job to an extent which determines his satisfaction in the performance of his job.

Vuba (1991) states in his study of job motivation and satisfaction that an employee's job satisfaction is the total feelings that an individual has about his job and this involves the effect, weighting the total influences on the job, the nature of the job itself, the financial aspect, job advancement, the nature of organization leadership and the nature of supervision. He emphasized that how well or bad these factors above are harnessed together can motivate or discourage an employee and give such a good satisfaction or dissatisfaction on his job. In a study carried out by Hunt (1978) on job motivation and satisfaction, he emphasized that an employee's satisfaction on his job is a lifelong affair. He stated clearly that the nature of employee's environment outside the job does affect his feeling on the job that a staff who is satisfied with his job will have a general satisfaction in life. Kuhlen (1983) in his own studies on the same topic viewed job motivation and satisfaction in terms of the individual matching his personal needs with the perceived potential of the occupation for satisfying the needs. He emphasized that where there is a gap between an individual's needs and what the job offers, there would be dissatisfaction. He stated that a man with high achievement needs is frustrated because he sees no future; one with a strong dominance needs is liked by submissiveness required of him. Both are in the same occupation, both are frustrated and dissatisfied. He concluded that individuals have completely different needs from their jobs.

This study also reveal significant relationship exist between job motivation and work performance among civilian staff of NDA. This is similar to the work of Hoppock (1995) and Freeman(2008) they viewed job motivation and satisfaction as any combination of psychological, physiological and environmental circumstance that causes a person truthfully to say "I am satisfied with my job". He emphasized that when an employee's individual needs while working towards the organizational goals are met, the employee would be satisfied. This can be achieved though the giving of care and support to the staff by the organization. Equally, Underword (1957) conceptualized job motivation and satisfaction, the experience with works report as satisfying, when people tend to do the jobs well which rewards them positively. Brayfield and Crocebette (1955) explained in their study that less satisfied people have higher rate of absenteeism and are more likely to quit their jobs for greener pastures. Kolo (1999) citing Ginberg's classification of job motivation and satisfaction listed three types of satisfaction that help workers experience on the job when motivated. (Clark, 2005). A test for reliability of self-reported data over time has been conducted by Green and Gallie (2002), who use both data of this find and an epidemiological measure of affective well-being based on two coordinates – enthusiasm-depression and contentment anxiety – obtaining very similar results in their regression exercises.

Furthermore the findings also reveal that significant relationship between job satisfaction and work performance among military staff of NDA. Other studies confirm this result. Diaz-Serrano and Cabral Vieira (2005) show that low-pa workers are likely to have low-quality jobs, and consequently less job

satisfaction. Siebern-Thomas's (2005) cross-sectional analysis on the European Community Household Panel shows that the correlation between wage and job satisfaction is significant and positive. Brown and McIntosh (1998) have found evidence that the correlation between wage and job satisfaction is particularly close in the case of low levels of monetary compensation, both within the sector and among sectors and among sectors. A different result is obtained by Leontaridi and Sloane (2001), who show that low-pay workers report higher job satisfaction than do other workers. The relationship between job satisfaction and job performance (P.W) is not new in the psychology literature. It was investigated extensively some time ago, until an authoritative survey published in the 1980s concluded that the relationship was not quantitative appreciable. The survey can be updated with the very recent Reason and Tisdell (2008). Understanding what motivates an organization's employees is central to the study of I–O psychology. Motivation is a person's internal disposition to be concerned with and approach positive incentives and avoid negative incentives. To further this, an *incentive* is the anticipated reward or aversive event available in the environment (Deckers, 2010). While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals and must often be combined with ability and environmental factors to actually influence behavior and performance. Because of motivation's role in influencing workplace behavior and performance, it is key for organizations to understand and to structure the work environment to encourage productive behaviors and discourage those that are unproductive. (Jex and Britt; 2008) and (Mitchell & Daniel;2003) respectively

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents, the summary, conclusion and recommendations on the relationship between job motivation, satisfaction, and performance among staff of the Nigerian Defence Academy Kaduna.

