

INFLUENCE OF JOB SATISFACTION ON LECTURERS' PERFORMANCE IN KENYAN PUBLIC UNIVERSITIES

Robby Otieno Wyckliffe

robirowa@gmail.com

School of Arts, Social Sciences & Business, Rongo University, Kenya

Abstract: *Public universities are quite instrumental in Kenya Vision 2030's pursuit of world class education, training and research. Nonetheless, higher education stakeholders including World Bank, employers, CUE and scholars fault the quality and relevance of their academic programmes. Decline is attributed to, among others, reduced rigour on recruitment, promotion and retention criteria which could be occasioned by lack of job satisfaction (JS). Studies relating JS to Employee Performance do not entirely investigate facets of JS like: Achievement; Recognition; Responsibility; Advancement Opportunity; Work Itself and Working Conditions; Comfort With Pay and Benefits; and Company Policy and Administration. The study's objective was to examine the influence of JS on LP in Kenyan Public Universities. Correlation results revealed a positive statistically significant relationship between JS and LP ($r=.726, p=.000$); Multiple regression results revealed that the JS was a significant predictor of LP: $JS=F(7,128)=78.929, p=.000, (Adjusted R^2=.802)$. Findings will benefit researchers, HRM practitioners, organizational behaviourists and theorists, and management of public universities.*

Keywords: *Job satisfaction, lecturers' performance, motivators, hygiene factors*

1. Introduction

Higher education faces numerous challenges that impact performance and application of education in a global scale (Lemoine, Jenkins and Richardson, 2017). Some of these challenges are enshrined in stakeholders' reservations about the standards and relevance, economic value and resource allocation in the sector (World Bank, 2017). Higher education is a function of all the higher learning institutions including the university (Alemu (2018). Adeyemi (2017) observes that academic quality of the output from the university system is on a down ward trend in many African universities. The diminishing quality is evident in poor examination scores, ineffective recruitment and promotion criteria, declining research and incompetent graduates (World Bank, 1996). Altbach, Reisberg and Rumbley (2009) trace the decline in quality of university education, especially in lower-income African, Asia and Latin American countries to rapid expansion of universities as characterized by irrelevant curricular and unqualified academic staff. In Kenya, Higher Education stakeholders fault the quality and relevance of university programmes (Yego, 2016; Kaburu and Embeywa, 2014, Martin and Anthony, 2007).

Students' academic performance has been linked over time with the effectiveness of the teacher (lecturer) in terms of teaching and learning (Ajao, 2001). The decline in quality is not only a function of insufficient resources, inability to attract and retain quality teaching staff due to poor remuneration and working conditions (Ngare and Muindi, 2008) in Mukhanji, Ndiku and Obaki (2016), but increased workload and alleged

incompetence of lecturers (Ngolovoi, 2006). This informs the interest in lecturers' performance in the face of declining quality.

This study, therefore, sought to examine the influence of Job Satisfaction on Lecturers' Performance in Kenyan public universities. The interest in public universities arose from the fact that they account for 72% of the total university teaching staff (Commission for University Education, 2016) besides having greater quality of education challenges compared to private universities (Gudo, Oanda and Olel, 2011; Kaburu and Embeywa, 2014). The chartered public universities established between 2009 and 2019 were targeted because of the staffing challenges they are faced with (Ikama, 2010) and pressure exerted on them to provide employment (Mukhwana, Oure, Too and Some, 2016). The study was anchored on Decision-making Theory (Simon, 1945; Mintzberg, 1973; Iyayi, 2002) and supported by The Resource Based View (Barney, 1991); and Adam Smith's Human Capital Theory (Terence, 1976).

