

*Full Length Research Paper*

# **Locus of control and job satisfaction as predictors of Perceived non-teaching staffs` productivity in higher institutions in Ogun state, Nigeria**

**Dr Akintayo Dayo.I.**

Dept. Of human resource development, Osun state university, Okuku campus, Nigeria.  
Email: [pastordayoakin@yahoo.com](mailto:pastordayoakin@yahoo.com)

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The study investigated the influence of locus of control and job satisfaction on perceived non-teaching staffs` productivity in higher institutions in Ogun State of Nigeria. This is for the purpose of ascertaining the relative and combined contributions of locus of control and job satisfaction to perceived non-teaching staffs` productivity in higher institutions in Nigeria. A descriptive survey research design was adopted for the study. A total of 341 respondents were selected for the study, using proportionate stratified sampling technique. The instruments used for data collection are structured questionnaires titled "Locus of Control Scale (LCS), Job Satisfaction Scale (JSS) and Workers` Productivity Scales (PWPS). The hypotheses generated for the study were tested at 0.05 alpha levels using Regression Analysis and Pearson Product Moment Correlation Statistics. The findings of the study revealed that locus of control and job satisfaction were found to have jointly contributed to perceived non-teaching staffs` productivity in selected higher institutions in Ogun State of Nigeria. Also, job satisfaction was found to have significantly influenced perceived non-teaching staffs` productivity. Moreover, locus of control was not significantly related to perceived non-teaching staffs` productivity. Based on the findings of the study, it is recommended that non-teaching staffs` should be exposed to skill development programme on the job and on continuous basis in order to update their skills, knowledge, values, and receive proper orientation regarding the correlate of organizational productivity. This will enable them aware of the influence of the working environment on their productivity and aver the danger of attributing productivity to self efficacy and locus of control.

**Key words:** Locus of Control, Job Satisfaction, Predictors, Non-Teaching Staff, Productivity, Higher Institutions.

## **INTRODUCTION**

The problem of low or high productivity among workers in work organizations across the world has become a polemical issue in literature. Productivity according to Wilberforce (2004) and Akintayo (2010) denotes the actual ratio of input to output of any work organization. To Armstrong (2002) productivity is concerned with the process of achieving the ultimate goals of the organization in terms of processing the input to reflect the expected output of the system. In conjunction with this,

workers' organizational commitment, motivation and job satisfaction (Williams, 2010) have been identified as important factors to understanding the work behaviour and productivity of employees in organizations. The concern of the present study is to assess the contribution of the locus of control and job satisfaction to workers` productivity in work organizations. However, productivity as used in this study refers to efficient utilization of resources to achieve ultimate goal of effective

educational service delivery.

The locus of control is a concept in psychology, originally developed by Julian Rotter in the 1950s. People tend to ascribe their chances of future successes or failures either to internal or external causes. Persons with an internal locus of control see themselves as responsible for the outcomes of their own actions. Someone with an external locus of control on the other hand sees environmental and situational factors as being more important than internal factor (Babalola, 2009). Akinjide (2010) reported that locus of control has been found to have significantly influenced job performance effectiveness. Contrarily, Flippo (2010) submitted that locus of control did not influence effective workers' performance on the job; since effectiveness on the job is a function of various factors which include; working environment, nature of the job, demographic characteristics and job satisfaction.

Job satisfaction is a term that is difficult to describe as a single construct, and the definition of job satisfaction varies between studies (Morice & Murray, 2003; Protheroe, Lewis & Paik, 2002 and Bogler, 2001) noted that job satisfaction is important in terms of worker's retention, but is also related to worker's empowerment, organizational culture, quality work environment, and incentive schemes. Job satisfaction and organizational commitment have been found to both be inversely related to such withdrawal behaviours as tardiness, absenteeism and turnover (Yousef, 2000). Moreover, they have also been linked to increased productivity and organizational effectiveness (Wilson, 2005). This is furthermore postulated to have an influence on whether employees will have a propensity to remain with the organization and to perform at higher levels or not. Job satisfaction amongst workers is a multifaceted construct that is critical to worker's retention and has been shown to be a significant determinant of worker's commitment, and in turn, a contributor to organizational effectiveness.