5.2 Summary

Management of people at work is an integral part of the management process. To understand the critical importance of people in the organization is to recognize that the human element and the organization are synonymous. A well-managed organization usually sees an average worker as the root source of productivity and gains. Such organizations do not look to capital investment, but to employees, as the fundamental source of improvement. An organization is effective to the degree to which it achieves its goals. An effective organization will make sure that there is a spirit of cooperation and a sense of commitment and satisfaction within the sphere of its influence. In order to make employees satisfied and committed to their jobs in academic and research libraries, there is need for strong and effective motivation at the various levels and departments as this will enhance work performance.

Evidence have shown that, staff of the Nigeria Defense Academy Kaduna may have reasons not to be pleased with the treatment they get and condition under which they work sometimes. However, the set up in the structure and line of command of Nigerian Defense Academy Kaduna as a military outfit that lives by orders make it difficult to know the extent to which any member of staff of the academy is satisfied or not in relation to the motivation he

receives. It is for this reason therefore that the present study set out to examine the relationship between job motivation, satisfaction and performance among staff of the Nigerian Defence Academy Kaduna, Nigeria.

The chapter reviews related literature in the area of job motivation, job satisfaction and workers perfomrnace looking at the concept of the three major variables. Job motivation is seen in the context of a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity, and duration, job satisfaction on the other hand was seen as the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values, while performance was viewed more as the ratio of output to inputs in production; a measure of the efficiency of performance in a given task.

The chapter also explains the theory underlining the proposition in the study and hinges this on three basic things: what energizes human behaviours; what directs or channels such behaviour; and how this behaviour is maintained or sustained in relation to one's work. The various theories of motivation were examined including Maslow's theory of needs, and its emphasis on hierarchy of needs as well as Alderfer's who maintains that individual needs can be divided into existence needs of nutritional and material requirement, growth need requiring a reflection of personal and psychological developments and relatedness needs which are met through relationships with family and friends as well as at work with colleagues. Also

in the review looked at performance as a real process that generates the production output from input that can be described by means of the production immaterial services and most often combinations of both. The characteristics created into the product by the manufacturer imply surplus value to the consumer, and on the basis of the price this value is shared by the consumer and the producer in the marketplace. This chapter also reviewed the relationship between job motivation and worker performance, as well as job satisfaction and worker performance. The chapter concludes by examining empirical studies in the areas of job motivation, satisfaction and work performances.

The ex-post-facto design was chosen for this study to examine the relationship between job motivation, satisfaction and performance among the staff of the Nigerian Defence Academy. It is to assess the impact of job motivation and job satisfaction level on work performance. Simple random sampling technique was used to select the subjects into 180 (military personnel) and 95 (civilian staff) respectively. The sample size of 275 made up the population of this study. To ensure effective and adequate data generation and collection, a questionnaire was adopted from Goodman and Svyantex(1999). The questionnaire was used to generate data from officers and civilian senior staff including other rank (military personnel) and civilian junior staff. The questionnaire is made up of four sections as follows: Section A: General information on the respondents. Section B: Items on job motivation Section C: Items on Job Performance and Section D: Items on job satisfaction. Cronbach's reliability statistics method was used. A total of 40 respondents were used for the pilot testing. Consequently, a reliability

coefficient of 0.797, 0.866 and 0.769 was obtained for job motivation, job performance and work job satisfaction respectively. Data were analysed using, both descriptive and inferential statistics. Descriptive statistics such as frequency distribution, and percentages, were used for bio-data analysis. In order to answer the research questions each item in the questionnaire was analyzed in using mean and standard deviation. To analyze the hypotheses, inferential statistics was used. Thus, a Pearson Product Moment Correlation statistics was used to test for relationship between variables. All the hypotheses were rejected or retained at alpha level of 0.05.

