# IMPACT OF THE JOB SATISFACTION ON JOB PERFORMANCE OF TEMPORARY ACADEMIC STAFF

## (SPECIAL REFERENCE TO UNIVERSITY OF KELANIYA, SRI LANKA)



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This dissertation is submitted in partial fulfilment of the requirements for the degree of Master of Science in Operational Research.



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## Declaration of candidate and supervisor

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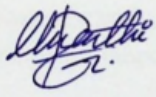
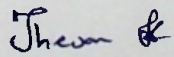
Signature  Date 24/09/2020

The above candidate has carried out research for the Masters dissertation under my supervision.

Name of the Supervisor: Dr. Thesara Jayawardane

Signature of the supervisor:  Date: 24/09/2020

## Abstract

Job satisfaction and job performance are the important phenomenon in human resource management in present world. The problem of this research is to find-out whether there is an impact on job satisfaction and dimension on job performance of the temporary employees working in the academic field of Sri Lanka. It will also investigate the relationship between the dimension of job performance and job satisfaction of the respondents as well as conduct a cross check of whether the former influences latter positive or negative in the long run. The research has been known for using a research framework with a pragmatic world view with survey strategy. This study has selected samples using stratified random sampling method and sample size has calculated using Taro Yamane method. 250 temporary academic staff members of the University of Kelaniya has been selected as the sample. This research is based on the analysis of primary data and data collected through structured questionnaire which was developed based on measurements to find results to the research problem by analyzing the previous researches. The data analysis process includes number of methods such as frequency, reliability, descriptive, regression and correlation. The sub component named learning environment highly contributed towards the job satisfaction while the evaluation system is the lowest contributing factor for the variable named job satisfaction. Communication between the university and employees is the most affected component on the job performance while the learning environment becomes the second important component. Need of the employees are the third important component and the emotional satisfaction about the job is the least important component while the evaluation system is not affected significantly. Research has found that there is high impact of job satisfaction on job performance of temporary academic staff.



Key words: Academic staff, Job Performance, Job satisfaction, Temporary employees

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## List of abbreviations

| Abbreviation | Description |
|---|---|
| SM | Emotional satisfaction about the job |
| SL | Learning environment |
| SN | Need of the employees |
| SC | Communication between the company and employees |
| SE | Evaluation system |
| PMT | Motivation |
| PP | Working environment |
| PJ | Job Design |
| PSC | Stress and work load |

## List of appendices

# CHAPTER ONE

# 1.0 INTRODUCTION

Job satisfaction is known for being one of the most crucial part of the human resource management in the sense of multidimensional part which currently is a burning topic in the business world. Job satisfaction is known for saying that the fabulous or a fabulousness of the employees are the most important part in the job. The nature of the environment of a person is very important because it is important to the life like a general life satisfaction. Employee performance is also recognized and contribute in the job performance of the employee in their workplace. It is thought as an essential component in the organizational success. The work production of the employee is known for increasing in the recent years due to the change in the work environment as well as the standard of living. Organizations are trying their best in improving the job satisfaction and job performance of their employees in order to increase the overall organizational performance. In this chapter one researcher tries to define the problem statement, formulate the research objectives as well as the methodology of the research and identify the limitations of the study.

## 1.1 Background of the research

Regarding the background of research, it can be said that the study has been done by Uddin and team which showed the inspiration of communication between the employees and the company, emotional satisfaction about the job, need of the employees, learning environment of the job, supervisors and, evaluating the system influences the job performance and employee satisfaction level in the telecom industry in Bangladesh (Uddin, Akther & Tumpa, 2016).

The results of the study have been provided by Chimanikire and team who has stated that a greater portion of academic staff was not satisfied with the job in the company. Most important reason for the dissatisfaction included allowances, high volume of work, the loans which were provided as the facilities as well as the inadequate salary is provided to the employees (Chimanikire et al, 2007).

According to the scholar Hijry and Haleem, it can be said that the study is known for indicating six factors in the workplace environment such as the organizational structure, working environment, knowledge, skills, rewards and the attitude of

primary employees are known for getting improved or influenced from the employee performance (Hijry & Haleem, 2017). Another study which has been provided by Boon and the team is known for assessing the five factors which are known for influencing the job performance of the working adults that include the income statement of the employee, rewards and incentives received, the environment in which their working, work-family factors and as well as personality (Boon et al., 2012).

Ongera and Juma has also found out that the positive relationship between the temporary employment and the employee performance in vast. Employees are known for getting up temporary employment as an alternative in lack of permanent employments does they get the hope of gaining permanent employee in longer-term organizations. it has also been found out that the autonomy as well as in sensing the employees in order to promote the employability through the process of coaching and work autonomy is enhancing the employment continuity through contract renewal. Process of giving the employees are temporary job security as well as enhanced performance is known for increasing the overall performance of the employee in the company (Ongera & Juma, 2015). The results from the release which was initiated from Shaju and Subhashini shows that the exists of positive employees as well as positive correlation between the dimension of job satisfaction and performance in employee is both important while working in automobile industries in India (Shaju & Subashini, 2017).

### 1.2 Significance of the study

Although there are many theoretical and empirical researches on the job satisfaction in different sectors and also on the job performance in different sectors, relatively little empirical work has been done on the aspect of job satisfaction and job performance in the temporary academic staff in Sri Lanka. So it is important to identify the impact of the job satisfaction on job performance of temporary academic staff in Sri Lankan context.

## 1.3 Problem statement

Most of the organizations are in a strong intention of hiring as well as retaining the most suitable employees for their companies. In order to realize this purpose of performance evaluation, it has become a very strong as well as important point for the employees and the employers to evaluate the recruiting process in the best possible manner. Evaluating the employee satisfaction as well as their performance in professional and social aspect their behavior real features and psychological features are also taken accountant on. On the other hand, the employees are also expected of providing the job for the performance in the company in their best way so that they can create a good impact out of them. According to the previous scholars, Tetteh et al. (2012) indicated that the surroundings which an employee in subjected influenced their performance. As the findings of the researches done by Aroosiya and Ali (2013), Achieng et al. (2014), there was a direct relationship among the two variables named job performance and job design of the school's employees. As per the research done by Judge et al. (2001), there is no significant relationship between satisfaction and performance of the employees. Locke (1970) and Cook (2008) who proved that there is an impact of job satisfaction on job performance and also Lawler and Porter (1967) who proved that job performance affects job satisfaction together. There can be identify difference of findings of the established literature. This research has tried to identify the impact on job satisfaction and dimension on job performance of the temporary employees working in the academic field of Sri Lanka. It also investigate the relationship between the dimension of job performance and job satisfaction of the respondents as well as cross check whether the former influences latter positive or negative in the long run because there are theoretical gap as the lack of literature on the aspect of temporary academic staff.

## 1.4 Objectives of the study

The main objective of this study is to find out the impact of the job satisfaction on the job performance of the temporary academic staff in Sri Lanka. The specific objectives are listed as below;

- To understand the level of employees' job satisfactions of the temporary academic staff in Sri Lanka.

- To understand the level of job performance of the temporary academic staff in Sri Lanka.
- To implement the recommendations to increase the job satisfaction of temporary academic staff on the aim of increasing job performance of them.

### 1.5 Research questions

This study was conducted with a view of finding out the answers for the following questions.

- What is the relationship between job satisfaction on job performance of temporary academic staff in Sri Lanka?
- What is the level of employees' job satisfactions in the temporary academic staff in Sri Lanka?
- What is the level of job performance of temporary academic staff in Sri Lanka?
- What are the recommendations to increase job satisfaction of temporary academic staff in Sri Lanka?

### 1.6 Methodological framework

Figure 1.1 presents the research methodological framework of this research based on research objectives as explained above. According to the following methodological framework, the first step of this research is an initial study to identify research problem and objectives. In the second step literature review has identified the factors affecting the job performance, factors affecting the job satisfaction and the impact of the job satisfaction on the job performance of the temporary academic staff. In the third step which is designed as a step further to identify the impact of the job satisfaction on the job performance of the temporary academic staff. Step four focuses the data collection procedure which includes the data collection method and tools. Finally, the conclusion and recommendations will be drawn according to the results.

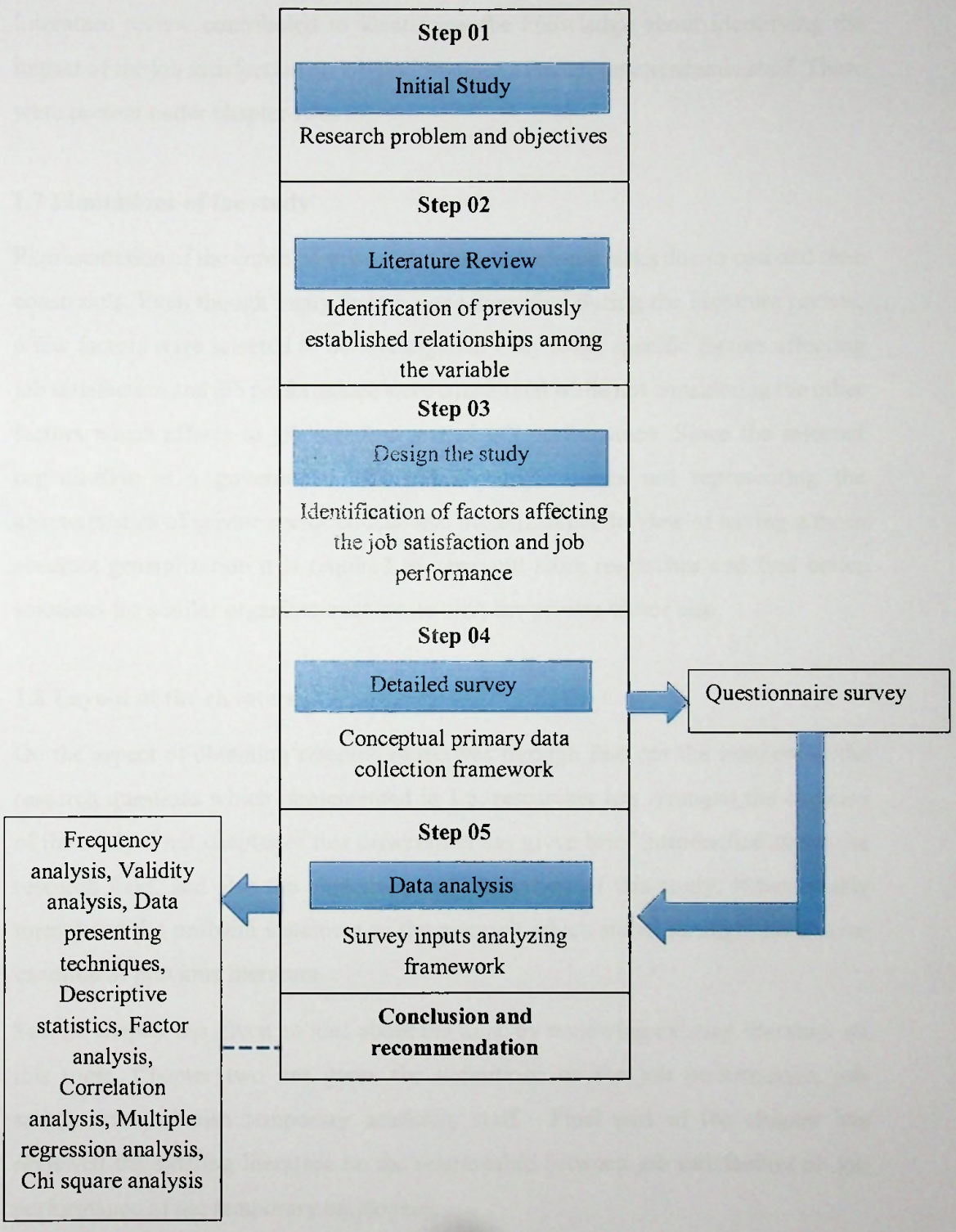


Figure 1.1: Methodological framework of research

Source: Author Construct

Initial study was carried out to identify the problem and objectives of the research using the experience, journal articles, e-materials, books and theses. This was explained in the chapter one.

Literature review contributed to identifying the knowledge about identifying the impact of the job satisfaction on job performance of temporary academic staff. These were present under chapter two.

### 1.7 Limitations of the study

Representation of the entire population by selected sample lacks due to cost and time constraints. Even though many factors were identified during the literature review, a few factors were selected to be investigated. Only some specific factors affecting job satisfaction and job performance were considered while not considering the other factors which affects to job satisfaction and job performance. Since the selected organization is a government educational body, it was not representing the characteristics of private sector educational organizations. In view of having a more accurate generalization it is required to carry out more researches and find better solutions for similar organizational issues with the private sector also.

### 1.8 Layout of the chapters

On the aspect of obtaining research objectives through find out the answers to the research questions which implemented in 1.5, researcher has arranged the chapters of the study. First chapter of this dissertation has given brief introduction about the research field, and also the objectives and limitations of this study. It has clearly formulated the problem statement of the research which stated through the diverse examine of previous literature.

Second chapter has given an idea about the topic by reviewing existing literature on this topic. Chapter two has given the definitions on the job performance, job satisfaction and also temporary academic staff. Final part of the chapter has reviewed the existing literature on the relationship between job satisfaction on job performance of the temporary employees.

Chapter three has included research methodology which was used for the research hypothesis, operational definition, operationalization, research design, primary data collection, sample procedure and finally data analysis tools of this research.

Chapter four mainly focused on the data presenting, analysis and discussions which came through the methodology used for this research and criteria used to select

responses as in the chapter three. This chapter included main five sections as nature of the sample, check out the validity, job satisfaction, job performance and finally impact of job satisfaction on job.

The chapter five of the research aims to draw conclusions on the relationship between job satisfaction based on the key findings of the research and job performance of the temporary academic staff and give the recommendations based on the research. Also chapter five gives the idea about the further researches in this field as the researcher strongly believes that this research would help the future researchers to build arguments further and it will be beneficial as well.

### 1.9 Summary of the chapter one

Chapter one has given an introduction to the research by defining the problem statement, formulating the research objectives and methodology of the research and also identifying the limitation of the study. Chapter two will discuss the existing empirical literature on this topic and also the theoretical background of this topic.

# CHAPTER TWO

# 2.0 CRITICAL REVIEW OF LITERATURE

In this specific chapter, the researcher will be censoriously examining different theories using diverse literature readings. In view of achieving the research objectives to find a proper answer for the research problem, a detailed literature review has been carried out by the researcher using theoretical literature as well as empirical literature. Theoretical literature is based on various theories pertaining to the research topic. Empirical review is based on findings of other scholars to identify their views and opinions on factors influencing identical problems and to find answers. Further, the thematic method of developing a literature review has been used by the researcher which is based on the themes of the study.

## 2.1 Job satisfaction

The job satisfaction can be defined as the degree of feeling that the employee is particularly thinking regarding a job in a constructive matter. The individuals at their early stages of employment are known for usually getting a low satisfaction due to not fulfilling expectations from the company. But later on, those employees are known for experiencing a high job satisfaction because they have spent most of their time in their companies and have met their expectations. The employees when advanced in their careers and gain various types of maturity and work experience, it has led them to be more realistic in terms of expectation out of job service (Tirmizi et al., 2008).

Job satisfaction is defined and measured with various factors of the job. As the extent to which employees like their work. An attitude based on employee perceptions (negative or positive) of their job or work environment (Ellickson & Logsdon, 2001). Job satisfaction has been dominated by the person environment. Regardless of the theoretical approach used to study job satisfaction, most studies have identified at least two general categories of antecedent variables. Environmental factors – personal characteristics both focuses on job satisfaction and individual attributes and characteristics (Ellickson & Logsdon, 2001; Shahab & Ali, 2013).