Williams (2010) contend that workers are lazy, unprofessional and uncommitted, who only come to workplace to receive their salaries at the end of the month. Akinlabi (2010) maintain that "if worker's performance in higher institutions is to be improved, it is necessary to pay attention to the kind of work environment that enhances workers' sense of professionalism and decreases their job dissatisfaction."

Research reveals inadequacies in working conditions, resources and support, limited decision-making latitude and restricted opportunities, require for productivity improvement in higher institutions (Bogler, 2001; Wilberforce, 2004 and Akintayo, 2010).

Based on the literature reviewed above, various studies had investigated job satisfaction, leadership style, workers' commitment and demographic characteristics of the workers as they influenced workers' performance, effectiveness and efficiency in the management of organizational resources across culture in isolation.

However,

none of the reviewed studies has investigated combined influence of the locus of control and job satisfaction on perceived workers' productivity in tertiary institutions in Ogun State of Nigeria. There is therefore the need to further investigate the relevance of these variables to workers' productivity in order to bridge the gap created in research endeavour in Nigeria.

### **Statement of the Problem**

Against this background, the study investigated the influence of the locus of control and job satisfaction on perceived non-teaching staffs' productivity in higher institutions in Ogun State of Nigeria. This is for the purpose of ascertaining the relative and combined influence of locus of control and job satisfaction on non-teaching staffs' productivity in higher institutions in Nigeria.

### **Hypotheses for the Study**

The following hypotheses were generated and tested for the purpose of the study:

- 1) There is no significant combined contribution of locus of control and job satisfaction to perceived non-teaching staffs' productivity in higher institutions
- 2) Locus of control will not significantly predict perceived non-teaching staffs' productivity.
- 3) Job satisfaction will not significantly predict perceived non-teaching staffs' productivity.
- 4) There is no significant difference in the strength of causation of each independent variable on perceived non-teaching staffs' productivity.

## **METHODOLOGY**

### **Design**

The descriptive survey research method was adopted to investigate the influence of locus of control and job satisfaction on non-teaching staffs' productivity in higher institutions in Ogun State of Nigeria.

### **Participants**

A total of 341 respondents, who had spent at least three years with their institutions, were selected for the study, using purposive sampling technique. The stratified sampling technique was used to select respondents to reflect strata of the types of higher institutions, which include the University and polytechnic. The proportionate random sampling technique was adopted to select

respondents from each of the selected higher institutions in Ogun state of Nigeria on the basis of population. However, the following higher institutions were selected for the study using simple random sampling method:

Olabisi Onabanjo University, Ago Iwoye and Tai Solarin University of Education, Ijebu Ode.

The age range of the respondents is between 24- 60 years with mean age of 17.32 and standard deviation of 8.65. The respondents consist of 202 (59.2%) males and 139 (40.8%) females. The 182 (53.4%) of the respondents have spent above ten years while 159 (46.6%) of them have spent below ten years with their institutions. The respondents, who had spent above ten years on the job, were ranked as experienced while those below ten years were ranked less experienced. Also, 210 (61.6%) of the respondents had attained University education while 131 (38.4%) of them had not. The respondents, who had attained University education, were rated as with high education while those who had not attained University education were rated as with low education.

### **Instrumentation**

Instruments used in this study are three sets of structured questionnaire which were used for data collection. These include: Locus of Control Scale (LCS), Job Satisfaction Scale (JSS) and Productivity Measurement Scale (PMS). Section A of each of the sub-scale contains the socio-demographic information of the respondents, which include: Name of institution, age, gender, marital status, educational qualification, duration of membership of higher institution etc.

### **Locus of Control Scale (LCS)**

This measure is based on the scale developed and validated by Allen and Meyer (2001). Sample items are: I am very productive due to the skills I possessed, my organizations recorded increased productivity as a result of environmental factors, etc. The measure was assessed on a five-point scale (ranging from 1 = strong disagree, to 5= strongly agree). The Cronbach's alpha reliability value for this scale was 0.73. For the present study, the researcher reported Cronbach reliability co-efficient of 0.76.

