



## **Relationship between Job Satisfaction and Job Performance among Faculty in Selected Faith-Based Universities in Haiti**

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**Abstract:** This study sought to establish the relationship between job satisfaction and job performance among faculty in selected faith-based universities in Haiti. The study employed a quantitative method using the descriptive-correlational design. The population for this study was constituted by 200 faculty members from three most prominent faith-based universities in Haiti. Due to their limited number, the whole population was involved in the study by filling a questionnaire and data was analyzed through descriptive statistics and inferential statistics. The study established a moderate level of job satisfaction and job performance among faculty members in selected faith-based universities. Job performance is positively correlated with job satisfaction and the best predictors of job performance include promotion, benefits, nature of work, communication and supervision. The study recommended that since pay, promotion, benefits and contingent rewards are positively correlated with job performance, administrators should strive to improve salary, promote those who are qualified and provide more possible benefits and contingent rewards in the workplace so as to motivate employees to perform better. Furthermore, administrators need to provide faculty with pathways to being promoted. They should also improve working conditions, communication modalities and supervision since all of these variables are important predictors for job performance.

**Keywords:** Satisfaction; Performance; promotion, supervision, benefits, communication.

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### **Introduction**

Job satisfaction is of great concern because of its connection with other important phenomena relevant to work (Demir, 2020). It is of important concern for both employees and employers since it affects organizational behaviors. Therefore, employees' satisfaction studies are conducted to provide information needed to improve

performance, productivity and loyalty (Kumari, 2011). Job satisfaction is a crucial problem for organizations, whether public or private in both advanced and underdeveloped countries (Getahun et. al., 2016). Satisfied employees are reported as committed workers and commitment determines organizational output and effectual operations (Robbins & Coulter, 2012).

A study by Al-Smadi and Qblan (2015) in selected universities in Saudi Arabia showed a moderate degree of job satisfaction among faculty members. The study recommended that it is vital that colleges and universities boost satisfaction levels of their employees in order to secure high levels of performance. A study by Matveev (2021) in Russia concentrated on teachers' job satisfaction and established that those teachers wishing to leave the profession, their most cited factors included bureaucratic treatment and dissatisfaction with wages.

Shin and Jung (2014) conducted a study to examine job satisfaction and job stress across 19 higher education institutions in different countries. The study established that lack of satisfaction may be attributed to various factors such as pressure for publication, limited salary, empowerment, academic freedom, governance, work conditions, workloads and a feelings of affiliation. The study further established that intrinsic factors such as academic freedom, shared governance and empowerment are significant predictors for job satisfaction.

There are several definitions of job satisfaction. Spector (2020) considered job satisfaction as the extent to which employees like their jobs. Hee et al. (2020) defined job satisfaction as feelings about career of an individual or about specific aspects of job that may impact productivity and job performance of the organization. Weiss (2002) and Adaboh et al. (2017) referred to job satisfaction as positive or negative evaluative judgment one makes about one's job. Simply put, job satisfaction describes how pleased an employee is with his or her position of employment.

Literature indicate a connection between attractive working circumstances and job performance. For instance, Carlson et al. (2011) argued that "it is tough to attract and retain qualified teachers within the existing structure, especially in the public sector where teachers sometimes work for many months without receiving earned compensation" (p. 13). The authors declared that in Haiti, low salaries is a reality that result in high teacher turnover. According to Abebe and Markos (2016), teachers' job satisfaction is one of critical factors for improving the quality of education, teachers' occupational success and students' educational achievement. They concluded that job satisfaction is

an important factor in predicting appropriate organizational behaviors in organizations.

BizEdu (2016) considered job performance as the level to which employees successfully fulfill required tasks. According to Grace et al. (2020), performance describes how effective employees carry out tasks that make up their job. They also considered job performance as the capability of a worker to combine appropriate behaviors towards the realization of organizational goals and objectives. Werang and Agung (2017) found a positive and significant relationship between teachers' satisfaction and their job performance. Robiatun et al. (2020) established that effective teachers' performance can be achieved if there is a sense of satisfaction and pleasure in the workplace.