Abuhashesh et al. (2019) has done a research on the aim of the identifying and assessing the significance of individual factors influencing satisfaction and

dissatisfaction with work and demonstrate their impact on the overall assessment of job satisfaction. The study showed that between the weight attributed to individual factors and overall job satisfaction, there are many statistically significant correlations on the basis of analysis respondents' groups. The study confirms that the raised thesis concerning the validity of research in the factors affecting the general feeling of satisfaction by the employees (Abuhashesh et al., 2019).

There are various types of definitions of job satisfaction found in the literature. Among the most cited definition of job satisfaction has been defined by Locke (1976) who defined it as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". The appraisal is known for getting AIDS involvement through various types of element like the salary, working conditions, colleagues and boss, career prospects and, of course, the intrinsic aspects of the job itself (Berghe, 2011). Traditionally, job satisfaction has been defined as "the feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives" (Michelle et al., 2016). Hulin and Judge (2003) have defined job satisfaction as "multidimensional psychological responses to one's job. As such, job satisfaction can be considered as both an affective and cognitive state". Hulin and Judge (2003) suggested that job satisfaction is "an attitude and that attitudes are either emotions or judgments". The typical (mainly cross-sectional) finding is that employees on temporary employment contracts report lower mental well-being and have a greater chance of psychological morbidity than comparable employees on traditional, full-time permanent contracts. However, studies endeavoring to identify causal relationships between subjective well-being and different contract types have in general found a weak or no negative impact of atypical employment on the health and well-being of workers (Hulin & Judge, 2003)

There are some important reasons why the relationship between emotional well-being and flexibility may not be unambiguously negative. It can also be told that, temporary work can be desirable for employees that want to have an independent control over their working schedule, while others may consider it as a necessary stepping-stone towards a more integrated position in the labour market (Virtanen et al., 2005).

Yuxin and Farooq (2019) defined that by escalating the staffs' needs and providing them with an opportune state can lead to job satisfaction (Yuxin & Farooq, 2019). Communication may clasp feelings created or words stated. Actually, communication begins with the welcome sign when parent go into the school building first time. Welcome signs are showing the range of cultural languages spoken in the school surroundings produce an even more attracting surroundings (Ahan et al., 2009).

According to Baron and Greenberg (2003), if employees view their managers as fair and proficient and genuine, the level of job satisfaction will be high. Moreover, those workers that perceive their employers as unfair, not proficient and egocentric will consequently experience a lower level of job satisfaction (Baron & Greenberg, 2003).

In a survey conducted by Shaju and Subhashini in Trade Winds Group of Companies in Klang Valley, that made identified a positive relationship between job satisfaction components which were promotion process, work itself, supervision and co-workers except for pay towards employee job performance (Shaju & Subhashini, 2017).

### 2.2 Job performance

According to the scholar Murphy (1989), job performance can be defined as "the set of comportments that are significant to the goals of the organization or the organizational element in which employees". Hence, the job performance of an individual plays a crucial role in the development of an organization. This is since it highly influences the overall firm's performance and also functions as the strategic variable in work and organizational psychology (Sonnentag and Frese, 2005).

Performance denotes to the degree of success of the mission at work place that rapidly high lights an employee job. Different scholars have diverse views on performance. Most of scholars have used the term performance to express the range of dimensions of transactional efficiency and input to output efficiency (Jayaweera, 2015). Job performance has been defined as the worth of organization can anticipate from distinct behaviors performed by an employee over time (Motowidlo & Scotter, 1994).

The individual job performance is not steady and it can vary over the period of time. Previous researches have shown that the performance of an individual fluctuations by changing the time paid out on a particular job. At the same time, individual performance changes as the consequence of learning and great performance is always the outcome of greater empathetic towards the specific job instead of greater determination to the employment (Hulin & Judge, 2003). Further, the unstable individual job performance can be results of the patterns of "intra-individual change" or changes in an individual's "psycho-physiological state" (Ongera & Juma 2015; Michelle et al, 2016).

The employee motivation is one of the most essential part in job satisfaction of the employees it is also one of the most important element and employee success and eventually the organization will be able to meet that target at sets of organization. Employee motivation is very essential as well as one of the most important element for achieving success by the employees in the organizations urgent objectives and AIMS assessed by the company (Stuart et al., 2008).

Ololube (2006) explains that motivation towards work, whether essential or unessential are very indispensable in the worker's lives because they make the basic motive for employed in life. It indicates the multifaceted needs and forces which deliver the power for an individual to do a certain work (Shulze & Steyn, 2003). Besides, employee motivation offers as an important factor of business accomplishments whereby high motivation counterparts with job satisfaction, an intelligence of superiority in someone's effort, an ultimate organizational obligation which develops performance and production (Linz et al., 2006). Likewise, for Islamic organizations, this component is ready to lend a hand to dissect the employees' performance, even though the findings might be unclear.

Uddin et al. have done a study purposed to realize whether there was a positive or negative association between employees and the surroundings that they were employed. According to the findings, that indicated the association among employees and their managers were poor. So the study determined that the surroundings which an employee in subjected influenced their performance at Produce Buying Company in an immense way and positively. According to these findings, it is only right to confess that companies should improve the working conditions of an organization to enhance staff performance (Uddin et al., 2016).

A study carried out by Yuxin and Farooq (2019), evaluated that the knowledge state that there was on expression of employees, the conditions through which they worked in wellbeing and security as well their capability to develop and positive outcome in SMEs was done. This study established that there was some kind of positive relation among the areas of study and numerous types of positive outcomes the enterprise. Positive results involved low employee revenue, greater contribution of employees to the overall wellbeing of the institute, enriched productivity as well as excessive profits, unlimited sales and client satisfaction (Yuxin & Farooq, 2019).

Aroosiya and Ali (2013) have done a research to ascertain whether performance of employees in Sri Lanka at their school could be influenced by their job design. As the findings of the research state, there was a direct relationship among the two variables to the school's employees. So, that a school should strive to put to place a feedback, an effective task identity and autonomy in order to enrich the performance of the teachers, which would in turn improve the overall performance at Job Design for school teachers. It has also been established on the importance of positive relationship through managerial path because it is known for getting a pixel in between the two deliverables found in the school employees (Aroosiya & Ali, 2013).

Achieng et al. (2014) carried out a study that proposed to discover whether job design affects the performance of bankers in Kisumu City. According to this study, task significance, task variety and task identity had an impact on the achievement of these bankers. Conversely, task autonomy was not perceived as a factor for performance in this study. Consequently, job design was seen as a factor determining the performance of employees and formation of a task identity for these employees was suggested in order to enrich their performance (Achieng, Ochieng, & Owuor, 2014)

Organizational exhaustion is also written in the prevailing researches as an impact of the stress. Exhaustion has been a key issue in the modern working environment which has been examined to have improved the absence and many sick leaves by the employees (Leiter & Maslach, 2000). Consistently another study, relating different viewpoints of exhaustion expose that physical and psychological features of exhaustion perform a crucial role in clarifying the employee's aspiration to suspend. Exhaustion is a direct consequence of an individual's thinking about job satisfaction and that employee's performance that turn finally produces organizational assurance outcome in an aspiration to relinquish (Rehman et al., 2013). Some companies may

require achieving a definite work level, while their employees might be unable to manage allocated works. It is explained that the demand surpasses an individual capacity which simultaneously fails to make happy to upper management. Moreover, job stress has been identified commonly as a social issue (Hulin & Judge, 2003).

### 2.3 Temporary academic employees

The academic workforce is known for playing a significant role in determining the success of the vision as well as mission of the university. This is supported by Bentley et al. (2013) who reached a decision that the core academic workplace helps a university to get ahead. It is critical to gratify the needs and support of the increasing number of academic staff in a university in order for them to provide the superlative service for the university. This is true since the success of a university depends on the academic workforce (Bentley et al., 2013).

And employment situation has analyzed where the employee is known for getting an accepted return from the remaining position of certain period. The temporary employees have been given a greater opportunity to achieve the permanent employment status after a long time period that has lapsed. In present competition is severe and the main goal is to minimizing the cost. To achieve this goal university also must apply some procedures to their employees likewise engage the temporary employees, contract basis employees who can fire when administration want. Using this cost reduction even though the manager can use contract workforce approach in order to decrease costs and operating increase suppleness (Houston et al., 2006).

### 2.4 Models of the job satisfaction and job performance

The job satisfaction and job performance theories have been well-defined. At this point the researcher tries to discuss the possible fundamental models underlying the association between the job satisfaction and job performance. When looking for relationship between the job satisfaction as well as job performance it has been identified that five different models are empirical the important in this case (Judge et al., 2001). However, researchers have also identified two additional models of the association between job satisfaction and performance, which they conclude are not reasonable. One of this model is that there is no significant relationship between satisfaction and performance of the employees and on the other hand the alternative

methods of conceptualization has been increasing the job satisfaction or job performance of the employees (Judge et al., 2001).

Researcher has summarized the ideas expressed by these five theories as below. Among the models that were resolute to be empirically reasonable, following three models involve direct causal job satisfaction and job performance relationships;

(i) Satisfaction affecting performance which is theory of attitude and behavior relations bring together by Fishbein and Ajzen's in 1975.

As per the study of Fishbein and Ajzen (1975), they were considering the probability that satisfaction causes performance and finally state that positive or negative attitudes toward a behavior can lead to performing of the behavior, in the aspect of behavioral intentions. Insecurely applying Fishbein and Ajzen's theory, company researchers have speculated that attitudes toward the job such as job satisfaction, should be interrelated to job behaviors, most frequently measured as performance. Even if the theoretical suggestion that attitudes affect behavior, makes instinctive sense and is supported by a boundless deal of practical research. Accordingly, "theory of Reasoned Action" not appropriate to the association between job satisfaction and performance. An employee may be highly satisfied with his overall job, but unhappy with one specific behavior that he must perform. For this employee, performance evaluations done by management would be low if they were based on the one behavior that the employee did not like, even though the employee's overall attitude toward the job was positive. In such situations there are some possibilities for employees to have diverse attitudes toward the job than employees do toward the performances they perform on the job (Fishbein & Ajzen, 1975).

(ii) Performance affecting satisfaction bring together by Lawler and Porter by 1967.

The most basic idea behind expectancy value theories is that individuals, who have high anticipations about an outcome, will

behave differently than individuals with low expectations. The value which individuals place on the consequences, vacillating from strongly positive to strongly negative, will also cause their behavior that early model of this kind was presented by Lawler and Porter (1967). They supposed that high levels of performance would lead to rewards for the employees, that would in turn increase their satisfaction with the job. This model is consistent with the definition of job performance as not actually a behavior but rather an evaluation of a behavior (Lawler & Porter, 1967). If performance is defined using manager evaluations of job behavior, then this operationalization is particularly like to be tied to Institutional rewards. Locke (1970) also supported the idea that satisfaction could be apprehended of as an outcome of performance, using "goal theory". In model introduced by Locke, performance is based on goal directed behavior, and satisfaction comes from whether one's performance met these goals (Locke, 1970).

(iii) The mutual affecting association between the job performance and job satisfaction bring together by Wanous in 1974.

The concept of job satisfaction affecting performance and job performance affecting job satisfaction are not mutually exclusive. Previous studies have explicitly detailed the possibility that job satisfaction and performance simultaneously cause each other (Judge et al., 2001; Wanous, 1974).

Other than the three direct causal models mentioned above, two alternative models of satisfaction performance it was suggested by other authors are known for determining the relationship between satisfaction and performance (Judge et al., 2001). That means the idea that it may be spurious (the association is due to a one or more general causes of job satisfaction and job performance, not due to a substantive causal mechanism among variables) or that the association may be moderated (it be determined by upon one or more conditional variables).

The Theory of Planned Behavior suggests that attitudes concerning a behavior lead to intentions to perform, and then to real performance of the behavior. When considering the association among satisfaction and performance, if satisfaction with the job doesn't have to do with performance behaviors, then the attitude will not essentially lead to these behaviors. As instance if an employee with low performance might be highly satisfied at work because he is overenthusiastic and enjoys the chances that the job offers in the aspect of being able to cooperate with other people. Such situation, the employee bases his attitude in terms of social aspect of work rather than on task performance, hence satisfaction with the job would not essentially lead to higher levels of performance (Ajzen, 1991).

### 2.5 Impact of the job satisfaction on job performance of the temporary staff

Stuart et al. have found that how the employee performance relates to contract job with facets of loyalty, uncertainty and incentives. According to their outcomes job performance has positive relation with loyalty and incentives but negative with job uncertainty (Stuart et al, 2008).

Study done in 1998 has found that a complex measure may be preferred over a dichotomous classification when operationalizing the decision to chase temporary work, individuals who are involuntarily chasing temporary work may be less satisfied, whether an individual voluntarily pursues temporary work appears to be unrelated to satisfaction levels, and whether an individual is voluntarily or involuntarily pursuing temporary work is unrelated to performance (Ellignson et al, 1998).

Structural equation modeling of the meta analytic correlation matrix suggests a residual correlation of 0.16 between job satisfaction and performance roughly half the magnitude of the zero-order correlation. Results suggest that job complexity is negatively related to satisfaction and performance, once ability and personality are controlled (Cook, 2008).

### 2.6 Theoretical gap of the research

As per the above reviewed literature, Tetteh et al. (2012) indicated that the surroundings which an employee in subjected influenced their performance. As the

findings of the researches done by Aroosiya and Ali (2013), Achieng et al. (2014), there was a direct relationship among the two variables named job performance and job design of the school's employees. As per the research done by Judge et al. (2001), there is no significant relationship between satisfaction and performance of the employees. Locke (1970) and Cook (2008) who proved that there is an impact of job satisfaction on job performance and also Lawler and Porter (1967) who proved that job performance affects job satisfaction together. There can be identify difference of findings of the established literature.

### 2.7 Summery of the chapter two

Chapter two has given the brief idea about the topic by reviewing existing literature on this topic. So this chapter has given the definitions on the job performance, job satisfaction and also temporary academic staff. The researcher has reviewed and identified the various factors which affect the job performance and also the job satisfaction. It will be useful when constructing the conceptual framework of the research. Final part of the chapter has reviewed the existing literature on the relationship between job satisfaction on job performance of the temporary employees.

# CHAPTER THREE

# 3.0 RESEARCH METHODOLOGY

Chapter three will be providing various types of necessary information on methodology along with the identified framework which was initiated by the researcher to carry out the study in an effective manner. Also this chapter there will be included in some more areas such as hypothesis, operational definition, operationalization, research design, primary data collection, sample procedure and finally data analysis tools. The research methodology will also help the researcher in order to construct the research in such a way that would be in the right direction. The researcher has used both the qualitative and quantitative methods to carry out this study. The temporary academic staffs' opinion has been obtained through a sample survey to identify the impact of the job satisfaction on job performance of temporary academic staff. These facts will also include in the chapter three.

## 3.1 Conceptual framework of the research

As per the view of literature review in chapter two, it is observed that previous scholars have identified number of factors which affect the job satisfaction and also job performance. The researcher has selected five main factors affecting job satisfaction, four main factors which affecting the job performance and also try to check the impact of the job satisfaction on job performance of temporary academic staff in Sri Lanka. Accordingly, conceptual framework of the research could be developed as follows. Conceptual framework has construct in order to achieve the objectives of the research. Therefore, researcher has tried to understand the level of employee job satisfactions and also the job performance in the temporary academic staff in Sri Lanka using above mentioned factors of job satisfaction and job performance.