Armstrong (2009) defines job satisfaction as the attitudes and feelings that people have about their work. These attitudes and feelings impact on employee performance according to Indermun and Bayat (2013). Job satisfaction is embedded on the Two-Factor Theory that divides the factors of the work environment into motivators or satisfiers and hygiene or maintenance factors (Graham and Bennett, 1998). Lecturers' Performance was conceptualized as the job related behaviours and results expected of lecturers. It was measured by: Quality of Teaching and Learning, Research and Publication, Administration and Responsibilities, and Community Engagement and Other Contributions (Commission for University Education, 2014a and 2014b). Job Satisfaction was indicated by: Achievement, Recognition, Responsibility, and Advancement Opportunity, Work Itself and Working Conditions, Comfort with Pay and Benefits, And Company Policy and Administration (Herzberg, Mauster and Snyderman, 1959).

The findings of the proposed study are poised to inform the formulation of effective and/or strengthening of employee resourcing practices and job satisfaction strategies in public universities for optimum performance of lecturers. Human resource management practitioners, researchers, organizational behaviourists and theorists will benefit from the body of knowledge so created.

2. Statement Of The Problem

Public universities are charged with provision of globally competitive quality education, training and research to the citizenry in accordance with Kenya Vision 2030. Stakeholders attribute these phenomena to increased workload, reduced rigour on recruitment and promotion criteria, lecturers' incompetence and inability to attract and retain quality staff which to some extent point to lack of job satisfaction. Previous studies failed to investigate facets of Job Satisfaction such as: achievement, recognition; responsibility; advancement opportunity; work itself and working conditions; comfort with pay and benefits; and company policy and administration in their entirety. In addition, they ignored descriptors of Lecturers' Performance such as: quality of teaching and learning; research and publication; community engagement and other contributions; and administration and responsibilities.

3. Research Methodology

The study focused on fourteen (14) chartered public universities that were established between 2009 and 2019, but spread across the Republic of Kenya. The target population comprised 1,653 lecturers. Since the study could not access all in the target population, it adopted a census of 178 AHoDs/ Deans/Directors of schools or faculties who were accessible. The study adopted multistage sampling technique which yielded 158 respondents having used 20 in piloting. It was considered appropriate given that the study was scheduled to cover a large geographical area, which was the entire Republic of Kenya (Kothari and Garg, 2014).

4. Data Collection, Reliability And Validity

Semi-structured questionnaire was used to collect data. Kothari and Garg (2014) describe the questionnaire as the heart of a survey operation. The study employed Cronbach’s alpha coefficient analysis (with the aid of Statistical Package for Social Sciences (SPSS) software) to examine the internal consistency of the measures since it is the most reliable test of inter-item consistency reliability for Likert scaled or rating scaled measures (Whitley, 2002; Robinson, 2009). All the sub-scales attained the recommended level of internal consistency given that they were within the acceptable range of 0.70 to 0.9 as recommended by Tavakol and Dennick (2011) and George and Mallery (2003). In addition, with an overall scale reliability of 0.796 and a standard deviation of 0.067, the instrument was of an acceptable reliability standard.

To ascertain content validity, literature search was conducted to ensure that the items in the questionnaire were within the domain of the study concepts as defined by the researcher (Kimberlin & Winterstein, 2008; Drost, 2011). This was further corroborated by a panel of experts (Cooper and Schindler, 2008; Drost, 2011; Aila & Ombok, 2015). Dev Von, Block, Moyle-Wright, Ernst Hayden and Lazzara (2007), as cited by Abong’o (2015), suggest that content validity may be undertaken by seven or more experts. Construct validity, on the other hand, was ascertained using Pearson’s *r* with the aid of SPSS version 21.0. Based on the significant values obtained by the Sig. (2-tailed) < .05, it is evident that all items in each sub-scale significantly correlated with their sub-scale totals, except for item 4 in the Forecasting Future Requirements and Action Planning sub-scale. The item was excluded from the final analysis of the data given that it had failed the validity test. Generally, the questionnaire items were of adequate validity since they significantly correlated with their total sub-scales.