This study sought to establish the relationship between job satisfaction and job Performance among faculty in selected faith-based universities in Haiti so as to answer the following research questions:

1. What are levels of job satisfaction and job performance by faculty members in selected faith-based universities in Haiti?
2. Is there a significant relationship between job satisfaction and job performance?
3. What are best predictors of job performance?

## **Methodology**

This study employed a quantitative method using the descriptive-correlational design to investigate the relationship between job satisfaction and job performance among faculty in selected faith-based universities in Haiti. It also determined the best predictors of job performance among faculty in the selected faith-based universities.

## **Population and Sampling**

The population for this study was constituted by 200 faculty members from three most prominent faith-based universities in Haiti. Due to their limited number, the whole population was involved in the study.

## **Instruments**

Two standardized instruments were used to collect data. To measure job satisfaction, the researchers used a Job Satisfaction Survey by Paul E. Spector (1994) to establish employee's attitudes about their jobs. To measure job performance, the study used

the Goodman and Svyantek's (1999) Job Performance Scale.

### Validity and Reliability

Content and construct validity were ensured before data collection took place. The researchers did a pilot test to establish the reliability of the instruments in Haitian context. Results showed an acceptable reliability coefficients ranging from .63 to .98.

### Statistical Treatment of Data

For the first research question, descriptive statistics specifically weighted means was used to establish the extent/and levels of job satisfaction and job performance of respondents.

To interpret data from the Job Satisfaction Survey, which was in six-point Likert scale, the following range of interpretation was used: 1 - Disagree Very Much (1.00 – 1.82), 2 - Disagree Moderately (1.83 – 2.66), 3 - Disagree Slightly (2.67 – 3.50), 4 - Agree Slightly (3.51 – 4.33), 5 - Agree Moderately (4.34 – 5.17) and 6 - Agree Very Much (5.18 – 6.00). To interpret the data for Job Performance survey in a 7-point Likert scale, the following range of interpretation was used: 1 – Strongly Disagree (1.00 – 1.85), 2 – Disagree (1.86 – 2.71), 3 – Disagree Slightly (2.72 – 3.57), 4 – Neither Agree nor Disagree (3.58 – 4.43), 5 – Agree Slightly (4.44 – 5.29), 6 – Agree (5.30 – 6.15) and 7 – Strongly Agree (6.16 – 7.00). For the second research question, Pearson Product Moment Correlation was utilized to

determine if there is a significant relationship between job satisfaction and job performance among faculty in selected faith-based universities in Haiti. Lastly, the third research question was answered using multiple regression to analyze the best predictors of job performance.

### Ethical Considerations

Before the collection of data, permission was sought from leaders of the three faith-based universities. Informed consent was established with respondents. The researchers were available to respond to questions for clarity. Anonymity of participants was ensured by not requiring them to indicate their names and by keeping their responses confidential.

### Results and Discussion

This section presents results of the study and gives the discussion of findings following the research questions that guided the study.

**Research Question 1:** What are levels of job satisfaction and job performance by faculty members in selected faith-based universities in Haiti?

Table 1 shows descriptive statistics for faculty members' job satisfaction and their job performance. Respondents were asked to rate their level of job satisfaction using the scale of 1 to 6. Furthermore, they were asked to rate their level of job performance using the scale of 1 to 7.

**Table 1: Levels of Job Satisfaction and Job Performance**

Item	Mean	Interpretation
<b>DESCRIPTIVES FOR SATISFACTION</b>		
Pay	2.33	Low
Fringe Benefits	2.17	Low
Contingent Rewards	2.54	Low
Promotion	2.75	Moderate
Operating conditions	4.07	Moderate
Communication	3.89	Moderate
Supervision	4.76	High
Co-workers	4.79	High
Nature of Work	4.81	High
<b>Overall Satisfaction</b>	<b>3.57</b>	<b>Moderate Satisfaction</b>
<b>DESCRIPTIVES FOR JOB PERFORMANCE</b>		
Context Performance	3.63	Moderate
Conscientiousness	4.06	Moderate
Task Performance	5.11	High
<b>Overall Performance</b>	<b>4.26</b>	<b>Moderate Job Performance</b>