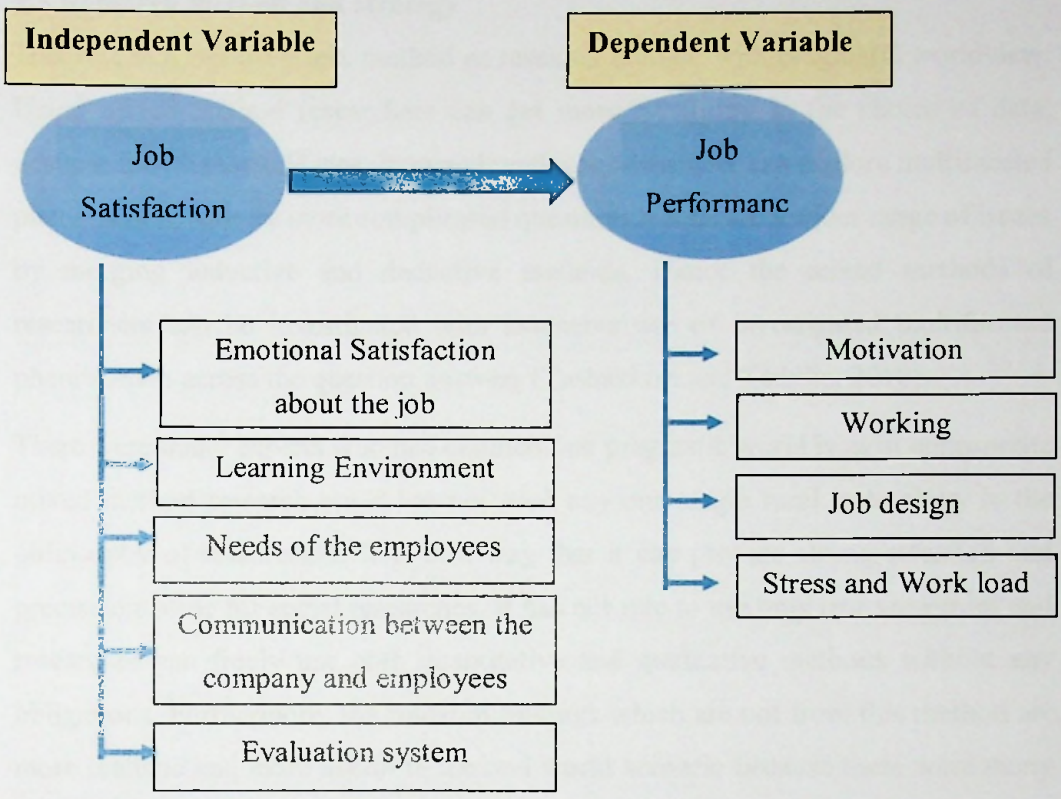


Figure 3.1: Conceptual Framework of the research

Source: Author Construct

### 3.2 Research Hypotheses

Researcher can formulate the research hypotheses based on the conceptual framework build in figure 3.1.

$H_{0a}$: There is positive impact of job satisfaction on job performance

$H_{0b}$: There is positive impact of emotional satisfaction about the job on job performance

$H_{0c}$: There is positive impact of learning environment on job performance

$H_{0d}$: There is positive impact of needs of employees on job performance

$H_{0e}$: There is positive impact of Communication between the company and employees on job performance

$H_{0f}$: There is positive impact of evaluation system on job performance

### 3.3 Research method and strategy

This research has used mix method as research method with pragmatic worldview. Using mixed method researchers can get more flexibility in the choice of data, designs and methods. Hence, in mixed methods, researcher can explore multifaceted phenomenon, address more complicated questions and tackle a wider range of issues by merging inductive and deductive methods. Hence the mixed methods of researchers can be investigated with extensive use of investigated multifaceted phenomenon across the question answers (Tashakkori and Teddlie, 2010).

There were many experts who had claimed that pragmatic world is most appropriate mixed method research but it has not used any one single rural technology in the philosophy of researchers. It is in a way that it can provide strong attention and precise outcome for social researches. It has not rule to use only one viewpoint and researcher can freely use both quantitative and qualitative methods without any obligations. Furthermore, the research findings which are not from this method are more realistic and more useful in the real world scenario because there were many new findings that have not been found in. Here both quantitative and qualitative methods are used without any constraints so as by finding and detecting the reflective social matters as per job satisfaction. According to the thought of the experts it has been found out that the pragmatic worldview let the researcher use various types of methods and assumptions as well as different data collection method in order to deal with the survey. (Cresswell, 2009).

Saunders et al. (2012) define that the research strategy which is used in the process of research method is a plan that will be used by the researchers to insert various types of research questions. There are total of seven different approaches to research strategy that a researcher can employ; such as experiment, ethnography, survey, action research, case study, grounded theory and archival research (Bryman, 2003).

For the objective of this study, the researcher has chosen the survey strategy. Survey has been chosen as those are considered authoritative but it can effortlessly be explained and be understood by the respondents. While Bryman (2003) describes that survey is associated with self-enumeration method using questionnaire and interview method. Thus, this research will employ mixed-method approach by using the questionnaire as both qualitative and quantitative data collection technique.

### 3.4 Research design

In the research design part, researcher tries to present both methodological and conceptual frameworks of the research, implementation of the research with respective to the population and the sampling methods.

#### 3.4.1 Pre-test

The questionnaire should undergo a pre-test and the identified weak-points should be adjusted. So the researcher has distributed 25 questionnaires to randomly selected members of the population and got them answered, to check whether the accurate responses are received or whether there are any shortcomings in it. Then some necessary adjustments to the questionnaire were done.

#### 3.4.2 Study population

Population of the research is the area for the location that required to be considered to do the research. This is a case study based on University of Kelaniya. So the population of this research is temporary academic staff of university of Kelaniya attached to six faculties as follow.

Table 3.1: Temporary academic staff of university of Kelaniya

| Faculty | Temporary academic staff | | |
|---|---|---|---|
| | Temporary Lecturers | Demonstrators | Junior Fellow |
| Commerce and Management | 16 | 0 | 0 |
| Computing and Technology | 10 | 0 | 0 |
| Humanities | 63 | 02 | 20 |
| Medicine | 139 | 35 | 0 |
| Science | 135 | 16 | 03 |
| Social Sciences | 37 | 05 | 0 |

Source: University of Kelaniya (2019)

### 3.4.2.1 Study case: University of Kelaniya

University of Kelaniya is a non-profit public higher education institution established in 1959 which located in the urban setting of the large town of Kelaniya, Western Province, Sri Lanka. University of Kelaniya offers certificate courses, diplomas, external and internal degrees up to Philosophy of Doctoral which leading to officially recognized higher education degrees in several areas of study (Uni rank, 2019). This university has two major campuses, seven locations, six faculties and four institutions. The University of Kelaniya has a modern and multi-cultural arrangement and outlook, with the Faculties of Science, Medicine, Social Sciences and Commerce & Management, Humanities and Computing and Technology (University of Kelaniya, 2019).

### 3.4.3 Sampling procedure and sample

This study has selected using stratified random sampling method as randomized sampling technique hence the researcher has sufficient data and statistics about the population. The six faculties consider as basic stratum and positions consider as secondary stratum. Detail list of temporary academic staff obtained from the University of Kelaniya has used as sampling frame because that list fulfill all the characteristics which should has a good sampling frame such as up-to dated, complete, Non-repeated and sufficient.

### 3.4.3.1 Sample size

Although there are number of sample size calculation methods, researcher use the Taro Yamane method which is highly consider the sampling error.

$$n = \frac{N}{1+N\times e^2}$$

Here; n: Sample size

N: Population size

e: The accepting sample error (5% in Social Sciences)

$$n = \frac{N}{1+N\times e^2} = \frac{482}{1+482\times 0.05^2} = \frac{482}{(1+1.205)} = \frac{482}{2.205} = 218.594 \approx 219$$

According to the calculations mentioned above, minimum sample size should equal to 219. So the researcher decided to distribute 250 questionnaires with the expectation of more than 219 responses. Table 02 presents the sample size from each stratum.

Table 3.2: Sample size calculation

| Faculty | Position | Number of Population | Number of Sample |
|---|---|---|---|
| Commerce and Management | Assistant Lecturers | 16 | $\frac{16}{482} \times 250 = 8.298 \approx 08$ |
| | Demonstrators | - | - |
| | Junior Fellow | - | - |
| Humanities | Assistant Lecturers | 63 | $\frac{63}{482} \times 250 = 32.676 \approx 33$ |
| | Demonstrators | 02 | $\frac{02}{482} \times 250 = 1.037 \approx 01$ |
| | Junior Fellow | 20 | $\frac{20}{482} \times 250 = 10.373 \approx 11$ |
| Medical | Assistant Lecturers | 139 | $\frac{139}{482} \times 250 = 72.095 \approx 72$ |
| | Demonstrators | 35 | $\frac{35}{482} \times 250 = 18.153 \approx 18$ |
| | Junior Fellow | - | - |
| Science | Assistant Lecturers | 135 | $\frac{135}{482} \times 250 = 70.020 \approx 70$ |
| | Demonstrators | 16 | $\frac{16}{482} \times 250 = 8.298 \approx 08$ |
| | Junior Fellow | 03 | $\frac{3}{482} \times 250 = 1.556 \approx 02$ |

| | | | |
|---|---|---|---|
| Social Sciences | Assistant Lecturers | 37 | $\frac{37}{482} \times 250 = 19.191 \approx 19$ |
| | Demonstrators | 05 | $\frac{5}{482} \times 250 = 2.593 \approx 03$ |
| | Junior Fellow | - | - |
| Computing and Technology | Assistant Lecturers | 10 | $\frac{10}{482} \times 250 = 5.186 \approx 05$ |
| | Demonstrators | - | - |
| | Junior Fellow | - | - |

Source: Author calculation

### 3.5 Data collection methodology

This research is based on primary data. Primary data is the data collected by the invigilators for the first time directly from the field focusing the objectives of the study. The individuals interviewed and any other physical factors observed in collecting primary data for a particular study are considered as primary data sources (Perera, 2018).

#### 3.5.1 Unit of analysis

The study focuses on the relationship between, employees' job satisfaction and job performance with reference to temporary academic staff and conditions that could get them back on board. Thus, the temporary academic staff in the six faculties of university of Kelaniya were taken in to consideration. Therefore, the unit of this analysis is individual.

#### 3.5.2 Questionnaire

##### 3.5.2.1 Questionnaire development

A questionnaire was developed based on measurements to find results to the research problem by analyzing the previous researches. The questionnaire designed for this study can gain all applicable data which respected for reaching study goals. Questionnaire which used here comprises basically 3 parts as demographic and

social data, data on job performance and data on job satisfaction. The questionnaire used to collect data is attached in appendix 3.1.

### 3.5.2.2 Administration of the questionnaire

Each respondent was selected carefully to make sure they fit the criteria. Most of the respondents were met face to face, and the others were contacted through email method. The questionnaire was accompanied by a cover letter, which clearly stated the fact that the confidentiality of the respondent will be protected at the utmost.

### 3.5.3 Operationalization

The study used five-point Likert scale in the questionnaire to measure respondent's attitudes. Likert scale is a questionnaire method used to measure attitudinal information on a specific subject. The respondent could either agree or disagree to the statement depending on the scale provided. The degree if agreement or disagreement of the respondent to each question under each variable ranged from strongly disagree, to strongly agree.

Table 3.3: Operationalization

| **Variable** | | **Indicators and Measuring Methods** | **Relevant Questions** |
|---|---|---|---|
| Demographic and social data | | - 07 questions under the Part I<br>- Nominal and ordinal Scale | Q1.1 to Q 1. |
| Job Satisfaction | Emotional satisfaction about the job | - Three indicators<br>- Likert Scale | SM1 to SM4 |
| | Learning environment | - Three indicators<br>- Likert Scale | SL1 to SL3 |
| | Need of the employees | - Three indicators<br>- Likert Scale | SN1 to SN3 |

| | | | |
|---|---|---|---|
| | Communication between the company and employees | - Three indicators<br>- Likert Scale | SC1 to SC3 |
| | Evaluation system | - Three indicators<br>- Likert Scale | SE1 to SE3 |
| Job Performance | Working environment | - Five indicators<br>- Likert Scale | PP1 to PP5 |
| | Motivation | - Four indicators<br>- Likert Scale | PMT1 to PMT4 |
| | Stress and work load | - Four indicators<br>- Likert Scale | PSC1 to PSC3 |
| | Job Design | - Three indicators<br>- Likert Scale | PJ1 to PJ3 |

Source: Author construction

### 3.6 Data analysis methods and techniques

The data analysis process includes number of methods and techniques used to measure several aspects such as frequency, reliability, descriptive, regression and correlation etc. The reliability of data measured with Cronbach's Alpha calculation. Carl Pearson binary correlation method was used to ascertain the correlation between variables. The correlation calculated was further proved by the Regression Analysis. The data was analyzed using Microsoft Office Excel and IBM SPSS (Version 21) software. The statistical methods which used for analysis purposes briefly explained below.

#### 3.6.1 Validity analysis

After collect the relevant data there should be a unique measurement to quantify the validity of the gathered data. The response rate and reliability analysis for the data are examined to achieve this objective. Validity denotes precise and exact results attained from the data collected. In technical terms, a measure can lead to proper

and correct conclusions to be drawn from the sample which generalizable to the entire population (Field, 2009).

### 3.6.2 Response rate

The ratio of first time responses from the distributed questionnaires is called response rate. It is usually expressed in the form of a percentage. If rate of response more than 50% that's good for further analysis (Perera, 2018). Response rate can be calculated as follows:

$$\text{Response rate} = \frac{\text{Number of responses}}{\text{Number of questionaires distributed}} \times 100$$

### 3.6.3 Reliability analysis

Reliability analysis denotes to the information that a scale should consistently replicate the construct it is measuring. There are certain times and conditions where it can be useful. Cronbach's $\alpha$ is a coefficient to quantify of internal consistency which shows how closely related a set of items are as a group. It is considered to be a measure of scale reliability. Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items (Field, 2009).

Table 3.4: Range of Cronbach's $\alpha$

| Cronbach's $\alpha$ | Internal consistency |
|---|---|
| $0.9 \leq \alpha$ | Excellent |
| $0.8 \leq \alpha < 0.9$ | Good |
| $0.7 \leq \alpha < 0.8$ | Acceptable |
| $0.6 \leq \alpha < 0.7$ | Questionable |
| $0.5 \leq \alpha < 0.6$ | Poor |
| $\alpha < 0.5$ | Unacceptable |

Source: Field (2009)

The formula for the standardized Cronbach's alpha as follows:

$$\alpha = \frac{N.\bar{c}}{\bar{v}+(N-1).\bar{c}}$$ Where; N: number of items

$\bar{c}$: Average inter-item covariance among the items

$\bar{v}$: Average variance.

Cronbach's $\alpha$ is a coefficient should be with in 1 and 0. According to the values as above table 3.4 one can get conclusion using Cronbach's $\alpha$ is a coefficient (Field, 2009).

### 3.6.4 Frequency analysis

Frequency analysis is a part of a descriptive statistics. The frequency is the number of times an event happens, in terms of statistics. Frequency analysis is an important area of statistics that deals number of happenings and analyze measures of central tendency, dispersion, percentiles and etc. It enables the researcher to observe the attributes or variables on the behavior of the sample (Field, 2009).