5. Data Analysis

The collected data were processed and organized for statistical analysis in the order in which the objectives were stated. Both descriptive and inferential statistics were used. Pearson’s *r* was used to determine the magnitude and direction of relationship between variables (Cooper and Schindler, 2008) while multiple regression used to predict the influence of the individual Selection Practices on Lecturers’ performance. All tests of significance were computed at $\alpha=0.05$. The Statistical Package for Social Sciences (SPSS) version 21.0 aided data analysis.

6. Model Specification

The study sought to establish the influence of Job Satisfaction on Lecturers’ Performance in Kenyan public universities. This objective was investigated by testing the null hypothesis that: *Job Satisfaction has no influence on Lecturers’ Performance in Kenyan public universities*. Job satisfaction was measured using seven sub-scales namely: Achievement; Recognition; Responsibility; Advancement Opportunity, Comfort with Pay and Benefits; Company Policy and Administration; and Work Itself and Working Conditions. The data for each of the seven sub-scales was collected using a 5-Likert scaled questionnaire and the responses were converted in continuous scale data by computing the mean response in each item. Accordingly, the multiple regression model that follows in Equation 1 was used to explore the hypothetical influence of the seven facets of job satisfaction on Lecturers’ Performance in Kenyan public universities. The model was adapted from Cooper and Schindler (2008).

$$LP_i = a_0 + \beta_{4i} X_{4i} + \epsilon_i \dots \dots \dots \text{Equation 1}$$

Where:

LP_i = Lecturers' Performance which is the dependent variable had its data measured using a 5-point Likert scaled items which were converted into continuous scale data by computing the mean response in each item. The measures of Lecturers' Performance were: Quality of Teaching and Learning, Research and Publication, Administration and Responsibilities, and Community Engagement and Other Contributions.

X_{4i} ($i=1,2,\dots,7$) = This is a continuous predictor variable extracted from mean response in each item representing perceived Job Satisfaction in which:

X_{41} = Achievement

X_{42} =Recognition

X_{43} =Responsibility

X_{44} =Advancement Opportunity

X_{45} = Comfort with Pay and Benefits

X_{46} =Company Policy and Administration

X_{47} =Work Itself and Working conditions

B_{4i} = Represents regression co-efficient which is a vector of parameters to be estimated.

ϵ_i = This represents the error term. The error term is an assumed random variable (real number) with a normal distribution i.e. $\epsilon \sim N(0, \sigma^2)$.

7. Data Presentation

Data was presented using text, figures and tables. Text was used to explain the results and trends, and provide contextual information. Tables were used to present both quantitative and qualitative information. Tables helped summarize and compare quantitative information on different variables.

8. Assumptions Of Regression Analysis

Diagnostic tests were done to ascertain the suitability of the collected data for multiple regression analysis (Field, 2013). Test for normality employed Shapiro-Wilk's test (S-W), in line with the recommendation of Thode (2002); Gravetter & Wallnau (2000); Oso and Onen (2013) and Zar (1999). Tolerance and Variance Inflationary Factor (VIF) were used to investigate the assumption of multicollinearity (O'Brien, 2007). Homoscedasticity was checked by visual examination of a plot of the standardized residuals (the errors) by the regression standardized predicted value (Osborne and Waters, 2002). Durbin Watson was used to examine independence of errors at a range of 1.50 - 2.50 as proposed by Tabachnick and Fidell (2001) and Keppel & Zedeck (1989). Corrective action was taken in respect of any violations.

Results

9. Descriptive Statistics on Lecturers' Performance

Lecturers' Performance was summarized in four sub-scales which the researcher used as its dimensions: Quality of Teaching and Learning; Research and Publication; Administration and Responsibilities; and Community Engagement and other Contributions. Table 1 that follows provides the ratings of Lecturers' Performance using means and standard deviation.

Table 1: Summary of Sub-Scales of Lecturers' Performance

Sub-Scales in Lecturers Performance	Mean	SD
Quality of Teaching and Learning	4.27	0.53
Research and Publication	3.82	0.65
Administration and Responsibilities	4.22	0.54
Community Engagement and Other Contributions	3.75	0.76
Overall Mean Rating	4.01	0.62

Source: Survey Data (2020).