Findings reveal that relationship is highly proportional. That is the higher job motivation, job satisfaction the higher work performance and hence the seven hypotheses were rejected that is;

1. Significant relationship exist between job motivation and work performance among staff of NDA.
2. Significant relationship exist between job satisfaction work performance among staff of NDA.
3. Significant relationship exist between job motivation and work performance among senior staff of NDA.
4. Significant relationship exist between job satisfaction and work performance among junior staff of NDA.
5. Significant relationship exist between job motivation and work performance among civilian staff of NDA.
6. Significant relationship exist between job satisfaction and work performance among military staff of NDA.

7. Significant relationship exist between job motivation and work performance of male staff of NDA and their female counterpart.

5.3 CONCLUSION

Findings reveal that the relationship is highly proportional. That is the higher the job motivation and job satisfaction the higher the works performance and hence the seven hypotheses were rejected. While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals and must often be combined with ability and environmental factors to actually influence behavior and performance. Because of motivation's role in influencing workplace behavior, job satisfaction and performance, it is key for organizations to understand and to structure the work environment to encourage productive behaviors and discourage those that are unproductive.

5.4 RECOMMENDATIONS

Based on the findings of this study, the following recommendation were made**:-**

1. Both civilian and military personnel, should also be given opportunities as well as enhance work packages to boast their job motivation and performances.

2. Both junior and senior cadre in both civilian and military should equally be provided with good working environment to boost their job satisfaction and enhance performances.

3. Both male and female staff of NDA should be given equal enviroment to explore, this will foster their work performance.

4. There should be a strong relationship between job satisfaction and intrinsic reward {such as achievement, recognition and advancement} regardless of occupational level.

5.5 Suggestions For Further Study

1. Studies on the relationship between job motivation, satisfaction and performance should be carried out among all civil servants and military personnel in Nigeria.

2. Studies on the relationships between job motivation, satisfaction and performance efficiency should be emphasize among government and non - governmental organization in Nigeria.

3. Research should also be done to cover other para-military such as custom, immigration, prison, and police force on relationship between job motivation, satisfaction and performances.

5.6 Implications For Counselling

The findings of this will provide the counsellors with greater opportunity to bear in mind that:-

1. Both male and female staff of NDA should be given equal enviroment to explore, this will foster their work performance.

2. Both civilian and military personal, should also be given opportunities as well as enhance work packages to boast their job motivation and performances.

3. Both junior and senior cadre in both civilian and military should equally be provided with good working environment to boast their job satisfaction and enhance performances.

4. NDA should provide support, care to the entire staff in-respective of rank and gender.

5. There should be a strong relationship between job satisfaction and intrinsic reward (such as achievement, recognition and advancement) regardless of occupational level.

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Appendix A

Table 3.2 Breakdown of civilian staff by number by department

DEPARTMENT	SENIOR	JUNIOR	TOTAL
ACADEMIC BRANCH			
Provost's Office	6	5	11
Academic Planning Unit	3	2	5
PostGraduate School	13	15	28
NDA Consultancy	4	1	5
Dean's Office (FASS)	5	7	12
GNS	9	5	14
PSDS	17	7	24
Languages	14	4	18
History	13	3	16
EMS	22	4	26
Geography	20	6	26
Psy	7	2	9
Dean's Office (FS)	4	6	10
Biological Sciences	30	10	40
Chemistry	20	13	33
Maths/Computer	25	3	28
Physics	17	9	26
Dean's Office (FE)	8	6	14
Civil Engineering	19	11	30
Electrical Engineering	27	3	30
Mechanical Engineering	23	6	29
Academy Library	32	19	51
Academy Registry	32	19	51
Servicom	3	1	4
CDSD	2	2	4
CMST	1	2	3
NDASSS	53	5	58
NDASS	54	17	71
DICT	9	7	16
Visiting Lecturers	32	-	32
DIRECTORATE OF FINANCE (DOF)	13	7	20
CADETS BRIGADE (CB)			
Headquarters	3	18	21
Abyssima BN	1	14	15
Burma BN	2	9	11
Dalet BN	2	15	17
Mogadishu BN	2	10	12
Ashanti BN	1	10	11
Guidance & Counseling	2	5	7