### 3.6.5 Calculation of factor scores

The Regression Scores method was used to obtain factor scores. Regression factor scores predict the location of each individual on the factor or component. Moreover, it maximizes validity of estimates (DiStefano et al., 2009). So, factor scores were calculated for the $i^{th}$ factor as follows:

$$F_i = W_{i1}X_1 + W_{i2}X_2 + \ldots\ldots + W_{ik}X_k$$

Where; $F_i$ = Estimate of *ith* factor

$W_i$ = Weight of factor score coefficient k

= Number of variables

Accordingly, the researcher has used factor scores to measure each variables come under job satisfaction and job performance.

### 3.6.6 Descriptive statistics

The descriptive statistics use to represent whole or a sample of a population. There are various types of breed descriptive coefficients which are reviewed in a given set of data. They are some brief descriptive coefficients that review a given data set. It can mainly break down into measures of central tendency and measures of dispersion (deviational). Measures of central tendency look into the mean, median and mode of

the data set, while the measures of dispersion takes measures such as standard deviation, variance, the minimum and maximum variables and the kurtosis and skewness in to consideration (Perera, 2018).

### 3.6.7 Correlation analysis

Correlation analysis is a significant technique of statistical evaluation used to study the strength of an association among two, numerically measured, continuous variables. Positive correlation exists if one variable increases simultaneously with the other. Negative correlation exists if one variable decreases when the other increases (Field, 2009). Pearson's product-moment coefficient is the measurement of correlation and ranges can be defining as below (Prerera, 2018).

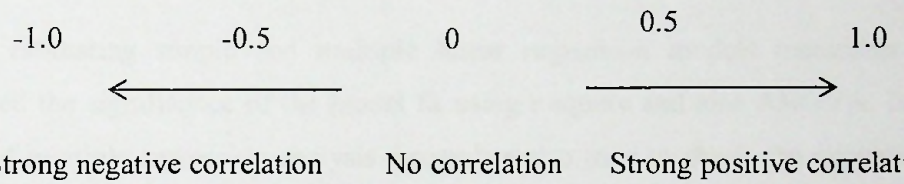


Figure 3.3: Range of correlation coefficient.

Source: Perera (2018)

### 3.6.8 Regression analysis

Simple linear regression is used to quantify the relationship or measure the impact by the independent variable on the dependent variable. The multiple linear regression is used to explain the relationship between one continuous dependent variable and more than one independent variables (Field, 2009). Researcher estimate two different multiple regression models to estimate job satisfaction, job performance and also a simple linear regression model to measure the impact job satisfaction on job performance as below.

Model 01: To estimate the Job Satisfaction on Job performance

$$Y = \beta_0 + \beta_{11}X_{11} + \beta_{12}X_{12} + \beta_{13}X_{13} + \beta_{14}X_{14} + \beta_{15}X_{15} + U_i$$

Where; Y: Score of job performance

$X_{11}$: Score of emotional satisfaction about the job

$X_{12}$: Score of learning environment

$X_{13}$: Score of need of the employees

$X_{14}$: Score of communication between the company and employees

$X_{15}$: Score of evaluation system

Model 02: To estimate the Job Satisfaction

$$Y = \beta_0 + \beta_{21}X_1$$

Where; Y: Score of job performance

$X_1$: Score of satisfaction

After estimating simple and multiple linear regression models researcher has checked the significance of the model fit using r square and also ANOVA. In the case of multiple regression analysis researcher also tries to check the whether the model break the assumptions which should fulfill in the model of multiple regression such as;

a. Heteroscedasticity
b. Multicollinearity
c. Autocorrelation

### 3.7 Summary of the chapter three

Regarding the summary of the chapter, it can be said that the chapter three has included research methodology which was used for the research hypothesis, operational definition, operationalization, research design, primary data collection, sample procedure and finally data analysis tools of this research. Next chapter will present the findings which were drawn using the analysis tools which was mentioned under this chapter.

# CHAPTER FOUR

## 4.0 ANALYSIS AND DISCUSSION

Chapter four mainly focuses on the data presenting, analysis and discussions which came through the methodology used for this research and criteria used to selected responses as in the chapter three. After the necessary data has been gathered, it should be formed to appear in a purposive way. This chapter includes main five sections as nature of the sample, check out the validity, job satisfaction, job performance and finally impact of job satisfaction on job. So, main objective of this factor is to explicate research analysis and findings of the empirical investigation.

### 4.1 Nature of the sample

As per the gathered data it can identify different features in the sample. Special trends can be detected and also can get an idea about the population by identifying the features of the sample. It is briefly summarized here:

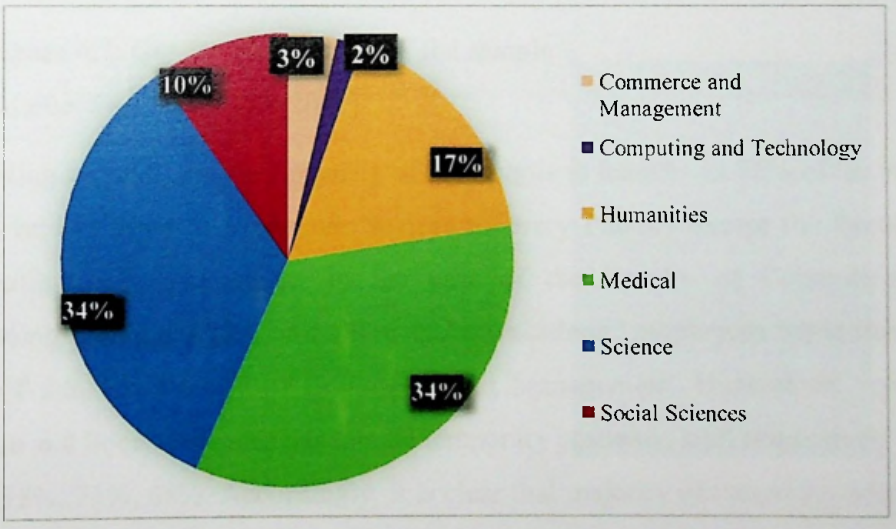


Figure 4.1: Composition of Faculty of the sample

Source: Sample survey (2019)

The researcher has absorbed to establish the Faculty structure of the identified sample. As per the pie chart shown in figure 4.1, it showcases that 34% of respondents participated to research from each Faculty of Medicine and Faculty of Science while lowest participation shows from the Faculty of Computing and

Technology. Second lowest participation as 2% of the sample belongs to Faculty of Commerce and Management as per the figure 4.1 shows its about 3% of the sample.

It is important to get an idea about the gender composition of the sample because as per the previous literature, gender is a significant factor which affected to the job satisfaction.

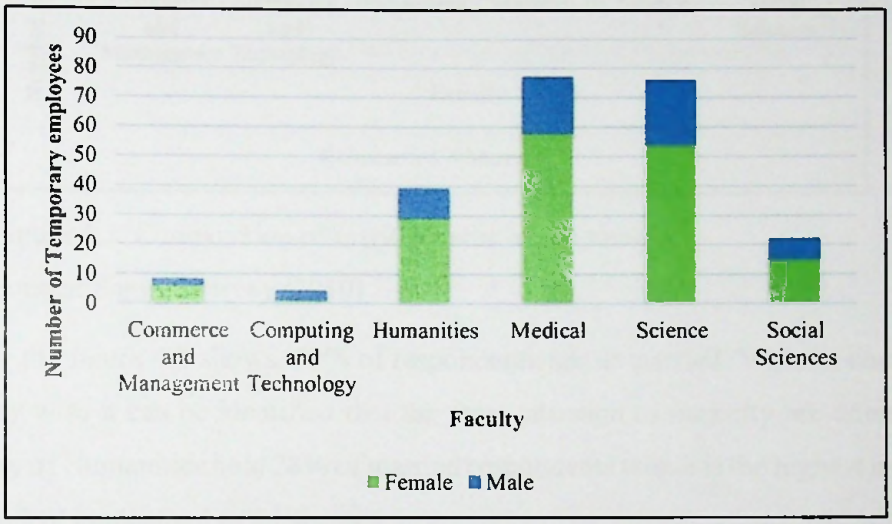


Figure 4.2: Gender composition of the sample

Source: Sample survey (2019)

According to the figure 4.2, majority of the sample is females as 72% of the whole. It can be identified as a common feature to every Faculty except the Faculty of Computing and Technology. In the case of the Faculty of Computing and Technology there are 75% of male temporary academic employees while there are 25% of females. Faculty of Commerce and Management, Humanities, medical, Science and Social Sciences has female temporary academic staff respectively 75%, 74%, 75%, 71%, 68%. Accordingly, it is clear that majority of temporary academic staff are females at the university of Kelaniya.

After reviewing previous studies, marital status can be identified as a significant factor which affects the job satisfaction. So the researcher tries to comprehend the composition of marital status of the sample as figure 4.3 shows.

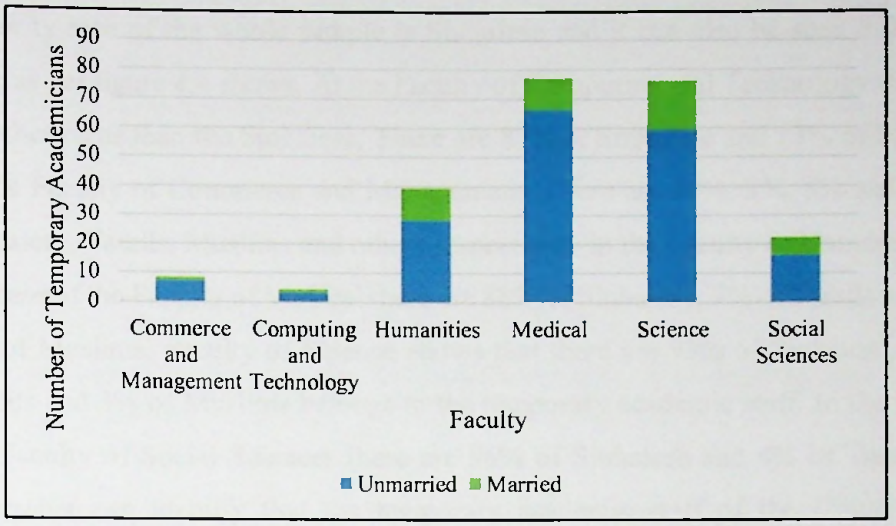


Figure 4.3: Composition of marital status of the sample

Source: Sample survey (2019)

As per the figure 4.3 shows, 79% of respondents are unmarried. When it considers Faculty wise it can be identified that the same situation as majority are unmarried. Faculty of Humanities hold 28% of married respondents which is the highest married respondent percentage as a Faculty.

It is important to get an idea about the race composition of the sample because it is another significant factor which affects the job satisfaction as previous literature has found.

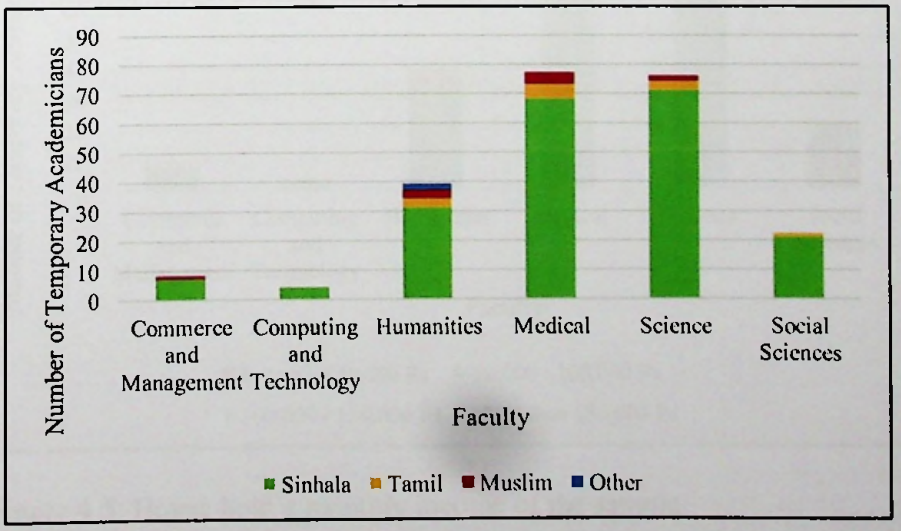


Figure 4.4: Race composition of the sample

Source: Sample survey (2019)

Majority race of the whole sample is Sinhalese and it can also be seen in Faculty wise as per figure 4.4 shows. At the Faculty of Computing and Technology there are no other races than the Sinhalese. There are 87% of Sinhalese and 13% of Muslims in the Faculty of Commerce and Management. There are 80%, 8%, 8% and 4% of Sinhalese, Tamils, Muslims and others respectively in the Faculty of Humanities. In the case of the Faculty of Medical there are 88% of Sinhalese, 7% of Tamils and also 5% of Muslims. Faculty of Science shows that there are 93% of Sinhalese, 4% of Tamils and 3% of Muslims belongs to the temporary academic staff. In the case of the Faculty of Social Sciences there are 96% of Sinhalese and 4% of Tamils. So researcher can identify that the temporary academic staff of the University of Kelaniya composite of a multi-raced structure.

After reviewing previous scholars, monthly income can be identified as a significant factor which affects the job satisfaction. So the researcher tries to get an idea about the household monthly income of the respondents rather than the individual income of respondents because all the temporary academic staff members receives 40,000 – 46,000 rupees range of monthly salary and therefore, there is no high variations in the salary. Figure 4.5 shows the variations in the household's monthly salary.

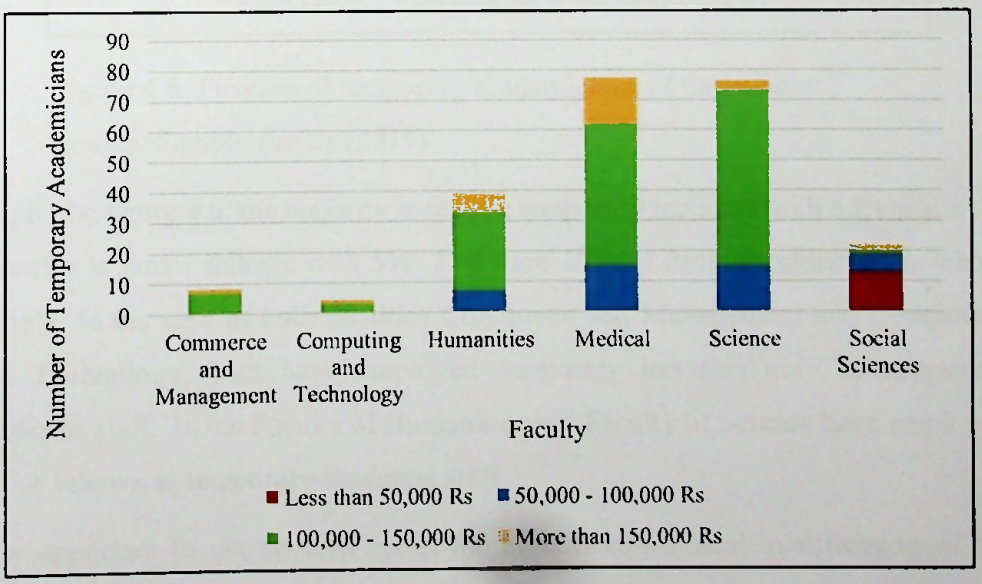


Figure 4.5: House hold's monthly income of the sample

Source: Sample survey (2019)

According to the figure 4.5, it can be identified that there are temporary academic staff members whose household income is less than Rupees 50,000 in Faculty of

Social Sciences and it is a significant feature. As a percentage it is 59% of the Faculty's total temporary staff members. As the whole sample, there are less than Rupees 50,000, Rupees 50,000 - 100,000, Rupees 100,000 – 150,000 and more than 150,000 rupees as 6%, 19%, 63% and 12% respectively. Accordingly, majority of sample gets 100,000 to 150,000 rupees as monthly household income.