From Table 1, it is evident that the overall lecturer’s performance in Kenyan public universities was above average. Using the scale of 1 to 5, the study established an overall rating of 4.01 (SD=0.62) indicating a fairly strong level of performance among the lecturers. Quality of teaching, as a dimension of performance, had the highest rating at 4.27 with a standard deviation of 0.53, implying that lecturers performed best in Teaching and Learning compared to other dimensions of performance. This was closely followed by Administration and Responsibilities at 4.22 with a standard deviation of 0.54. Research and Publication acme third with a mean rating of 3.82 (SD=0.65) while Community Engagement and Other Contributions came last with mean rating of 3.75 (SD=0.76) respectively. Considering the above average means in all the dimensions, Kenyan university lecturers generally performed well in discharging their duties. The findings support those of Kara, Tanui and Kalai (2020) who established that a majority of lecturers in Kenyan public universities had the desired professional quality and engaged in quality instructional practices.

10. Descriptive Statistics on Selection Practice

The seven subscales of job satisfaction were summarized using means and standard deviations as in Table 2 that follows.

Table 2: Summary of Job Satisfaction

Facets of Job Satisfaction	N	Mean	SD
1. Achievement	136	4.11	0.84
2. Recognition	136	3.76	0.96
3. Responsibility	136	4.13	0.92
4. Advancement Opportunity	136	3.75	1.08
5. Comfort with Pay and Benefits	136	3.92	0.79
6. Work itself and Working Conditions	136	3.64	0.97
7. Company Policy and Administration	136	3.65	0.98
Overall Job satisfaction	136	3.85	.061

On a scale of 1 to 5, Table 2 shows that the Kenyan public university lecturers on average have a job satisfaction level of 3.85 with a small standard deviation of 0.061. The small standard deviation shows that the levels of

job satisfaction among the lecturers in various universities/departments do not differ with a big margin, suggesting that many of them hold almost uniform perception on their satisfaction on the job. However, it is evident that their level of satisfaction varied with respect the different facets of the job. On the one hand, Company Policy and Administration ($M=3.65$; $SD=0.98$), and Work Itself and Working Conditions ($M=3.64$; $SD=0.97$) generated the least satisfaction or highest dissatisfaction among the Kenyan public university lecturers. On the other hand, the lecturers recorded highest job satisfaction index in Achievement ($M=4.11$; $SD=0.84$) and Responsibility ($M=4.13$; $SD=0.92$). The findings imply that while a majority of the lecturers were generally satisfied with their job, a reasonable proportion was not. The main sources of dissatisfaction was established to be poor Company Policy and Administration, and lack of Comfort with Pay and Benefits, while the reasons for satisfaction were mainly explained by Responsibility and Achievement in the university.

11. Relationship between Selection Practice and Lecturers' Performance

The study sought to investigate the relationship between job satisfaction and lecturers' performance in Kenyan public universities. To this end, Pearson Product Moment Correlation analysis was used to find out the magnitude and direction of the relationships between the individual seven facets of job satisfaction as well as that of the overall Job Satisfaction measure and Lecturers' Performance, as shown in Table 3.

Table 3: Correlations between Job Satisfaction and Lecturers' Performance

Indicators	<i>n</i>	<i>R</i>	<i>p</i>
Achievement	136	.474	.002
Recognition	136	.543	.000
Responsibility	136	.562	.000
Advancement Opportunity	136	.660	.000
Comfort with Pay and Benefits	136	.556	.000
Work Itself and Working Conditions	136	.569	.000
Company Policy and Administration	136	.671	.000
Overall Job Satisfaction	136	.726	.000

Source: Survey Data (2020)