Valiant Magazine	2	2	4
Short Service Wing	1	4	5
DIRECTORATE OF MILITARY TRAINING			
DMT	5	7	12
Equitation	7	20	27
Army Wing	1	11	12
Naval Wing	-	4	4
Airforce Wing	-	6	6
Weapon Training	2	2	4
Physical Training	4	8	12
Signal Wing	5	3	8
Demonstration Coy	-	1	1
DIRECTORATE OF LOGISTICS			
DOL	13	13	26
EMG	24	18	42
MT	23	54	77
QM	13	4	17
CAT	14	167	181
BASE CAMP JOS	7	12	19
DIRECTORATE OF ADMINISTRATION			
DOA	9	13	22
HQ	6	5	11
Admin. Bn	-	22	22
Medical	31	34	65
Security Section	1	38	39
APRD	12	2	14
Golf Club	1	16	17
Printing	15	4	19
Imam	-	2	2
Band	-	12	12
Chaplain (RC)	1	5	6
Chaplain (Protestant)	-	4	4
Int Det	-	1	1
MP Det	1	-	1
NDA Cooperative Society	1	-	1
Casual Staff	-	68	68
TOTAL	752	847	1599

Source: Open Registry N.D.A

APPENDIX B

Department of Educational Psychology and Counselling,
Ahmadu Bello University,
Zaria.

QUESTIONNAIRE ON JOB MOTIVATION, JOB SATISFACTION AND WORK PERFORMANCE

I am a post graduate student in the Department of Guidance and Couselling in Ahmadu Bello University, Zaria. As part of the requirements for the award of M.Ed degree in G & C. I am expected to conduct a research on the title "Relationship between Job motivation, job satisfaction and work performance among staff of Nigerian Defence Academy Kaduna" for which I solicit your support in filling this questionnaire.

The questionnaire you are about to fill is meant strictly for research purpose only. Your response will therefore be treated as confidential.

Thank you

Hauwa Gachi Suleiman

(Researcher)

APPENDIX C:

PERSONAL INFORMATION

Please put a tick (/) in the box that is most appropriate to you

1. Please indicate your Department/Unit

_____

2. Age

(a)	20 – 25yrs	( )
(b)	26 – 30yrs	( )
(c)	31 – 35yrs	( )
(d)	36 – 40yrs	( )
(e)	41 – 45yrs	( )
(f)	46yrs and above	( )

3. Gender

(a)	Male	( )
(b)	Female	( )

4. Highest Educational Qualification

(a)	Primary School Certificate	( )
(b)	WASC/TC II	( )
(c)	B.A/ B.Ed/B.Sc	( )
(d)	M.A/M.Ed/M.Sc	( )
(e)	Ph.D	( )
(f)	Others (Please specify)	( )

5. Category of Staff

(a)	Military Personnel	( )
(b)	Civilian Staff	( )

6. If you answer (a) to item 5 above please, can you indicate if you are

(a) Officer ( )

(b) Other rank ( )

7. If you answer (b) to item 5 above please, can you indicate if you are

(a) Senior Staff ( )
(b) Junior Staff ( )

8. Economic Status

(a) Low income group ( )

(b) Middle income group ( )

(c) High income group ( )

9. Marital Status

(a) Married ( )

(b) Single ( )

(c) Widow ( )

APPENDIX D

Job Motivation Scale

Why do you do your work?