After reviewing previous literature, the position held also can be identified as an important factor which affects the job satisfaction. So the researcher tries to comprehend the composition of the positions held of the sample as figure 4.6 shows.

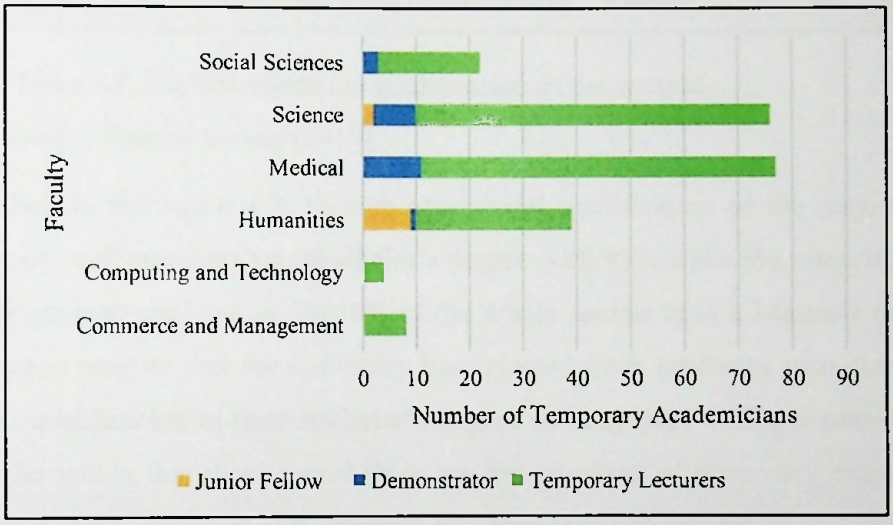


Figure 4.6: Position of temporary academicians of the sample

Source: Sample survey (2019)

As per the figure 4.6, the majority is seen as temporary lecturers with 85% while the minority is junior fellows with 5%. There are 10% of demonstrators in the whole sample. In the case of both faculties Commerce and Management and Computing and Technology, both have employed temporary lecturers only as temporary academic staff. In the Faculty of Humanities and Faculty of Science have employed junior fellows as temporary academic staff.

It is important to get an idea about the highest educational qualification of the respondent because it is a highly significant factor which affects the job satisfaction as previous literature has found. Therefore, the researcher tried to comprehend about the composition of highest educational qualification of the sample as figure 4.7 shows.

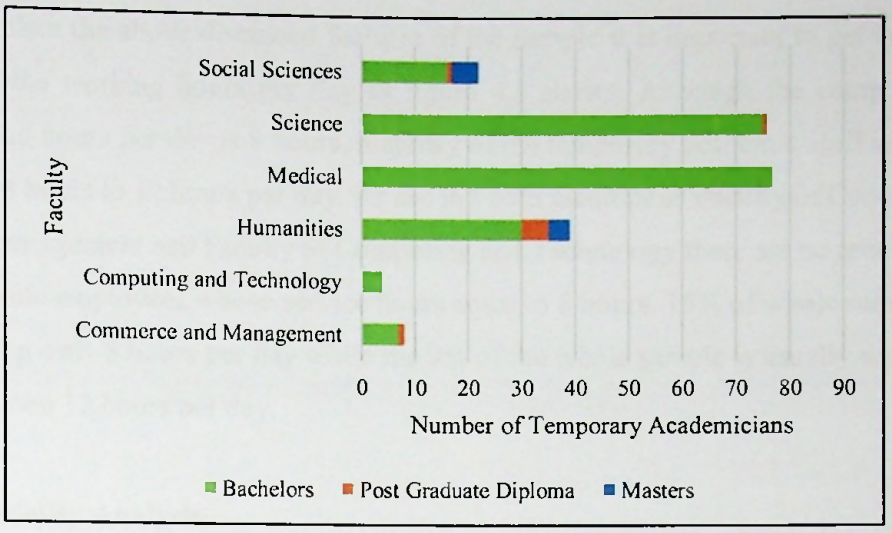


Figure 4.7: Highest education qualification of the sample

Source: Sample survey (2019)

According to the figure 4.7, highest educational qualification of the majority of temporary staff members was Bachelor's degree with 93% while the minority goes to post graduate diploma as 3%. 4% of the whole sample hold a Master's degree. The reason may be that the university has selected fresh graduates who show the highest qualification in their bachelor's degree as temporary staff per one or two years. So within this short period there are few numbers of temporary employees who have completed their post graduate educational qualifications.

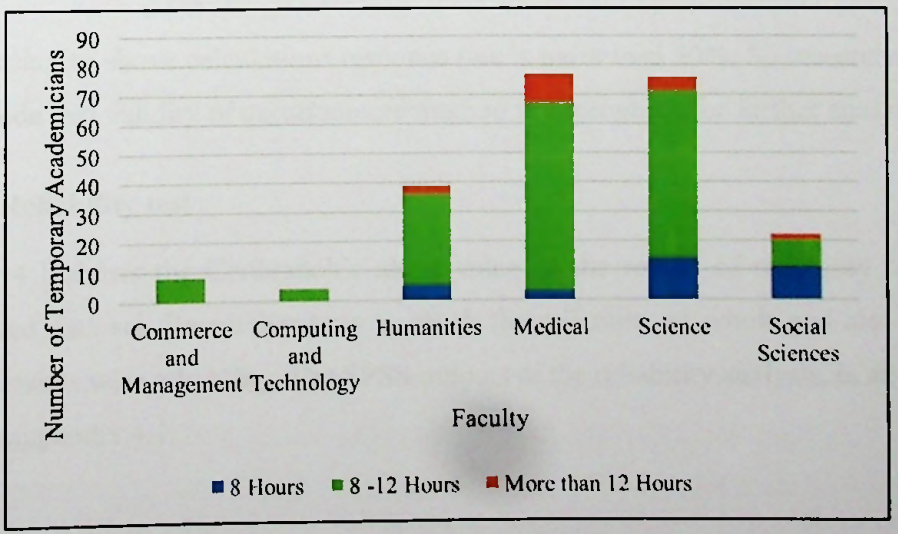


Figure 4.8: Total working hours (per day) of the sample

Source: Sample survey (2019)

Other than the above discussed features of the sample it is important to get an idea about the working hours per day as figure 4.8 shows. Although the compulsory working hours per day is 8 hours, majority of the temporary academic staff as 76% work 8 hours to 12 hours per day. As see in t both faculties as Faculty of Commerce and Management and Faculty of Computing and Technology there are no temporary academic employees whose service hours equal to 8 hours. 15% of whole sample is working only 8 hours per day while the 9% of the whole sample is usually working more than 12 hours per day.

### 4.2 Validity Analysis

After collecting relevant data there should be a unique measurement to measure the validity of the gathered data. The response rate and reliability analysis for the data are examined to achieve this objective.

#### 4.2.1 Response rate

The ratio of first time responses from the distributed questionnaires is called response rate. In this survey, response rate can be calculated as below;

$$\text{Response rate} = \frac{\text{Number of responses}}{\text{Number of questionaires distributed}} \times 100$$

$$\text{Response rate} = \frac{226}{250} \times 100 = 90.4\%$$

According to above calculations response rate is more than 50%. So researcher can conclude that validity of questionnaire method is appropriate for further analysis.

#### 4.2.2 Reliability test

Table 4.1 shows the Conbranch's alpha value as the results of reliability test of gathered data set. Researcher tries to check the reliability as whole and also main components wise reliability. The SPSS outputs of the reliability analysis, is attached in the appendix 4.1.

Table 4.1: Results of reliability test

| Factor with its indicators | | Number of components | Cronbach's Alpha value | Internal consistency |
|---|---|---|---|---|
| Job Satisfaction | Emotional satisfaction about the job | 04 | 0.795 | Acceptable |
| | Learning environment | 03 | 0.783 | Acceptable |
| | Need of the employees | 03 | 0.899 | Good |
| | Communication between the company and employees | 03 | 0.821 | Good |
| | Evaluation system | 03 | 0.712 | Acceptable |
| Job Performance | Working environment | 05 | 0.741 | Acceptable |
| | Motivation | 04 | 0.848 | Good |
| | Stress and work load | 04 | 0.925 | Excellent |
| | Job Design | 03 | 0.789 | Acceptable |
| All items | | 31 | 0.954 | Excellent |

Source: Sample Survey (2019)

Table 4.1 indicates the reliability measurement and based on the findings it would be mentioned that all the reliabilities appear to be adequate and the reason is that Cronbach's Alpha is above 0.7. It gives an indication where the values of Cronbach's Alpha are in the acceptable range and also the internal consistency and reliability of the scales could be clearly assured by the researcher. So the data gathered through the questionnaire can be used for the further analysis purposes and also for the inference process because the overall internal consistency is excellent.

### 4.3 Job satisfaction

Under the section 4.3 researcher tries to analyze the gathered data on the job satisfaction.

#### 4.3.1 Frequency analysis of the job satisfaction

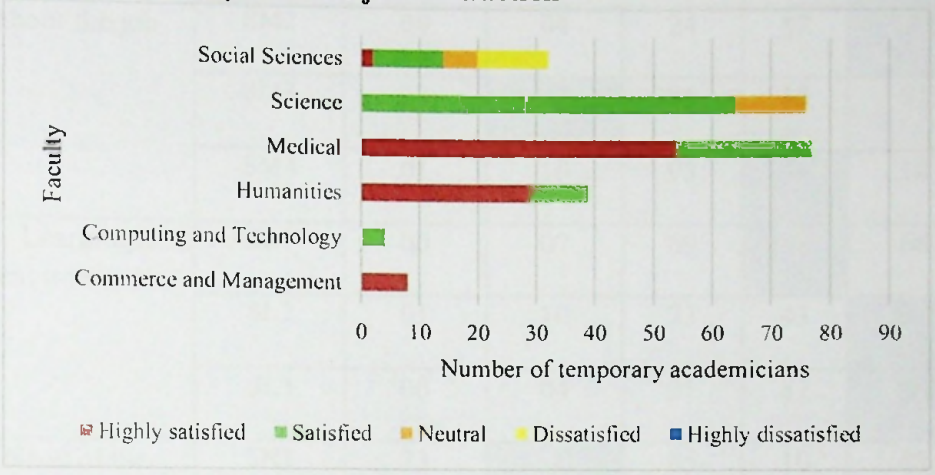


Figure 4.9: Satisfaction level of the job

Source: Sample survey (2019)

As per the figure 4.9, there are no temporary academic staff member who is highly dissatisfied about their job.

There are 1% of the sample who mentioned the satisfaction level of the job as dissatisfied. All the dissatisfied members belong to the Faculty of Social Sciences. Majority as 50% mentioned their satisfaction level of the job as satisfied while the 41% of the sample highly satisfied about their job. 8% of the whole sample members mentioned their satisfaction level as neutral and those belong to the Faculty of Social Sciences and Faculty of Science only. As a whole a large proportion of 91% of the sample, are satisfied on their job.

Other than the direct Likert scale given by the respondent, researcher has gathered the Likert scale data on job satisfaction under the 5 sub components as mentioned in the chapter three. The responses given by the temporary academic staff can be summarized as table 4.2.

Table 4.2: Summary of the responses for Likert scale questions on job satisfaction

| Variable | Indicator ID | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| Emotional satisfaction about the job | SM1 | 01 | 10 | 73 | 43 | 99 |
| | SM2 | 00 | 04 | 24 | 87 | 114 |
| | SM3 | 23 | 107 | 85 | 10 | 01 |
| | SM4 | 01 | 10 | 93 | 104 | 18 |
| Learning environment | SL1 | 00 | 07 | 69 | 82 | 68 |
| | SL2 | 01 | 10 | 73 | 43 | 99 |
| | SL3 | 00 | 04 | 21 | 87 | 114 |
| Need of the employees | SN1 | 23 | 107 | 85 | 10 | 01 |
| | SN2 | 00 | 04 | 21 | 77 | 124 |
| | SN3 | 02 | 02 | 16 | 101 | 105 |
| Communication between the company and employees | SC1 | 00 | 05 | 22 | 96 | 103 |
| | SC2 | 00 | 08 | 60 | 23 | 135 |
| | SC3 | 00 | 02 | 14 | 48 | 162 |
| Evaluation system | SE1 | 02 | 04 | 27 | 105 | 88 |
| | SE2 | 03 | 26 | 109 | 72 | 16 |
| | SE3 | 03 | 36 | 109 | 70 | 08 |

Source: Sample Survey (2019)

According to table 4.2 modes of the responses for most of indicators is around the 4 or 5 scale which means responses of those indicators are strongly agree or agree. But the both indicators named "Employee satisfied with benefits s/he received" (SM1) and "Those who do well on the job stand a fair chance of being promoted" (SN1) are shown the inverse side of all other indicators as owning most of the answers for scale 2 which indicates it is a disagree response.

### 4.3.2 Factor score estimation for job satisfaction

Researcher has considered the Likert scale given by each respondent separately for each variable. Using those values construct the indexes for each and every variable by using factor score method. It has attached the SPSS outputs of factor scores for the job satisfaction in the appendix 4.3.

Table 4.3: Factor loadings for sub components of the variable of job satisfaction

| Factor | KMO test result | Indicator ID | Factor score |
|---|---|---|---|
| Emotional satisfaction about the job | 0.749 (0.000) | SM1 | 0.739 |
| | | SM2 | 0.870 |
| | | SM3 | 0.763 |
| | | SM4 | 0.793 |
| Learning environment | 0.668 (0.000) | SL1 | 0.759 |
| | | SL2 | 0.828 |
| | | SL3 | 0852 |
| Need of the employees | 0.674 (0.000) | SN1 | -0.782 |
| | | SN2 | 0.869 |
| | | SN3 | 0.828 |
| Communication between the company and employees | 0.701 (0.000) | SC1 | 0.856 |
| | | SC2 | 0.901 |
| | | SC3 | 0.839 |
| Evaluation system | 0.505 (0.000) | SE1 | 0.662 |
| | | SE2 | 0.879 |
| | | SE3 | 0.702 |

Source: Sample Survey (2019)

According to the results shown in table 4.3, it can be calculated that the scores of each and every respondent for factor scores as below.

Factor Scores for Emotional satisfaction about the job;

SM = 0.739 (SM1) +0.870 (SM2) + 0.763 (SM3) + 0.793 (SM4)

Factor Scores for Learning environment;

SL = 0.759 (SL1) +0.828 (SL2) + 0.852 (SL3)

Factor Scores for Need of the employees;

SN = - 0.739 (SN1) +0.869 (SN2) + 0.828 (SN3)

Factor Scores for Communication between the company and employees; SC

= 0.856 (SC1) +0.901 (SC2) + 0.839 (SC3)

Factor Scores for Evaluation system;

SE = 0.662 (SE1) +0.879 (SE2) + 0.702 (SE3)

Table 4.4: Factor loadings for the variable of job satisfaction

| Variable | KMO test result | Sub component | Factor Score |
|---|---|---|---|
| Job satisfaction | 0.838 (0.000) | SM | 0.909 |
| | | SL | 0.935 |
| | | SN | 0.894 |
| | | SC | 0.910 |
| | | SE | 0.612 |

Source: Sample Survey (2019)

According to the results shown in table 4.4, researcher can calculate the scores of the variable named job satisfaction as below. SPSS output of this factor analysis has mentioned in appendix 4.4.