Table 3 shows that all the facets of Job Satisfaction are positively correlated with Lecturers' Performance. Although the direction of relationship between the individual facets of Job Satisfaction and Lecturers' Performance was positive in all cases, the magnitude of relationship differed. The strongest relationship was between Company Policy and Administration and Lecturers' Performance, as reflected by a significant positive correlation coefficient value of 0.671 ($p=.000$). As a facet of Job Satisfaction, it accounted for 45.0% ($R^2=.450$) of the variability in Lecturers' Performance. On the flip side, Achievement accounted for the least variation (22.5%) in Lecturers' Performance. This was reflected by the fact that it recorded the least Pearson product moment correlation coefficient $r=.474$ ($p=.002$) translating to *R* Square value of .225. However, given the *p*-value of 0.002 which is less than the acceptable alpha level of 0.05, the correlation between Achievement and Job Satisfaction is significant. The correlation between Advancement Opportunity and Lecturers' Performance was the second highest in magnitude. It was also positive and significant ($r=.660$, $p=.000$), implying a statistically significant linear correlation between the two variables. Advancement Opportunity explained 43.6% ($R^2=.436$) of the variance in the Lecturers' Performance in public universities in Kenya.

Equally, the study findings show that Work Itself and Working Conditions, as a facet of Job Satisfaction, had a statistically significant correlation with Lecturers' performance ($r=.569$, $p=.000$). It accounted for 32.4% ($R^2=.324$) of the variance in Lecturers' Performance in public universities in Kenya. On the same note, Responsibility explained 31.5% ($R^2=.315$) of the variability of Lecturers' Performance, as interpreted from Pearson product moment correlation coefficient $r=.562$ ($p=.000$). Likewise, a statistically significant positive correlation ($r=.556$, $p=.000$) was also established between the Job Satisfaction facet of Comfort with Pay and Benefits, and Lecturers' Performance. Therefore, slightly more than thirty percent (30.9%, $R^2=.309$) of the variance in the level of performance among the lecturers in Kenyan public universities was accounted for by variability in the level in which the lecturers felt satisfied with Pay and Benefits in their university.

When the facets of Job Satisfaction were bundled together, they exhibited a stronger association with Lecturers' Performance as opposed to when they were treated individually. The correlation coefficient $r=.726$ ($p=.000$), suggests that there is a fairly stronger positive association between the two variables. The subsequent impression given is that an improvement in the overall Job Satisfaction leads to greater improvement in Lecturers' Performance, than when one facet is improved. The findings are in conformity with those of Ezeanyim, Ufoaroh and Ajakpo (2019); Buntaran, Andika and Alfiyana (2019); Abdulkhaliq and Mohammadali (2019); Inuwa (2016) among others who established a positive significant relationship between Job Satisfaction and Employee Performance in diverse settings. Worth noting is that these studies were in contexts other than Kenyan public universities. Moreover, none of them used the seven sub-scales of Job Satisfaction in entirety as in the current study. Similarly, none of them used the measures of Lecturers' Performance such as Quality of Teaching and Learning, Research and Publication, Community Engagement and Other Contributions, and Administration and Responsibilities as in the current study.

To establish the influence of job satisfaction on lecturers' performance in Kenyan public universities, the research data was further subjected to regression analysis as in Table 4.

12. Influence of Job Satisfaction on Lecturers' Performance in Kenyan Public

To establish the influence of Job satisfaction on Lecturers' Performance in Kenyan public universities, the null hypothesis that "*job satisfaction has no influence on Lecturers' Performance in Kenyan public universities*" was tested. Job satisfaction was measured using seven dimensions namely; Achievement, Recognition, Responsibility, Advancement Opportunity, Comfort with Pay and Benefits, Work itself and Working Conditions, and Company Policy and Administration. The study adopted multiple regression analysis with the investigated null hypothesis being; $H_0: \beta_1=\beta_2=\beta_3=\beta_4=\beta_5=\beta_6=\beta_7=0$ and the corresponding alternative hypothesis being H_1 : at least one $\beta_i \neq 0$. If the null hypothesis is true, then from $E(Y_i) = \beta_0 + \beta_{4i=1,2,3,4,5,6,7} X_{4i=1,2,3,4,5,6,7}$ the population mean of Y_i is β_i for every X_i value which indicates that X_i (job satisfaction) has no influence on Y_i (Lecturers' Performance) in Kenyan public universities, and the alternative being that X_i (job satisfaction) influences Y_i (Lecturers' Performance) in Kenyan public universities.