Using the scale below, please indicate to what extent each of the following items correspond to the reasons why you are presently involved in your work

	Does not correspond at all	Correspond moderately	Correspond exactly
1. Because this is the type of work I choose to do to attain a certain lifestyle 2. For the income it provides me 3. I ask myself this question, I don't seem to be able to manage the important tasks related to this work 4. Because I derive much pleasure from learning new things 5. Because it has to become a fundamental part of who I am 6. Because I want to succeed at this job, if not I would be very ashamed of myself 7. Because I choose this type of work to attain my career goals 8. For the satisfaction I experience from taking on interesting challenges 9. Because it allows me to earn money 10. Because it is part of the way in which I have chosen to live my life 11. Because I want to be very good at this work, otherwise I would be very disappointed 12. I don't know why, we are provided with unrealistic working conditions 13. Because I want to be a "winner" in life 14. Because it is the type of work I have chosen to attain certain important objectives 15. For the satisfaction I experience when I am successful at doing difficult tasks 16. Because this type of work			

provides me with security 17. I don't know too much is expected of us 18. Because this job is part of my life			

APPENDIX E

ITEMS DETAIL OF WORKERS PERFORMANCE

Using the scale below, please tick(√) the correct option, reason why you are presently involved in your work.

DIMENSIONS	SA	A	UD	D	SD
Contextual Performance -Altruism 1. Helps other employees with their work when they have been absent. 2. Voluntees to do things not formally required by the job. 3. Takes initiative to orient new employees to the department even though not part of his/her job description. 4. Helps others when their work load increases (assists others until they get over the hurdles). 5. Assists me with my duties. 6. Makes innovative suggestions to improve the overall quality of the department. 7. Willingly attends functions not required by the organization, but helps in its overall image.					
-Conscientiousness 1. Exhibits punctuality arriving at work on time in the morning and after lunch breaks. 2. Takes undeserved work breaks. 3. Exhibits attendance at work beyond the norm, for example, takes fewer days off than most individuals or fewer than allowed. 4. Coasts toward the end of the day. 5. Gives advance notice if unable to come to work. 6. Spends a great deal of time in personal telephone conversations. 7. Does not take unnecessary time off work. 8. Does not take extra breaks. 9. Does not spend a great deal of time in idle conversation.					
Task Performance 1. Achieve the objectives of the job 2. Meets criteria for performance 3. Demonstrates expertise in all job-related tasks 4. Fulfills all the requirements of the job					

5. Could manage more responsibility than typically assigned 6. Appears suitable for a higher level role Is competent in all areas of the job, handles tasks with proficiency 7. Performs well in the overall job by carrying out tasks as expected 8. Plants and organize to achieve objectives of the job and meet deadlines					

Note, Intrinsic motivation = 4,8, 15: integrated regulation =5, 10, 18: identified regulation =1,7, 14; introjected regulation = 6, 11, 13; external regulation = 2, 9,16; motivation = 3,12, 17. The current study has dimensions of job performance, i.e. Altruism, conscientiousness and task performance (Goodman and Svyantek, (1999). The detail number of items and their relevant dimensions is given in section c

APPENDIX F

JOB SATISFACTION

OJS items	SA 5	A 4	UD 3	D 2	SD 1
1. My job seems like a hobby to me. 2. My job is usually interesting enough to keep me from getting bored. 3. It seems that my friends are more interested in their jobs. 4. I consider my job rather unpleasant. 5. I enjoy work more than my leisure time. 6. I am often bored with my job. 7. I feel fairly well satisfied with my present job. 8. Most of the time I have to force myself to go to work. 9. I am satisfied with my job for the time being. 10. I feel that my job is no more interesting than others could get. 11. I definitely dislike my work. 12. I feel that I am happier in my work than most other people. 13. Most days I am enthusiastic about my work. 14. Each day of work seems like it will never end. 15. I like my job better than the average worker does. 16. My job is pretty uninteresting. 17. I find real enjoyment in my work. 18. I am disappointed that I ever took this job.					

If you answer (b) to item 5 above, please indicate if you are

	Frequency	Percent
Senior Staff	33	32.0
Junior Staff	40	38.8
No response	30	29.1
Total	103	100.0

among those who said they are civilians, 30 or 29.1% did not respond, while 33 or 32.0% are senior staff and the rest 40 or 38.8% are junior staff.