Factor Scores for Job satisfaction;

Job Satisfaction = 0.909 (SM) +0.935 (SL) + 0.894 (SN) + 0.910 (SC) + 0.612 (SE)

Accordingly, learning environment highly contribute towards the job satisfaction, as it gets the highest score within the job satisfaction variable. On the other hand, evaluation system is the lowest contributed factor for the variable named job satisfaction.

### 4.3.3 Descriptive analysis of the factor score estimation for job satisfaction

After calculating the factor scores using regression factor score method, it is useful to get the idea about special characteristics of each variable. So the descriptive statistics which is appropriate for the calculated factors are shown in the table 4.5. (For the SPSS output refer the appendix 4.4)

Table 4.5: Descriptive statistics of job satisfaction factors

| Factor / Variable | Minimum Score | Maximum Score | Mean | Standard deviation | Skewness |
|---|---|---|---|---|---|
| Emotional satisfaction about the job | 7.12 | 15.83 | 12.90 | 1.87 | -0.338 |
| Learning environment | 4.05 | 12.20 | 1.03 | 1.70 | -0.300 |
| Need of the employees | 1.09 | 7.45 | 5.69 | 1.48 | -0.587 |
| Communication between the company and employees | 5.19 | 12.98 | 11.42 | 1.78 | -0.815 |
| Evaluation system | 2.24 | 11.22 | 7.95 | 1.37 | -0.526 |
| Job Satisfaction | 20.64 | 49.87 | 41.45 | 6.21 | -0.540 |

Source: Sample Survey (2019)

According to the results shown in table 4.5, highest mean value was obtained from factor named "Emotional satisfaction about the job" while lowest mean value obtained from factor named "Learning environment". Minimum factor scores of respondents also belong to "Learning environment" factor while the maximum value

refers with "Emotional satisfaction about the job" factor. When considering the standard deviation of all the factors it shows that the highest stability by getting the lower value of standard deviation. As table 4.5 shows all the coefficients of skewness are mentioned as negative but slightly skewed. So it happens because of the data on these each factor is gathering into positive side or in other words, the data on these each factor is skewed to negative side. But it is not showing high skewness and its seems some sort of normal distribution because the coefficient of skewness are near to zero.

### 4.4 Job performance

Under the section 4.4 researcher tried to analyze the gathered data on job performance.

#### 4.4.1 Frequency analysis of the job performance

The responses on the job performance given by the temporary academic staff can be summarized as table 4.6.

Table 4.6: Summary of the responses for Likert scale questions on job performance

| Factor | Indicator ID | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| Working environment | PP1 | 00 | 06 | 66 | 55 | 99 |
| | PP2 | 00 | 03 | 18 | 64 | 141 |
| | PP3 | 00 | 07 | 58 | 55 | 106 |
| | PP4 | 00 | 01 | 21 | 89 | 115 |
| | PP5 | 00 | 29 | 103 | 84 | 10 |
| Motivation | PMT1 | 02 | 05 | 21 | 86 | 112 |
| | PMT2 | 00 | 04 | 21 | 91 | 110 |
| | PMT3 | 00 | 26 | 81 | 46 | 73 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | PMT4 | 00 | 04 | 30 | 92 | 100 |
| Stress and work load | PSC1 | 00 | 08 | 66 | 69 | 83 |
| | PSC2 | 04 | 84 | 121 | 16 | 01 |
| | PSC3 | 00 | 05 | 21 | 93 | 107 |
| Job Design | PJ1 | 00 | 00 | 18 | 96 | 112 |
| | PJ2 | 00 | 03 | 27 | 105 | 90 |
| | PJ3 | 00 | 04 | 29 | 92 | 101 |

Source: Sample Survey (2019)

As per the table 4.6 modes of the responses for most of the indicators is around the 4 or 5 scale which means responses of those indicators are strongly agree or agree. So as a general, job performance of the temporary academic staff in the higher level.

### 4.4.2 Factor score estimation for job performance

Researcher has considered the Likert scale given by each respondent separately for each variable. Using those values, the indexes for each and every variable by using factor score method was constructed. The SPSS outputs of factor scores for the job satisfaction is attached in the appendix 4.6.

Table 4.7: Factor loadings for sub components of the variable of job performance

| Factor | KMO test result | Indicator ID | Factor score |
|---|---|---|---|
| Working environment | 0.810 (0.000) | PP1 | 0.898 |
| | | PP2 | 0.892 |
| | | PP3 | 0.907 |
| | | PP4 | 0.801 |
| | | PP5 | -0.239 |
| Motivation | 0.719 | PMT1 | 0.876 |

| | | | |
|---|---|---|---|
| | (0.000) | PMT2 | 0.890 |
| | | PMT3 | 0.791 |
| | | PMT4 | 0.798 |
| Job Design | 0.644 (0.000) | PJ1 | 0.809 |
| | | PJ2 | 0.803 |
| | | PJ3 | 0.902 |
| Stress and work load | 0.604 (0.000) | PSC1 | 0.896 |
| | | PSC2 | -0.176 |
| | | PSC3 | 0.899 |

Source: Sample Survey (2019)

As per the results shown in table 4.8, it can be calculated that the scores of each and every respondent for factor scores as below.

Factor Scores for Working environment;

PP = 0.898 (PP1) +0.892 (PP2) + 0.907 (PP3) + 0.801 (PP4) – 0.239 (PP5)

Factor Scores for Motivation;

PMT = 0.876 (PMT1) +0.890 (PMT2) + 0.791 (PMT3) + 0.798 (PMT4)

Factor Scores for Job design;

PJ = 0.809 (PJ1) +0.803 (PJ2) + 0.902 (PJ3)

Factor Scores for Stress and work load;

PSC = 0.896 (PSC1) -0.176 (PSC2) + 0.899 (PSC3)

Factor loadings for the variable job performance is mentioned under the appendix 4.6.

Table 4.8: Factor loadings for the variable of job performance

| Variable | KMO test result | Sub component | Factor Score |
|---|---|---|---|
| Job performance | 0.864 (0.000) | PMT | 0.939 |
| | | PP | 0.913 |
| | | PJ | 0.943 |
| | | PSC | 0.954 |

Source: Sample Survey (2019)

According to the results shown in table 4.8, researcher can calculate the scores of the variable named job performance as below.

Factor Scores for Job performance;

Job Performance = 0.939 (PMT) +0.913 (PP) + 0.943 (PJ) + 0.954 (PSC)

Accordingly, stress and work load highly contributed to the job performance as it gets the highest score within the job performance variable. On the other hand, working environment is the lowest contributing factor for the variable named job performance.

### 4.4.3 Descriptive analysis of the factor score estimation for job performance

After calculating the factor scores using regression factor score method, it is useful to get the idea about special characteristics of each variable. So the descriptive statistics which is appropriate for the calculated factors are shown in the table 4.9. (For the SPSS output refer the appendix 4.7)

Table 4.9: Descriptive statistics of job performance factors

| Factor / Variable | Minimum Score | Maximum Score | Mean | Standard deviation | Skewness |
|---|---|---|---|---|---|
| Motivation | 9.08 | 18.69 | 15.80 | 2.46 | -0.693 |
| Working environment | 6.71 | 16.78 | 14.04 | 2.32 | -0.350 |

| | | | | | |
|---|---|---|---|---|---|
| Job design | 5.84 | 12.57 | 10.85 | 1.49 | -0.675 |
| Stress and work load | 3.06 | 8.62 | 7.02 | 1.34 | -0.438 |
| Job Performance | 25.72 | 52.94 | 44.55 | 6.67 | -0.528 |

Source: Sample Survey (2019)

As per the results shown in table 4.9, highest mean value was obtained from factor named "Motivation" while lowest mean value was obtained from factor named "Stress and work load". Minimum factor scores of respondents also belong to "Stress and work load" factor while the maximum value refers with "Motivation" factor. As considered with the standard deviation, all the factors show the highest stability by getting the lower value of standard deviation. As table 4.9 shows, all the coefficients of skewness are mentioned as negative but slightly skewed. It happens because the data on these each factor is gathering into positive side. In other words, the data on these factors are skewed to negative side. But it is not showing high skewness and its seems some sort of normal distribution because the coefficient of skewness are near to zero.

### 4.5 Impact of the job satisfaction on job performance

In the section 4.5, researcher tried to examine the relationship and also the impact among job satisfaction and job performance using the correlation analysis and regression analysis.

#### 4.5.1 Correlation analysis

Researcher tried to examine the relationship among two variables and also the relationship of each component of job satisfaction with the job performance score. Table 4.10 presents the summary of correlation analysis and the SPSS outputs of correlation analysis is attached under the appendix 4.8 and 4.9.

Table 4.10: Summary of the correlation analysis

| Component / Variable | Pearson's correlation coefficient with job performance | P value of the correlation coefficient |
|---|---|---|
| Job Satisfaction | 0.931 | 0.000 |
| Emotional satisfaction about the job | 0.815 | 0.000 |
| Learning environment | 0.880 | 0.000 |
| Need of the employees | 0.859 | 0.000 |
| Communication between the company and employees | 0.889 | 0.000 |
| Evaluation system | 0.488 | 0.000 |

Source: Sample Survey (2019)

There is significant strong positive relationship between the two variables of the study as job satisfaction and job performance, with a 99 % confidence. When considering correlation of each components of the job satisfaction with the job performance, there is strongly positive and significant relationships among the job performance and the components of the job satisfaction except the component named "Evaluation system". Evaluation system shows the moderate positive relationship with the job performance.

### 4.5.2 Simple regression analysis

Researcher tried to measure the impact of job satisfaction on job performance using the regression analysis as it was mentioned in the chapter three.

#### 4.5.2.1 Preliminary analysis

Figure 4.10 represents the data on the two variables for the purpose of identifying the nature of the regression equation among the dependent and independent variable before conducting the regression analysis.


Figure 4.10: Scatter plot for simple regression analysis

Source: Sample survey (2019)

As per the scatter plot shown in figure 4.10, there are not significantly considerable number of outliers of this two variables and also linear relationship can be identified other than the curvier relationship. So researcher can decide that simple linear regression model is the most appropriate model for analyzing these couple of variables.

#### 4.5.2.2 Regression equation 01

So the estimated model can be expressed as below. SPSS output has shown in the appendix 4.11.

$$Job\ Performance = 3.175 + 0.999\ Job\ satisfaction$$

$$(0.004) \quad (0.000)$$

According to $\beta_1$ coefficient of this regression model, job performance will increase by 0.999 unit of average job performance score when the job satisfaction increased by one unit of job satisfaction score with the 95% confidence. As confidence interval of $\Pr\{0.947 \leq \beta_1 \leq 1.051\} = 0.95$ , 95% cases change of average job performance score vary 0.947 to 1.051 when the job satisfaction increased by one unit of job satisfaction score. So the impact of job satisfaction on job performance is in significantly high level.

As per the $\beta_0$ coefficient of this regression model, 95% significantly auto job performance level is 3.175 in other words although the temporary academic staff member hasn't any satisfaction on his/her job, but the performance level of the job is in 3.175 level with the 95 % confidence.

#### 4.5.2.3 Overall significance of the model

ANOVA table attached in the appendix 4.12, indicates that the regression model predicts the dependent variable significantly well. According to this ANOVA table p value equals to zero, which is less than 0.05 and indicates that the overall regression model statistically significantly predicts the job performance score of the temporary academic staff.

#### 4.5.2.4 Goodness of the model fit

Coefficient of determinant ($R^2$) value estimated for this model is 0.866 (Refer the appendix 4.13) which tells the proportion of variance in the job performance (dependent variable) which can be explained by using the job satisfaction (independent variable). $R^2$ is an overall measure of the strength of association and so one can accept the estimated model which explains 86.6% of the variance of dependent variable (job performance).

#### 4.5.2.5 Residual statistics

According to the SPSS output attached in appendix 4.14, mean value of standardized residuals are equals to zero while the standard deviation of standardized residuals is near one (0.998) which states the measures of standard normal distribution. So the researcher can identify that the residuals are normally distributed. It can further realize using normal probability plot of standardized residuals which probably calls P-P Plot of standardized residuals which is given figure 4.11.

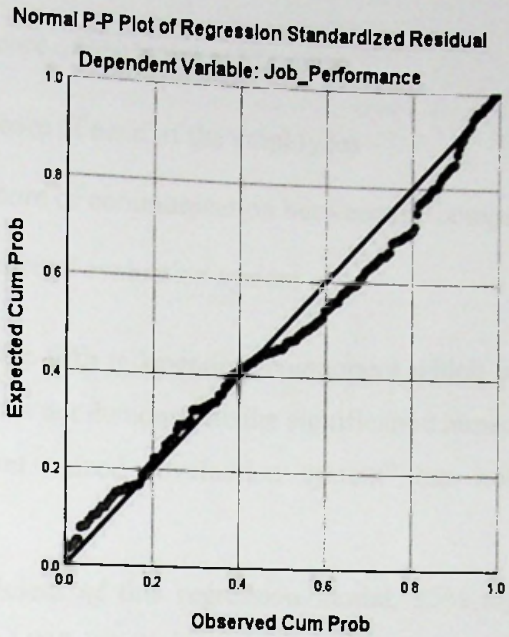


Figure 4.11: P-P plot of regression (1) standardized residuals

Source: Sample survey (2019)

As per figure 4.11 shows standardized residuals are scattered near the equi-distributed line which demonstrate the normality of standardized residuals of the dependent variable. So the estimated model is satisfied all the statistical qualities which expected from the simple linear regression analysis.

### 4.5.3 Multiple regression analysis

To achieve the purpose of identifying the most affected component of job satisfaction on job performance, researcher tried to measure the impact of the components of the job satisfaction on job performance by using the multiple regression analysis as mentioned in the chapter three.

#### 4.5.3.1 Regression equation 02

The estimated model can be expressed as below. SPSS output has shown in the appendix 4.14.

$$Job\ Performance = 4.933 + 0.393\,SM + 1.237\,SL + 0.921\,SN + 1.332\,SC + 0.215\ \text{SE}$$

(0.000) (0.014) (0.000) (0.000) (0.000) (0.143)

Here; SM: Score of emotional satisfaction about the job

SL: Score of learning environment

SN: Score of need of the employees

SC: Score of communication between the company and employees

SE: Score of evaluation system

Since the P value is the fifth independent component which is identified from the previous studies, it does not demonstrate the significance impact (P value = 0.143 > 0.05), that component named "evaluation system" has not significant in the regression model.

As per the $\beta_0$ coefficient of this regression model, 95% significantly auto job performance level is 4.933 in other words although the temporary academic staff member hasn't received any satisfaction on any component, but the performance level of the job is in 4.933 level with the 95 % confidence.

According to $\beta_{11}$ coefficient of this regression model, job performance will increase by 0.393 unit of average job performance score when the Score of emotional satisfaction about the job increased by one unit with the 95% confidence. As confidence interval of $\Pr\{0.080 \leq \beta_{11} \leq 0.707\} = 0.95$ , 95% cases change of average job performance score vary 0.080 to 0.707 when the score of emotional satisfaction about the job increased by one unit. As per the $\beta_{12}$ coefficient of this regression model, job performance will increase by 1.237 unit of average job performance score when the Score of learning environment increased by one unit with the 95% confidence. As confidence interval of $\Pr\{0.849 \leq \beta_{12} \leq 1.624\} = 0.95$ , 95% cases change of average job performance score vary 0.849 to 1.624 when the score of learning environment increased by one unit. According to $\beta_{13}$ coefficient of this regression model, job performance will increase by 0.921 unit of average job performance score when the score of need of the employees increased by one unit with the 95% confidence. As confidence interval of $\Pr\{0.470 \leq \beta_{13} \leq 1.372\} = 0.95$ , 95% cases change of average job performance score vary 0.470 to 1.372 when the score of need of the employees increased by one unit. As per the $\beta_{14}$ coefficient of this regression model, job performance will increase by 1.332 unit of average job performance score when the score of communication between the company and

employees increased by one unit with the 95% confidence. As confidence interval of $\Pr\{0.958 \leq \beta_{14} \leq 1.706\} = 0.95$ , 95% cases change of average job performance score vary 0.958 to 1.706 when the score of communication between the company and employees increased by one unit.