Results in table 1 shows that the lowest rated aspects included pay, fringe benefits and contingent rewards. Promotion, operating conditions and communication were moderately rated while

supervision, co-workers and nature of work were rated at a high satisfaction. The overall mean score was 3.57. This implies that the overall satisfaction of employees under investigation was moderate. A

study by Wolomasi et al. (2019) presented the fact that faculty will grow more productive and are more likely to produce more than what is required from them when they are more satisfied. On the contrary, faculty will become unproductive and are more likely to produce less than what is required from them when they are dissatisfied. Therefore, the moderate satisfaction is not enough since with higher level of satisfaction, faculty members would provide higher quality teaching that benefits students. Furthermore, table 1 shows that faculty members were rated 'moderate' in their performance in both contextual and conscientiousness areas while they were rated 'high' in task performance. The overall means score was 4.26 indicate moderate performance. This implies that there is a room for improvement in their job performance. Colquitt et al. (2019) asserted that like

other sectors, the educational sector is dependent on good performance of their employees as the quality of educational processes is influenced by teachers' job performance. Therefore, effective job performance of a teacher is more needed for improvement of the educational system.

**Research Question 2:** Is there a significant relationship between job satisfaction and job performance?

This research question called for testing of the following null hypothesis: there is no significant relationship between job satisfaction and job performance. This hypothesis was tested through Pearson Correlations in the SPSS as reflected in table two.

**Table 2: Relationship between Job Satisfaction and Job Performance**

		Contextual	Conscientiousness	Task	Overall Performance
Pay	Pearson Correlation	.466**	.102	.566**	.472**
	Sig. (2-tailed)	.000	.149	.000	.000
	N	200	200	200	200
Promotion	Pearson Correlation	.613**	.258**	.526**	.580**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	200	200	200	200
Supervision	Pearson Correlation	-.177*	-.114	-.041	-.140*
	Sig. (2-tailed)	.012	.109	.563	.049
	N	200	200	200	200
Benefits	Pearson Correlation	.471**	.149*	.546**	.482**
	Sig. (2-tailed)	.000	.036	.000	.000
	N	200	200	200	200
Contingent Rewards	Pearson Correlation	.520**	.073	.476**	.459**
	Sig. (2-tailed)	.000	.302	.000	.000
	N	200	200	200	200
Operating Procedures	Pearson Correlation	-.313**	-.233**	-.251**	-.321**
	Sig. (2-tailed)	.000	.001	.000	.000
	N	200	200	200	200
Co-workers	Pearson Correlation	-.207**	-.179*	-.072	-.186**
	Sig. (2-tailed)	.003	.011	.314	.008
	N	200	200	200	200
Nature of Work	Pearson Correlation	.083	.124	.132	.127
	Sig. (2-tailed)	.245	.081	.063	.073
	N	200	200	200	200
Communication	Pearson Correlation	-.130	-.274**	-.064	-.172*
	Sig. (2-tailed)	.067	.000	.370	.015
	N	200	200	200	200
<b>Overall Satisfaction</b>	Pearson Correlation	.373**	.000	.476**	.362**
	Sig. (2-tailed)	.000	.997	.000	.000
	N	200	200	200	200

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

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

The table indicates interrelationships among job satisfaction and job performance factors. For instance, contextual performance correlates with pay, promotion, supervision, benefits, operating procedures and co-workers. Likewise, conscientiousness performance has a positive correlation with promotion and benefits and a negative correlation with operating procedures and co-workers. This suggests that as satisfaction with promotion and benefits promoted job performance, operating procedures and co-workers hindered the effective job performance. Finally, task performance had a positive correlation with pay, promotion, benefits, contingent rewards and a negative correlation with operating procedures. This suggests that as satisfaction with pay, promotion, benefits and contingent rewards promoted job performance, operating procedures hindered the job performance effectiveness. Therefore, operating procedures and co-workers were found to be hindering the job performance. Sajuyigbe et al. (2013) and Rezaee et al. (2018) noted that operating principles can have a significant impact on job performance. It therefore, implies that faculty members in faith-based institutions were not positively motivated by operating procedures.