Economic status

Economic status		Frequency	Percent
Valid	Low income group	23	22.3
	Middle income group	78	75.7
	High income group	2	1.9
	Total	103	100.0

A total of 23 or 22.3% of the respondents are on low income group while 78 or 765.7% are middle income group and the rest 2 or 1.9% are of high income group.

Marital status

		Frequency	Percent
Valid	Married	77	74.8
	Single	25	24.3
	Widow	1	1.0
	Total	103	100.0

The marital status of the respondents showed that 77 or 74.8% are married while 25 or 24.3% are single and the rest 1 or 1.0% is a widow.

Ranks

	Frequency	**Percent**
Officers	7	6.8
senior staff	43	41.7
other ranks	32	31.1
junior staff	21	20.4
Total	103	100.0

On the respondent's rank, 7 or 6.8% are officers, while 43 or 41.7% are senior staff as against 32 or 31.1% that are other ranks and the rest 21 or 20.4% are junior staf.

Multiple Pearson product Moment Correlation (PPMC) statistics on the relationship between Job Motivation, Job performance and job satisfaction of NDA staff

Descriptive Statistics

	Mean	Std. Deviation	N
JOB MOTIVATION	39.3301	7.08130	103
PERFORMANCE	97.2233	6.03735	103
JOB SATISFACTION	60.3495	9.70719	103

Correlations

		JOB MOTIVATION	PERFORMANCE	JOB SATISFACTION
JOB MOTIVATION	Pearson Correlation	1	.151	.622*
	Sig. (2-tailed)		.127	.000
	N	103	103	103
PERFORMANCE	Pearson Correlation	.151	1	.677**
	Sig. (2-tailed)	.127		.000
	N	103	103	103
JOB SATISFACTION	Pearson Correlation	.622*	.677**	1
	Sig. (2-tailed)	.000	.000	
	N	103	103	103

General Mean statistics of Job Motivation, work performances, and job satisfaction of all staff of NDA Kaduna.

Statistics

		JOB MOTIVATION	PERFORMANCE	JOB SATISFACTION
N	Valid	275	275	275
	Missing	0	0	0
Mean		39.1455	97.2836	60.5927
Std. Error of Mean		.42105	.36879	.59344
Median		40.0000	96.0000	58.0000
Mode		33.00	96.00	52.00
Std. Deviation		6.98230	6.11564	9.84114
Variance		48.752	37.401	96.848
Skewness		-.394	.294	.932
Std. Error of Skewness		.147	.147	.147
Kurtosis		-.157	-.423	.232
Std. Error of Kurtosis		.293	.293	.293
Range		32.00	27.00	38.00
Minimum		22.00	84.00	48.00
Maximum		54.00	111.00	86.00
Sum		10765.00	26753.00	16663.00

APPENDIX G

RAW OUTPUT

Frequency Table

Department/Unit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	124	45.1	45.1	45.1
	2.00	103	37.5	37.5	82.5
	3.00	33	12.0	12.0	94.5
	4.00	7	2.5	2.5	97.1
	5.00	5	1.8	1.8	98.9
	6.00	3	1.1	1.1	100.0
	Total	275	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 25Yrs	17	6.2	6.2	6.2
	26 - 30Yrs	53	19.3	19.3	25.5
	31 - 35YRs	22	8.0	8.0	33.5
	36 - 40Yrs	57	20.7	20.7	54.2
	41 - 45Yrs	65	23.6	23.6	77.8
	46 Yrs and Above	61	22.2	22.2	100.0
	Total	275	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	199	72.4	72.4	72.4
	Female	76	27.6	27.6	100.0
	Total	275	100.0	100.0	

Highest Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary School Certificate	17	6.2	6.2	6.2
	WASC/TCII	132	48.0	48.0	54.2
	B.A/B.Ed/B.Sc	65	23.6	23.6	77.8
	M.A/M.Ed/M.Sc	15	5.5	5.5	83.3
	PhD	3	1.1	1.1	84.4
	Others	43	15.6	15.6	100.0
	Total	275	100.0	100.0	