Consequently, communication between the company and the employees is the most affected component on the job performance while the learning environment becomes the second important component. Need of the employees are the third important component and the emotional satisfaction about the job is the least important component while the evaluation system is not affected significantly.

#### 4.5.3.2 Overall significance of the model

ANOVA table attached in the appendix 4.15, indicates that the regression model predicts the dependent variable significantly well. According to this ANOVA table p value equals to zero, which is less than 0.05 and indicates that the overall regression model statistically significantly predicts the job performance score of the temporary academic staff.

#### 4.5.3.3 Goodness of the model fit

Coefficient of determinant ($R^2$) value estimated for this model is 0.882 (Refer the appendix 4.16) which tells the proportion of variance in the job performance which can be explained by using the independent variables. $R^2$ is an overall measure of the strength of association and so one can accept the estimated model which explains 88.2% of the variance of dependent variable (job performance). Adjusted $R^2$ value = 0.880 which is very similar to observed value of $R^2$ ascertain the cross validity of the fitted model.

#### 4.5.3.4 Model adequacy checking

It should check the residuals as well as the satisfaction of the assumptions on the multiple regression analysis after fitting the multiple regression model.

##### 4.5.3.4.1 Residual statistics

According to the SPSS output attached in appendix 4.17, mean value of standardized residuals are equal to zero while the standard deviation of standardized residuals is

near one (0.989) which states the measures of standard normal distribution. So the researcher can identify that the residuals are normally distributed. It can further realize using normal probability plot of standardized residuals which probably calls P-P Plot of standardized residuals which is given figure 4.12.

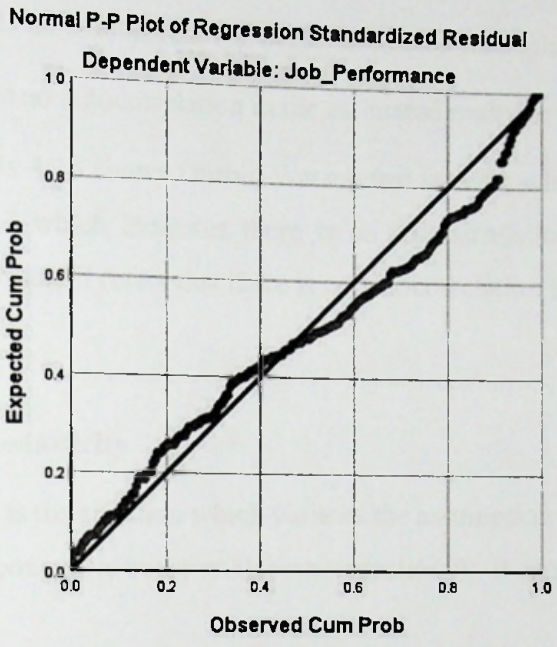


Figure 4.12: P-P plot of regression (2) standardized residuals

Source: Sample survey (2019)

As per figure 4.12 shows standardized residuals are scattered near the equi-distributed line which demonstrate the normality of standardized residuals of the dependent variable. So the estimated model is satisfied in all the statistical qualities which is expected from the simple linear regression analysis.

#### 4.5.3.4.2 Multicollinearity

Multicollinearity is the situation which violate the assumption that there should not be a linear relationship among the independent variables. The model has no serious problem with multicollinearity since all the values of condition indexes are less than 100. Collinearity diagnostics are attached in the appendix 4.18. The VIF value also proves that there is no multicollinearity in this model since all the VIF values are less than 5 as shown in appendix 4.14.

#### 4.5.3.4.3 Autocorrelation

Autocorrelation is the situation which violate the assumption that the random error components are identically and independently distributed. Accordingly, researcher constructed and check hypotheses as follows.

$H_0$: There is an autocorrelation in the estimated multiple regression model.

$H_a$: There is no autocorrelation in the estimated multiple regression model.

As per the appendix 4.16 shows Durbin Watson test statistic which equals to 1.983 is near the value 2 which indicates there is no autocorrelation problem. So the researcher reject $H_0$ and it refers that there is no autocorrelation because the value is near to 2.

#### 4.5.3.4.4 Heteroscedasticity

Heteroscedasticity is the situation which violates the assumption that the variance of random error components is constant (Homoscedasticity). It can be identified using the figure 4.13.

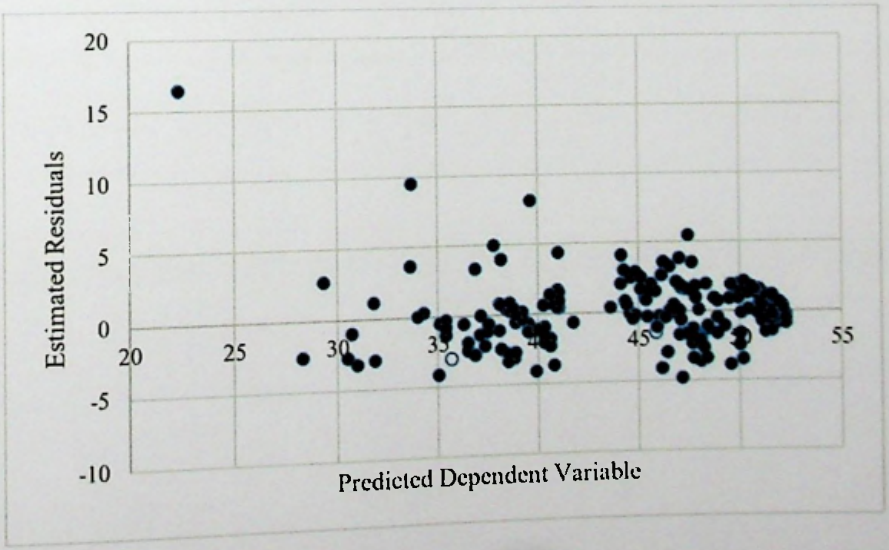


Figure 4.13: Scatter plot of estimated residuals vs. predicted values

Source: Sample survey (2019)

As per the figure 4.13, there are no significant patterns in the scattered dots and it is seemed as a random pattern. So the researcher can determine that there is no heteroscedasticity problem occurring.

#### 4.5.3.4.5 Influence points

Influence point is a point which has a noticeable impact on the model coefficients. It can pull the regression model in its direction. So it is important to identify whether there are considerable number of influence points. As per the calculated DFFITS statistics all of the are less than 0.2104 which is the value of $2\sqrt{\frac{K}{n}}$, that means $|\text{DFFITS}_i| < 0.2104$, there are not any possible high influence observation.

### 4.6 Summary of the chapter four

Chapter four mainly focused on the data presenting, analysis and discussions which came through the methodology used for this research and criteria used to select responses as in the chapter three. This chapter included main five sections as nature of the sample, check out the validity, job satisfaction, job performance and finally impact of job satisfaction on job. Next chapter will express conclusions which are drawn from the chapter four and also it will express the recommendations of the research.

# CHAPTER FIVE

# 5.0 CONCLUSION AND RECOMMENDATION

The chapter five of the research aims to draw conclusions on the relationship between job satisfaction based on the key findings of the research and job performance of the temporary academic staff and give the recommendations based on the research. Also chapter five gives the idea about the further researches in this field as the researcher strongly believes that this research would help the future researchers to build arguments further and it will be beneficial as well.

## 5.1 Conclusions

Researcher can draw the conclusion on the level of employee satisfactions in the temporary academic staff in Sri Lanka as value between 20.64 and 49.87 while the average value lies on 41.45. As average most of the temporary academic staff members are satisfied about their job. Ellickson and Logsdon (2001) and also Shahab and Ali (2013) has found the same needs of the personals are affected for job satisfaction. This study has also proved that the needs of the employee is significant factor for the job satisfaction. Hulin and Judge (2003) suggested that job satisfaction is an attitude and that attitudes are either emotions or mental satisfaction. As they have showed this research also prove that emotional satisfaction is affected to decide the level of job satisfaction significantly. Study has found that Communication between the company and employees also significantly affecting factor for the job satisfaction as the previous scholar Chambers (1998) proved. In a survey conducted by Durai (2017) identified a positive relationship between job satisfaction components which were promotion process and evaluation system. Also this study has confirmed that Evaluation system is significantly affecting the job satisfaction of temporary academic staff.

Then it has proven through this research that employee performance in the temporary academic staff in Sri Lanka as value between 25.72 and 52.94 while the average value lies on 44.55. As average most of the temporary academic staff members are in high level of job performance. Shulze and Steyn (2003), Ololube (2006) and Stuart et al. (2008) have explained that motivation towards work is the most affected factor for the job performance. The findings of this research, has proven that the employee

motivation is one of the most essential part in the job satisfaction of the employees. Study has found that working environment is significantly affecting the job performance. It is similar to the findings of Tetteh et al. (2012) indicated that the surroundings which an employee in subjected influenced their performance. As the findings of the researches done by Aroosiya and Ali (2013), Achieng et al. (2014), there was a direct relationship among the two variables named job performance and job design of the school's employees. This study also proves that the job design significantly affected the job performance.

With the aim of achieving the main objective of the research, researcher has drawn conclusions on the impact of the job satisfaction on job performance of temporary academic staff in Sri Lanka. As per the research done by Judge et al. (2001), there is no significant relationship between satisfaction and performance of the employees. But this research has given the totally contrast conclusion as there are highly significant relationship and also impact of job satisfaction on job performance of temporary academic staff. This is the further proven conclusion of Locke (1970) and Cook (2008) who proved that there is an impact of job satisfaction on job performance and also Lawler and Porter (1967) who proved that job performance affects job satisfaction together.

Communication between the company and employees is the most affected component on the job performance while the learning environment becomes second important component. Need of the employees are the third important component and the emotional satisfaction about the job is the least important component while the evaluation system is not affected significantly.

Accordingly, researcher can conclude that there is a significant positive impact of job satisfaction on job performance of temporary academic staff.

## 5.2 Recommendations

In view of the above conclusion the researcher has suggested some recommendations to improve the job satisfaction of the temporary academic staff members because, according to the conclusion, job satisfaction directly increases the job performance.

1. Needs of the employees is a significant component of job satisfaction and under the needs of the employees, leaves are an important element. In the

present situation temporary academic staff members have academic leave and medical leave only. So it is better to give the casual leaves for temporary academicians as other government servants have.

2. Evaluation systems directly affect the increase in job satisfaction. There are some evaluation methods that are used Faculty wise; but seems not general for all. So the administrators should implement general evaluation method for temporary academic staff in each Faculty and implement the procedure to evaluate employees with achieving specific grade as color. It is better to give valid certificate which include the obtained colour of the temporary academicians.
3. Although some faculties already conduct the staff development programmes for temporary academicians, some of them are not conducting it in a proper way. Therefore, it is better to conduct staff development programmes in an approved common scheme.
4. Emotional satisfaction about the job is another significant component which affects the job satisfaction and the salary is an important element within this component. Most of the temporary academicians work more than 8 hours per day without any overtime payments. It is better to implement overtime payment procedure for temporary academic staff members. And also implement to increment procedure for temporary academicians who complete their first year.
5. The appreciation of performance and personal recognition of employees by the senior academic staff have proved to be a very powerful tool in building their motivation. So, it is needed to plan an effective recognition procedure in the department/Faculty, and find creative ways to reward top performing temporary academicians, who are more worthy than cash.
6. Learning environment is another important factor which affects the employee satisfaction. Some of the faculties have procedures to find out worldwide scholarships for higher education. So it should implement proper processes in every Faculty to introduce and provide opportunities specially scholarships for higher education for the temporary academic staff members.

## 5.4 Suggestions for further research

This study was based on the responses of temporary academic staff in the university of Kelaniya only. It is recommended to carry out a similar study in all the government and non-government universities in Sri Lanka as a comparative study. In this study, the researcher measures the job satisfaction and the job performance using a small number of elements and components and it does not represent the overall assessment of them. So it is recommended to consider more elements associated with these two variables in any future research.

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# APPENDICES

**Appendix 3.1**

**Questionnaire on Impact of the job satisfaction on job performance of temporary academic staff**

Dear Participant,

I kindly invite you to participate in a research titled "Impact of the job satisfaction on job performance of temporary academic staff". The main purpose of the research is to find the relationship between job satisfaction and job performance and also examine demographic factors affect to job satisfaction and job performance.

Complete the following short questionnaire should take no longer than 10 minutes of your time. Your participation in this survey is entirely voluntary.

Please note that your response would be kept confidential as it will be used purely for academic purposes.

Your response is utmost important for me to make the study successful. I thank you for your cooperation extended to me in this vital endeavor.

Yours sincerely,

Tharaka N. Perera

**Part I – Demographic Information**

1.1 Gender: Male ☐

Female ☐

1.2 Marital status: Single ☐

Married ☐

1.3 Race: Sinhala ☐

Tamil ☐

Muslim ☐

Other ☐

1.4 **House holds'** Monthly income: Less than 50,000 Rs. ☐

50,000 - 100,000 Rs. ☐

100,000 – 150,000 Rs. ☐

More than 150,000 Rs. ☐

1.5 Faculty: Commerce and Management ☐

Computing and Technology ☐

Humanities ☐

Medical ☐

Science ☐

Social Sciences ☐

1.6 Position: Junior Fellow ☐

Demonstrator ☐

Temporary lecturer ☐

1.6 Highest education level: Bachelor's degree ☐

PG Diploma ☐

Master's degree ☐

1.7 Total work hours per day:

| | |
|---|---|
| 8 hours | |
| 8 -12 hours | |
| More than 12 hours | |

## Part II – Job Satisfaction

2.1 Mark the relevant cell that best express your level of satisfaction with your current job.

| Highly dissatisfied | Dissatisfied | Neutral | Satisfied | Highly satisfied |
|---|---|---|---|---|
| | | | | |

2.2 Please mark the relevant cell that best expresses your opinion in each statement from the following,

1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

| No. | Statement | Scale | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| SM1 | My work gives me a feeling of personal accomplishment. | | | | | |
| SM2 | I feel encouraged to come up with new and better ways of doing things. | | | | | |
| SM3 | I am satisfied with benefits I received. | | | | | |
| SM4 | I am satisfied with the monthly salary I received. | | | | | |
| SL1 | Employer provides appropriate and sufficient training development. | | | | | |
| SL2 | I have enough academic leave and facilities to improve my education level. | | | | | |
| SL3 | I receive the right amount of support and guidance for higher education from my manager. | | | | | |
| SN1 | Those who do well on the job stand a fair chance of being promoted. | | | | | |
| SN2 | I have tools and resources to do my job well. | | | | | |
| SN3 | Managers encourage me to be my best. | | | | | |
| SC1 | The goal of the organization and department are clear to me. | | | | | |
| SC2 | I received adequate opportunity to interact with managers. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| SC3 | I received adequate opportunity to interact with other employees. | | | | | |
| SE1 | I feel that the work I do is appreciated. | | | | | |
| SE2 | Organization has appropriate evaluation method to me. | | | | | |
| SE3 | Organization follows continuous evaluation procedure for me. | | | | | |

2.3 In your opinion, what recommendations would you give to the management to enhance the staff satisfaction ?

.....