Mean response across a set of questions of Likert-type scale responses in the measure of job satisfaction was computed to create an approximately continuous variable, within an open interval of 1 to 5 as proposed to be suitable for the use parametric data by Johnson and Creech (1983) and Sullivan & Artino (2013), where high scale ratings implied high perceived Job Satisfaction and Lecturers' Performance. This was done after reversing all the negatively worded statements. The priori significance level was set at 0.05, such that if the p-value was less than 0.05 then the null hypothesis would be rejected and a conclusion reached that a significant difference exists. On the other hand, if the p-value was greater than 0.05, then it would be concluded that a significant difference does not exist. Table 4 shows the results of the regression model.

Table 4.: Regression Model Summary on Influence of Job Satisfaction on Lecturers' Performance

Variable	B	SE	Beta	T	Sig.	95% CI	Part correlatio
(Constant)	-.399	.183		2.181	.031	(-.760, .037)	
Achievement	.139	.031	.190	4.495	.000	(.078, 0.201)	.172
Recognition	.187	.028	.287	6.697	.000	(.132, .243)	.257
Responsibility	.036	.026	.071	1.400	.164	(-.015, .087)	.054
Advancement Opportunity	.112	.027	.227	4.140	.000	(.059, .166)	.159
Comfort with Pay and Benefits	.037	.026	.075	1.411	.161	(-.015, .088)	.054
Work Itself and Working conditions	.119	.033	.173	3.652	.000	(.055, .184)	.140
Company Policy and Administration	.325	.042	.352	7.751	.000	(.242, .408)	.297

$R=.901$; Adjusted $R\text{ Square}=.802$ ($SE=.19992$); $F(7,128)=78.929$, $p=.000$

Dependent Variable: Lecturers' Performance. **Source:** Survey Data (2020).

Table 4 estimates Equation 1 and can be depicted as Equation 2 with p -values in parentheses.

$$\hat{Y}_i = -.399 + .139X_1 + .187X_2 + .036X_3 + .112X_4 + .037X_5 + .119X_6 + .325X_7 \dots \text{Equation 2}$$

(.031)
(.000)
(.000)
(.164)
(.000)
(.161)
(.000)
(.000)

The model summary reveals that Job Satisfaction in the model explains 80.2% of the variation in the Lecturers' Performance in Kenyan public universities, as indicated by the Adjusted $R^2=.802$. Disparity in the level of performance among lecturers in public universities in Kenya can be explained by the differences in job satisfaction in the universities at 80.2% as perceived by the lecturers. The ANOVA output results demonstrate that job satisfaction is a significant predictor of lecturers' performance in Kenyan public universities, $F(7,128)=78.929$, $p=.000$. Therefore, the knowledge of the level of job satisfaction is important in predicting Lecturers' Performance in public university in Kenya.

It is evident that the seven facets of Job Satisfaction had different levels of influence on Lecturer's Performance. For instance, whereas five of the facets had significant positive unstandardized coefficients, some other two had insignificant unstandardized coefficients. The facets that had significant unstandardized coefficient values on the one hand include: Achievement ($B=.139$; $t=4.495$, $p=.000$), Recognition ($B=.187$; $t=6.697$, $p=.000$), Advancement Opportunity ($B=0.112$; $t=4.140$, $p=.000$), Work Itself and Working Conditions ($B=.119$; $t=3.652$, $p=.000$) and Company Policy and Administration ($B=.325$; $t=7.751$, $p=.000$). On the other hand, the coefficients values for Responsibility ($B=0.036$; $t=1.400$, $p=.164$) and Comfort with Pay and Benefits ($B=0.037$; $t=1.411$, $p=.161$) were not significant. Nonetheless, given that five of the dimensions had significant unstandardized co-efficient values, there is sufficient evidence to reject the null hypothesis ($H_0: \beta_1=\beta_2=\beta_3=\beta_4=\beta_5=\beta_6=\beta_7=0$). Hence, the alternative hypothesis was supported and a conclusion made that job satisfaction has statistically significant influence on lecturers' performance in Kenyan public universities.