Category of Staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Military Personnel	187	68.0	68.0	68.0
	Civilian Staff	88	32.0	32.0	100.0
	Total	275	100.0	100.0	

If you answer (a) to item 5 above, please indicate if you are an

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no response	75	27.3	27.3	27.3
	Officer	21	7.6	7.6	34.9
	Other Ranks	179	65.1	65.1	100.0
	Total	275	100.0	100.0	

If you answer (b) to item 5 above, please indicate if you are an

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no response	83	30.2	30.2	30.2
	Senior Staff	95	34.5	34.5	64.7
	Junior Staff	97	35.3	35.3	100.0
	Total	275	100.0	100.0	

Economic Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low income group	58	21.1	21.1	21.1
	Middle income group	212	77.1	77.1	98.2
	High income group	5	1.8	1.8	100.0
	Total	275	100.0	100.0	

Frequencies

Statistics

		JOBMOTIVATION	PERFORMANCE	JOB SATISFACTION	JOB MOTIVATION
N	Valid	275	275	275	275
	Missing	0	0	0	0
Mean		39.1455	97.2836	60.5927	32.8545
Std. Error of Mean		.42105	.36879	.59344	.42105
Median		40.0000	96.0000	58.0000	32.0000
Mode		33.00	96.00	52.00	39.00
Std. Deviation		6.98230	6.11564	9.84114	6.98230
Variance		48.752	37.401	96.848	48.752
Skewness		-.394	.294	.932	.394
Std. Error of Skewness		.147	.147	.147	.147
Kurtosis		-.157	-.423	.232	-.157
Std. Error of Kurtosis		.293	.293	.293	.293
Range		32.00	27.00	38.00	32.00
Minimum		22.00	84.00	48.00	18.00
Maximum		54.00	111.00	86.00	50.00
Sum		10765.00	26753.00	16663.00	9035.00

		For the income it provides me	I ask myself this question, I don't seem to be able to manage the important taste related to this work	Because I derive much pleasure from learning new things	Because it has become a fundamental part of who I am	Because I want to succeed at this job, if not I would be very ashamed of myself	Because I choose this type of work to attained my career goals	Foe the satisfaction I experience from taking on interesting challenges	Because it allows me to earn money	Because it is the part of the way in which i have chosen to live my life	Because i want to be very good at this work, otherwise I would be very disappointed	I don't know why we are provided with unrealistic working condition	Because i want to be a winner in life	Because it is the type of work i have chosen to attain certain important objectives	For the satisfaction i experience when i am successful at doing difficult tasks	Because this type of work provides me with security	I don't know, too much is expected of us
N		275 0	275 0	275 0	275 0	275 0	275 0	275 0	275 0	275 0	275 0	275 0	275 0	275 0	275 0	275 0	275 0

Mean		1.7818	2.7345	1.5855	1.7309	1.8545	1.8436	1.5564	1.7964	1.9964	1.7164	1.9673	1.5709	1.6691	1.7709	1.8582	1.9091
Std. Deviation		.84773	.52535	.65830	.64527	.73540	.80662	.70936	.73145	.72242	.75907	.79851	.63753	.62458	.71625	.67670	.82552
Variance		.719	.276	.433	.416	.541	.651	.503	.535	.522	.576	.638	.406	.390	.513	.458	.681

Frequency Table

Because this is the type of work I choose to do to attain a certain lifestyle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	134	48.7	48.7	48.7
	Correspond Moderately	92	33.5	33.5	82.2
	Correspond Exactly	49	17.8	17.8	100.0
	Total	275	100.0	100.0	

For the income it provides me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	135	49.1	49.1	49.1
	Correspond Moderately	65	23.6	23.6	72.7
	Correspond Exactly	75	27.3	27.3	100.0
	Total	275	100.0	100.0	