.....

.....

.....

.....

## Part III – Job Performance

3.1 Please mark the relevant cell that best expresses your opinion in each statement from the following,

1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

| No. | Statement | Scale | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| PP1 | I understand the procedures and policies of my organization. | | | | | |
| PP2 | I work well with other employees. | | | | | |
| PP3 | I always keep my superiors well informed about my work. | | | | | |
| PP4 | I actively get involved in projects so as to benefit my organization. | | | | | |
| PP5 | I take part in solving problems in my organization. | | | | | |
| PMT1 | I am motivated by our reward system and it makes me perform better. | | | | | |
| PMT2 | I regularly receive constructive feedback from my senior staff. | | | | | |
| PMT3 | I am motivated by our training system and it makes me perform better. | | | | | |
| PMT4 | The challenges that my job provides motivate me to perform better. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| PSC1 | I always received positive field back from my employers. | | | | | |
| PSC2 | The rewards for success are greater than the penalty of failure. | | | | | |
| PSC3 | I am self-motivated and enjoy my job. | | | | | |
| PJ1 | I am required to use a number of high-level skills while conducting my job. | | | | | |
| PJ2 | My job gives me the opportunity to organize how I should do it. | | | | | |
| PJ3 | The work activities themselves provide direct and clear information about the effectiveness of my job performance in terms of quality. | | | | | |

3.2 In your opinion, what recommendations would you give to the management to enhance the staff performance?

.....

**Appendix 4.1**

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 226 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 226 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability output for the factor named "Emotional satisfaction about the job"

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .795 | 4 |

Reliability output for the factor named "Learning environment"

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .783 | 3 |

Reliability output for the factor named "Need of the employees"

**Reliability Statistics**

| Cronbach's Alpha[a] | N of Items |
|---|---|
| .899 | 3 |

Reliability output for the factor named "Communication between the company and employees"

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .821 | 3 |

Reliability output for the factor named "Evaluation system"

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .712 | 3 |

Reliability output for the factor named "Working environment"

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .741 | 5 |

Reliability output for the factor named "Motivation"

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .848 | 4 |

Reliability output for the factor named "Stress and work load"

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .925 | 3 |

Reliability output for the factor named "Job Design"

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .789 | 3 |

Reliability output for all components

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .954 | 31 |

## Appendix 4.2

Factor Scores output for Emotional satisfactionabout the job

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .749 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 294.253 |
| | df | 6 |
| | Sig. | .000 |

Component Matrix[a]

| | Component 1 |
|---|---|
| Work gives feeling of personal accomplishment. | .739 |
| Feel encouraged to come up with new and better ways of doing things. | .870 |
| Satisfied with benefits received. | .763 |
| Satisfied with the monthly salary received. | .793 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Factor Scores output for Learning environment

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .668 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 158.674 |
| | df | 3 |
| | Sig. | .000 |

**Component Matrix[a]**

| | Component 1 |
|---|---|
| Employer provides appropriate and sufficient training development. | .759 |
| Have enough academic leave and facilities to improve my education level. | .828 |
| Receive the right amount of support and guidance for higher education from the manager. | .852 |

Extraction Method: Principal Component Analysis. a.

1 components extracted.

Factor Scores output for Need of the employees

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .674 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 181.492 |
| | df | 3 |
| | Sig. | .000 |

Component Matrix[a]

| | Component |
|---|---|
| | 1 |
| Those who do well on the job stand a fair chance of being promoted. | -.782 |
| Have tools and resources to do the job well. | .869 |
| Managers encourage to be my best. | .828 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Factor Scores output for Communication between the company and employees

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .701 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 266.972 |
| | df | 3 |
| | Sig. | .000 |

**Component Matrix[a]**

| | Component |
|---|---|
| | 1 |
| The goal of the organization and department are clear to me. | .856 |
| Received adequate opportunity to interact with managers. | .901 |
| Received adequate opportunity to interact with other employees. | .839 |

Extraction Method: Principal Component Analysis. a.

1 components extracted.

Factor Scores output for Evaluation system

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .505 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 105.519 |
| | df | 3 |
| | Sig. | .000 |

**Component Matrix[a]**

| | Component |
|---|---|
| | 1 |
| Feel that the work I do is appreciated. | .662 |
| Organization has appropriate evaluation method. | .879 |
| Organization follows continuous evaluation procedure. | .702 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

## Appendix 4.3

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .838 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 941.454 |
| | df | 10 |
| | Sig. | .000 |

**Component Matrix[a]**

| | Component |
|---|---|
| | 1 |
| SM factor score | .909 |
| SL factor score | .935 |
| SN factor score | .894 |
| SC factor score | .910 |
| SE factor score | .612 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

## Appendix 4.4

Descriptive Statistics for the job satisfaction

**Statistics**

| | | SM | SL | SN | SC | SE | Job_Satisfaction |
|---|---|---|---|---|---|---|---|
| N | Valid | 226 | 226 | 226 | 226 | 226 | 226 |
| | Missing | 0 | 0 | 0 | 0 | 0 | 0 |
| Mean | | 12.89523 | 10.03706 | 5.68678 | 11.42272 | 7.94538 | 41.44764 |
| Median | | 12.71300 | 9.83700 | 6.17900 | 12.12400 | 8.09300 | 42.15269 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Mode | 15.032 | 12.195 | 7.007 | 12.980 | 8.093 | 48.609 |
| Std. Deviation | 1.871574 | 1.702190 | 1.483506 | 1.782774 | 1.368817 | 6.212166 |
| Skewness | -.338 | -.300 | -.587 | -.815 | -.526 | -.540 |
| Std. Error of Skewness | .162 | .162 | .162 | .162 | .162 | .162 |
| Range | 8.703 | 8.145 | 6.658 | 7.788 | 8.972 | 29.228 |
| Minimum | 7.122 | 4.050 | 1.088 | 5.192 | 2.243 | 20.640 |
| Maximum | 15.825 | 12.195 | 7.746 | 12.980 | 11.215 | 49.868 |

## Appendix 4.5

Factor Scores output for Motivation

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .810 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 609.877 |
| | df | 10 |
| | Sig. | .000 |

**Component Matrix[a]**

| | Component |
|---|---|
| | 1 |
| Understand the procedures and policies of my organization. | .898 |
| Work well with other employees. | .892 |
| Always keep my superiors well informed about the work. | .907 |
| Actively get involved in projects so as to benefit my organization. | .801 |
| Take part in solving problems in my organization. | -.239 |

Extraction Method: Principal Component Analysis. a.

1 components extracted.

Factor Scores output for Working environment

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .719 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 523.159 |
| | df | 6 |
| | Sig. | .000 |

**Component Matrix[a]**

| | Component |
|---|---|
| | 1 |
| Motivated by our reward system and it makes me perform better. | .876 |
| Regularly receive constructive feedback from my senior staff. | .890 |
| Motivated by our training system and it makes me perform better. | .791 |
| The challenges that my job provides motivate me to perform better. | .798 |

Extraction Method: Principal Component Analysis.

Factor Scores output for Job Design

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .644 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 218.782 |
| | df | 3 |
| | Sig. | .000 |

**Component Matrix[a]**

| | Component |
|---|---|
| | 1 |
| Required to use a number of high-level skills while conducting my job. | .809 |
| The job gives me the opportunity to organize how I should do it. | .803 |
| The work activities themselves provide direct and clear information about the effectiveness of my job performance in terms of quality. | .902 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Factor Scores output for Stress and work load

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .604 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 123.727 |
| | df | 3 |
| | Sig. | .000 |

**Component Matrix[a]**

| | Component 1 |
|---|---|
| Always received positive field back from my employers. | .896 |
| The rewards for success are greater than the penalty of failure. | -.176 |
| Self-motivated and enjoy my job. | .899 |

Extraction Method: Principal Component Analysis. a.

1 components extracted.

## Appendix 4.6

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .864 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 964.871 |
| | df | 6 |
| | Sig. | .000 |

**Component Matrix[a]**

| | Component 1 |
|---|---|
| PP | .939 |
| PMT | .913 |
| PJ | .943 |
| PSC | .954 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

## Appendix 4.7

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation | Skewness | |
|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| PP | 226 | 9.08 | 18.69 | 15.7961 | 2.46176 | -.693 | .162 |
| PMT | 226 | 6.71 | 16.78 | 14.0386 | 2.32685 | -.350 | .162 |
| PJ | 225 | 5.84 | 12.57 | 10.8504 | 1.49280 | -.675 | .162 |
| PSC | 226 | 3.06 | 8.62 | 7.0159 | 1.33799 | -.438 | .162 |
| Job_Performance | 225 | 25.72 | 52.94 | 44.5514 | 6.66653 | -.528 | .162 |
| Valid N (listwise) | 225 | | | | | | |

## Appendix 4.8

**Correlations**

| | | Job_Satisfaction | Job_Performance |
|---|---|---|---|
| Job_Satisfaction | Pearson Correlation | 1 | .931** |
| | Sig. (2-tailed) | | .000 |
| | N | 226 | 225 |
| Job_Performance | Pearson Correlation | .931** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 225 | 225 |

**. Correlation is significant at the 0.01 level (2-tailed).

## Appendix 4.9

**Correlations**

| | | Job_Performance | SM | SL | SN | SC | SE |
|---|---|---|---|---|---|---|---|
| Job_Performance | Pearson Correlation | 1 | .815** | .880** | .859** | .889** | .488** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 | .000 |
| | N | 225 | 225 | 225 | 225 | 225 | 225 |
| SM | Pearson Correlation | .815** | 1 | .821** | .758** | .748** | .548** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 |
| | N | 225 | 226 | 226 | 226 | 226 | 226 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SL | Pearson Correlation | .880** | .821** | 1 | .785** | .808** | .560** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .000 |
| | N | 225 | 226 | 226 | 226 | 226 | 226 |
| SN | Pearson Correlation | .859** | .758** | .785** | 1 | .864** | .329** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .000 |
| | N | 225 | 226 | 226 | 226 | 226 | 226 |
| SC | Pearson Correlation | .889** | .748** | .808** | .864** | 1 | .399** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 |
| | N | 225 | 226 | 226 | 226 | 226 | 226 |
| SE | Pearson Correlation | .488** | .548** | .560** | .329** | .399** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 225 | 226 | 226 | 226 | 226 | 226 |

**. Correlation is significant at the 0.01 level (2-tailed).

## Appendix 4.10

**Coefficients[a]**

| Model | | Unstandardized Coefficients B | Unstandardized Coefficients Std. Error | Standardized Coefficients Beta | t | Sig. | 95.0% Confidence Interval for B Lower Bound | 95.0% Confidence Interval for B Upper Bound |
|---|---|---|---|---|---|---|---|---|
| 1 | (Constant) | 3.175 | 1.102 | | 2.880 | .004 | 1.003 | 5.348 |
| | Job_Satisfaction | .999 | .026 | .931 | 37.949 | .000 | .947 | 1.051 |

a. Dependent Variable: Job_Performance

## Appendix 4.11

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 8620.330 | 1 | 8620.330 | 1440.161 | .000[b] |
| | Residual | 1334.805 | 223 | 5.986 | | |
| | Total | 9955.134 | 224 | | | |

a. Dependent Variable: Job_Performance

b. Predictors: (Constant), Job_Satisfaction

## Appendix 4.12

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change S R Square Change | F Change | df1 | df2 | Sig. F Change |
|---|---|---|---|---|---|---|---|---|---|
| 1 | .931[a] | .866 | .865 | 2.44656 | .866 | 1440.161 | 1 | 223 | .000 |

a. Predictors: (Constant), Job_Satisfaction

b. Dependent Variable: Job_Performance

## Appendix 4.13

**Residuals Statistics[a]**

| | Minimum | Maximum | Mean | Std. Deviation | N |
|---|---|---|---|---|---|
| Predicted Value | 23.7943 | 52.9927 | 44.5514 | 6.20352 | 225 |
| Residual | -4.56516 | 15.00426 | .00000 | 2.44110 | 225 |
| Std. Predicted Value | -3.346 | 1.361 | .000 | 1.000 | 225 |
| Std. Residual | -1.866 | 6.133 | .000 | .998 | 225 |

a. Dependent Variable: Job_Performance

## Appendix 4.14

**Coefficients[a]**

| Model | | Unstandardized Coefficients B | Unstandardized Coefficients Std. Error | Standardized Coefficients Beta | t | Sig. | 95.0 % dence al for B Lower Bound | 95.0 % dence al for B Upper Bound | Collinearity Statistics Tolerance | Collinearity Statistics VIF |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | (Constant) | 4.933 | 1.354 | | 3.642 | .000 | 2.263 | 7.602 | | |
| | SM | .393 | .159 | .111 | 2.476 | .014 | .080 | .707 | .269 | 3.712 |
| | SL | 1.237 | .196 | .316 | 6.294 | .000 | .849 | 1.624 | .213 | 4.694 |
| | SN | .921 | .229 | .205 | 4.023 | .000 | .470 | 1.372 | .207 | 4.832 |
| | SC | 1.332 | .190 | .356 | 7.025 | .000 | .958 | 1.706 | .209 | 4.793 |
| | SE | .215 | .146 | .044 | 1.471 | .143 | -.073 | .503 | .604 | 1.656 |

a. Dependent Variable: Job_Performance

## Appendix 4.15

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 8784.135 | 5 | 1756.827 | 328.561 | .000[b] |
| | Residual | 1170.999 | 219 | 5.347 | | |
| | Total | 9955.134 | 224 | | | |

a. Dependent Variable: Job_Performance

b. Predictors: (Constant), SE, SN, SM, SL, SC

## Appendix 4.16

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change | Durbin-Watson |
| 1 | .939[a] | .882 | .880 | 2.31236 | .882 | 328.561 | 5 | 219 | .000 | 1.983 |

a. Predictors: (Constant), SE, SN, SM, SL, SC

b. Dependent Variable: Job_Performance

## Appendix 4.17

**Residuals Statistics[a]**

| | Minimum | Maximum | Mean | Std. Deviation | N |
|---|---|---|---|---|---|
| Predicted Value | 22.3645 | 52.2698 | 44.5514 | 6.26218 | 225 |
| Residual | -4.83999 | 16.43404 | .00000 | 2.28641 | 225 |
| Std. Predicted Value | -3.543 | 1.233 | .000 | 1.000 | 225 |
| Std. Residual | -2.093 | 7.107 | .000 | .989 | 225 |

a. Dependent Variable: Job_Performance

**Appendix 4.18**

## Collinearity Diagnostics[a]

| Model | Dimension | Eigenvalue | Condition Index | Variance Proportions | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | (Constant) | SM | SL | SN | SC | SE |
| 1 | 1 | 5.931 | 1.000 | .00 | .00 | .00 | .00 | .00 | .00 |
| | 2 | .040 | 12.171 | .07 | .00 | .00 | .17 | .00 | .10 |
| | 3 | .015 | 19.816 | .39 | .00 | .01 | .00 | .01 | .54 |
| | 4 | .006 | 31.061 | .11 | .17 | .42 | .39 | .01 | .36 |
| | 5 | .005 | 35.517 | .01 | .57 | .19 | .13 | .33 | .00 |
| | 6 | .003 | 41.824 | .41 | .26 | .38 | .31 | .64 | .00 |

a. Dependent Variable: Job_Performance