Duncan (1975) argues for the use unstandardized (not betas) regression coefficients to measure the effect of the independent variable on the dependent variable.

It emerged that the Company Policy and Administration had the highest influence on Lecturers' Performance with an unstandardized value of .325 within a 95% *CI* (.242, .408). Therefore, a unit improvement in Company Policy and Administration, as a facet of job satisfaction, would result in improvement in Lecturers' Performance by .325 units. Similarly, when the university administration improves in Company Policy and Administration by one standard deviation the level of Lecturers' Performance would improve by .352 standard deviations.

The second Job Satisfaction facet, in terms of influence, was Recognition that had an unstandardized coefficient value of .187 within a 95% *CI* (.132, .243), implying that for each one unit improvement in Recognition, there would be an ensuing improvement in Lecturers' Performance in Kenyan public universities by .187 units, when other factors are held constant. Equally, one standard deviation improvement in Recognition would result in an improvement in Lecturers' Performance by .287 standard deviations.

The third facet, in terms of influence, was Advancement Opportunity with an unstandardized coefficient value of .112 within a 95% *CI* (.059, .166), implying that for each one unit improvement in Comfort with Pay and Benefits, there would be a corresponding improvement in Lecturers' Performance in Kenyan public universities by .112 units, when other factors are held constant. Equally, one standard deviation improvement in Advancement Opportunity would result in an improvement in Lecturers' Performance by .227 standard deviations.

The fourth facet, in terms of influence, was Achievement with an unstandardized coefficient value of .139 within a 95% *CI* (.007, .336), implying that for each one unit improvement in Achievement, there would be a corresponding improvement in Lecturers' Performance in Kenyan public universities by .139 units, when other factors are held constant. Equally, one standard deviation improvement in Achievement would result in an improvement in Lecturers' Performance by .190 standard deviations.

The fifth facet, in terms of influence, was Work Itself and Working Conditions with an unstandardized coefficient value of .119 within a 95% *CI* (.055, .184), implying that for each one unit improvement in Achievement, there would be a corresponding improvement in Lecturers' Performance in Kenyan public universities by .119 units, when other factors are held constant. Equally, one standard deviation improvement in Achievement would result in an improvement in Lecturers' Performance by .173 standard deviations.

The influence of Comfort with Pay and Benefits, and that of Responsibility as facets of Job Satisfaction were relatively low and statistically insignificant ($p > .05$) in the regression model. One unit improvement in Comfort with Pay and Benefits would result in a corresponding improvement in Lecturers' Performance in Kenyan public universities by .037 units, when other factors are held constant. Equally, one standard deviation improvement in Comfort with Pay and Benefits would lead to an improvement in Lecturers' Performance by .075 standard deviations. Similarly, one unit improvement in Responsibility would result in a corresponding improvement in Lecturers' Performance in Kenyan public universities by .036 units, when other factors are held constant. Equally, one standard deviation improvement in Responsibility would lead to an improvement in Lecturers' Performance by .071 standard deviations. Field (2016) contends that a rough indication of the relative importance of the variables could be arrived at by comparing the absolute values of standardized regression coefficients, which is expressed in terms of standard deviations.