The table further presents the overall *r* of 0.362 and the overall *p* value of .000. Since the *p* value is lesser than the critical value (0.05), the null hypothesis is rejected and we maintain that there is a moderate and positive relationship between the overall job satisfaction and the overall job performance. This finding suggests that the more job satisfaction, the greater the rate of job performance. Therefore, job satisfaction is an important factor that affects job

performance in a positive way. This result is in harmony with previous research. For example, Usop et al. (2013) stated that if teachers are contented with their job, they will develop and maintain a high-performance level. They become more efficient and effective and could produce high competitive learners. Moreover, Robbins and Coulter (2012) found that satisfied employees are more likely to be friendly, upbeat and responsive, which customers appreciate. They mentioned that satisfied faculty members would seem more likely to talk positively about the organization and help others.

**Research Question 3:** What are best predictors of job performance?

This research question sought to establish the best predictors of job performance. This goal was accomplished by the use of the regression analysis in the SPSS.

Variables that best predicted the job performance are promotion, benefits, nature of work, communication and supervision, accounting for 47.8% of the variance in job performance as reflected in table 4. Therefore, effective job performance is positively contributed by employees' satisfaction with benefits, nature of work, communication and supervision by 47.8%. These findings are in line with a previous research by Peter (2014) who asserted the importance of providing promotion based on merit such as academic qualification, performance and skills. The author further reported that promotion on merit is adopted by many organizations as a way of motivating employees to perform better.

**Table 3: Regression Analysis Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.580 <sup>a</sup>	.336	.333	.85897
2	.610 <sup>b</sup>	.372	.366	.83752
3	.645 <sup>c</sup>	.416	.407	.80990
4	.690 <sup>d</sup>	.476	.466	.76888
5	.701 <sup>e</sup>	.491	.478	.76007

a. Predictors: (Constant), Promotion

b. Predictors: (Constant), Promotion, Benefits

c. Predictors: (Constant), Promotion, Benefits, Nature Of Work

d. Predictors: (Constant), Promotion, Benefits, Nature Of Work, Communication

e. Predictors: (Constant), Promotion, Benefits, Nature Of Work, Communication, Supervision

Benefits is another useful element in the prediction of job performance as shown in this study. Findings from the study of Zirra et al. (2019) showed that

fringe benefits have a positive and significant impact on faculty performance. Their study showed that the more fringe benefits are provided for the

faculty, the more they work hard at their jobs and their productivity increases.

This study further brought evidence as to how nature of work is an important predictor for job performance. Al-Omari and Okasheh (2017) revealed that situational constraints in terms of noise, office furniture, ventilation and light are major work environment conditions that have impact on job performance and therefore should gain more attention. Communication was found to be a predictor of job performance. Similarly, findings by Hee et al. (2019) showed a significant positive relationship between communication and employee performance. The authors found that the better the communication, the higher the employee performance. They concluded that good communication enables a higher degree of teamwork among staffs and reflects higher performance in their works. Lastly, supervision predicted job performance. Similarly, Hoque et al. (2020) found that supervision is positively related to performance.

## Conclusions and Recommendations

### Conclusions

Based on findings of the study, it is concluded that there is a moderate level of job satisfaction and job performance among faculty members in selected faith-based universities in Haiti. Job performance is positively correlated with job satisfaction and the best predictors of job performance include promotion, benefits, nature of work, communication and supervision.

### Recommendations

Based on the conclusions, it is recommended that since pay, promotion, benefits and contingent rewards are positively correlated with job performance, administrators should strive to improve salary, promote those who are qualified and provide more possible benefits and contingent rewards in the workplace so as to motivate employees to perform better. Furthermore, administrators need to provide faculty with pathways to being promoted. They should also improve working conditions, communication modalities and supervision since all of these variables are important predictors for job performance.

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