I ask myself this question, I don't seem to be able to manage the important taste related to this work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	11	4.0	4.0	4.0
	Correspond Moderately	51	18.5	18.5	22.5
	Correspond Exactly	213	77.5	77.5	100.0
	Total	275	100.0	100.0	

Because I derive much pleasure from learning new things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	140	50.9	50.9	50.9
	Correspond Moderately	109	39.6	39.6	90.5
	Correspond Exactly	26	9.5	9.5	100.0
	Total	275	100.0	100.0	

Because it has become a fundamental part of who I am

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	104	37.8	37.8	37.8
	Correspond Moderately	141	51.3	51.3	89.1
	Correspond Exactly	30	10.9	10.9	100.0
	Total	275	100.0	100.0	

Because I want to succeed at this job, if not I would be very ashamed of myself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	97	35.3	35.3	35.3
	Correspond Moderately	121	44.0	44.0	79.3
	Correspond Exactly	57	20.7	20.7	100.0
	Total	275	100.0	100.0	

Because I choose this type of work to attained my career goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	114	41.5	41.5	41.5
	Correspond Moderately	90	32.7	32.7	74.2
	Correspond Exactly	71	25.8	25.8	100.0
	Total	275	100.0	100.0	

For the satisfaction I experience from taking on interesting challenges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	157	57.1	57.1	57.1
	Correspond Moderately	83	30.2	30.2	87.3
	Correspond Exactly	35	12.7	12.7	100.0
	Total	275	100.0	100.0	

Because it allows me to earn money

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	107	38.9	38.9	38.9
	Correspond Moderately	117	42.5	42.5	81.5
	Correspond Exactly	51	18.5	18.5	100.0
	Total	275	100.0	100.0	

Because it is the part of the way in which I have chosen to live my life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	72	26.2	26.2	26.2
	Correspond Moderately	132	48.0	48.0	74.2
	Correspond Exactly	71	25.8	25.8	100.0
	Total	275	100.0	100.0	

Because I want to be very good at this work, otherwise I would be very disappointed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dose not correspond at all	129	46.9	46.9	46.9
	Correspond Moderately	95	34.5	34.5	81.5
	Correspond Exactly	51	18.5	18.5	100.0
	Total	275	100.0	100.0	

I don't know why we are provided with unrealistic working condition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	92	33.5	33.5	33.5
	Correspond Moderately	100	36.4	36.4	69.8
	Correspond Exactly	83	30.2	30.2	100.0
	Total	275	100.0	100.0	

Because I want to be a winner in life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	140	50.9	50.9	50.9
	Correspond Moderately	113	41.1	41.1	92.0
	Correspond Exactly	22	8.0	8.0	100.0
	Total	275	100.0	100.0	

Because it is the type of work I have chosen to attain certain important objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Does not correspond at all	114	41.5	41.5	41.5
	Correspond Moderately	138	50.2	50.2	91.6
	Correspond Exactly	23	8.4	8.4	100.0
	Total	275	100.0	100.0	

For the satisfaction I experience when I am successful at doing difficult tasks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dose not correspond at all	109	39.6	39.6	39.6
	Correspond Moderately	120	43.6	43.6	83.3
	Correspond Exactly	46	16.7	16.7	100.0
	Total	275	100.0	100.0	

Because this type of work provides me with security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dose not correspond at all	85	30.9	30.9	30.9
	Correspond Moderately	144	52.4	52.4	83.3
	Correspond Exactly	46	16.7	16.7	100.0
	Total	275	100.0	100.0	

I don't know, too much is expected of us

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dose not correspond at all	107	38.9	38.9	38.9
	Correspond Moderately	86	31.3	31.3	70.2
	Correspond Exactly	82	29.8	29.8	100.0
	Total	275	100.0	100.0	

Because this job is part of my life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dose not correspond at all	113	41.1	41.1	41.1
	Correspond Moderately	98	35.6	35.6	76.7
	Correspond Exactly	64	23.3	23.3	100.0
	Total	275	100.0	100.0	