Furthermore, the study explored part correlation coefficients which reflected the contribution of each facet of Job Satisfaction to the total *R* squared of the model. The results revealed that each of the facets contributes

uniquely to the model. For example, whereas Company Policy and Administration had a part correlation coefficient of .297 which translates to 8.8% of the unique contribution to R-squared, Responsibility, and Comfort with Pay and Benefits collectively reflected almost a negligible (<1%) contribution to the model. Recognition uniquely explains about 7%; Achievement explains about 3%; Advancement Opportunity explains 2.5%; and Work Itself and Working Conditions explains about 2% of the variance in Lecturers' Performance. Nonetheless, it was concluded that Job Satisfaction regression model was adequate to predict Lecturers' Performance in Kenyan public universities. The model was statistically significant accounting for 80.2% (Adjusted $R^2=.802$) of the variation in Lecturers' Performance in Kenyan public universities.

The findings agree with various theoretical arguments, especially the Decision-making Theory (Simon, 1945; Mintzberg, 1973; Iyayi, 2002), in addition to some previous studies. Decision-making is at the very heart of business success in any organization (Gberville, 2006). Decisions are the selection of a proposed course of action (Butler, 1992; Iyayi, 2002) which could be in several areas including job satisfaction. Decisions may be made on the most appropriate job satisfaction interventions as well as elimination of any factors that may cause dissatisfaction. Generally, prudent decisions facilitate the acquisition and retention of performing employees.

Empirically, the findings of the study affirm those of Ezeanyim, Ufoaroh and Ajakpo (2019) who established that job satisfaction had a significant positive relationship with employees in selected public enterprises in Anambere State, Nigeria. Buntaran, Andika and Alfiyana (2019) also discovered that job satisfaction had a significant positive influence on job performance in Oil palm Plantations in Kalimantan, Indonesia. Similarly, Abdulkhaliq and Mohammadali (2019) ascertained that job satisfaction had a positive and significant relationship with employee performance in Al-Hayat Company-Pepsi in Kurdistan Region, Iraq. Laosebikan, Odepidan, Adetunji and Aderinto (2018) found out that job satisfaction had a positive influence on employee performance in selected micro-finance banks in Osogbo Metropolis, Osun State, Nigeria. Oravee, Zayun and Kokona (2018) established that both intrinsic and extrinsic rewards influenced employee performance in Nasarawa State Water Board in Lafia, Nigeria. Inuwa (2016) discovered that job satisfaction was positively and significantly correlated with performance of non-academic staff at Bauchi State University Gadau, Nigeria.

At variance is a study by Baluyos, Rivera and Baluyos (2019) who established that among nine facets of job satisfaction that they assessed (supervision, security, relationship with colleagues, working conditions, pay, responsibility, work itself advancement and recognition), only supervision and security affected teachers work performance. While job security enhanced teachers' performance by 3.9%, a unit increase in supervision decreased job performance by 9 percent.

It is noteworthy that all the studies had their limitations. None of them, for instance, used the facets of job satisfaction in entirety as conceptualized in the current study (achievement, recognition, responsibility, advancement opportunity, work itself and working conditions, comfort with pay and benefits, and company policy and administration (Herzberg and Snyderman, 1959). Instead, each study used a set of unique descriptors. Similarly, none of the studies used the descriptors that are specific to Lecturers' Performance such as quality of teaching and learning, research and publication, community engagement and other contributions, and administration and responsibilities (Commission for University Education, 2014a; 2014b). It is light of the foregoing that the current study contributes to knowledge.

13. Conclusion

The study sought to establish the influence of Job Satisfaction on Lecturers' Performance in Kenyan Public Universities. In conformity with the findings of other previous studies, Job Satisfaction surfaced as a significant predictor of Lecturers' Performance. Kenyan Public Universities that pay attention to the satisfaction of their

lecturers are likely to enhance their performance. It is, however, recommended that Kenyan Public Universities pay greater attention to such facets as Responsibility, Advancement Opportunities, and Work Itself and Working Conditions since they exhibited very low influence on Lecturers performance, contrary to theoretical belief.

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