### **Job Satisfaction Scale (JSS)**

This measure is based on a 6-items scale developed and validated by Wiley and Thomason (2004). Sample items: How satisfied are you with the nature of the work you

perform, considering everything, how satisfied are you with your current job situation? etc. The measure was assessed on a five-point scale (ranging from 1 = very dissatisfied, to 5 = very satisfied). The Cronbach's alpha value for this scale was 0.68. For the present study, the researcher reported Cronbach reliability co-efficient of 0.72

### **Productivity Measurement Scale (PMS)**

This measure is based on a 12-items scale developed and validated by Akintayo (2007). This scale measured the non-teaching staffs' productivity. For instance: I produce maximally on the job, my institution achieved its goal through non-teaching staffs' concerted efforts, the turnover of successful students is higher in my institutions due to non teaching staff' efforts, etc. This measure was assessed on a 4 point modified Likert response rating scale ranging from strongly agree (4 points) to strongly disagree (1 point) The Cronbach's alpha value for this scale was 0.83.

### **Administration of the Instruments**

The researcher administered the measuring scales, which guarantee confidentiality and anonymity of the respondents, personally with the assistance of three trained research assistants. The researcher consulted with the Registrars and the Deputy Registrars of the selected tertiary institutions in Ogun state of Nigeria, in order to intimate them with the purpose of the study. The researcher explained all aspects of the questionnaire to the respondents. The researcher through the help of the Deputy Registrars was able to administer the questionnaire with ease. However, it took the researcher a period of four weeks to administer and retrieve the distributed measuring scales. Meanwhile, out of 367 copies of questionnaire administered in the selected tertiary institutions, 341 completely filled copies of the questionnaire were utilized for the purpose of the study.

### **METHOD OF DATA ANALYSIS**

The data collected through the questionnaires was analyzed using percentage and frequency counts for demographic information about the respondents. Hypotheses one was tested using Multiple while Linear Regression Analysis was used to test hypotheses two and three. Pearson Product Moment Correlation was utilized to test hypothesis four. However, all the four hypotheses generated for the study were tested at 0.05 alpha levels.

**Table 1.** Locus of Control and Job Satisfaction as Predictors of Non- Teaching Staffs` Productivity.

R= 0.703  
 R Square = 0.631  
 Adjusted R Square = 0.512  
 Standard Error= 7.065  
 ANOVA

	Sum of Square	Df	Mean Square	F	Sig.	Remark
Regression	17555.036	1	17555.036			Significant
Residual	41792.383	339	50.231	453.435	.000	(P < 0.05)
Total	59347.420	340				

**Table 2.** Locus of Control as Predictor of Perceived Non- Teaching Staffs` Productivity

R= 0.042  
 R Square = 0.008  
 Adjusted R Square = 0.012  
 Standard Error= 7.34342  
 ANOVA

	Sum of Square	Df	Mean Square	F	Sig	Remark
Regression	58.289	1	58.289	6.391	0.422	Not Significant (P < 0.05)

**Table 3.** Job Satisfaction as a Predictor of Perceived Non- Teaching Staffs` Productivity

R= 0.0671  
 R Square = 0.112  
 Adjusted R Square = 0.1100  
 Standard Error= 7.2614  
 ANOVA

	Sum of Square	Df	Mean Square	F	Sig.	Remark
Regression	210.100	1	210.100			Significant
Residual	59137.320	832	71.019	18.362	0.000	(P < 0.05)
Total	59347.420	833				

**RESULTS**

The results of the study were presented on the bases of the four hypotheses generated for the study.

**Interpretation of Results**

Ho1: There is no significant combined contribution of the locus of control and job satisfaction to perceived non-teaching staffs` productivity.

In **Table 1** above, all the locus of control and job satisfaction taken together account for 63.1% of the total variance in perceived non- teaching staffs` productivity (R square = 0.631). This percentage is high and statistically significant. Locus of control and job satisfaction therefore is important predictors of perceived non- teaching staffs` productivity. In essences, locus of control and job satisfaction influenced non- teaching staffs` productivity. Thus, hypothesis one was not confirmed.

Ho2: Locus of control will not significantly predict perceived non- teaching staffs` productivity.

In **Table 2** above, locus of control account for 0.8% of the total variance in perceived non- teaching staffs` productivity (R square = 0.008). This percentage is low and not statistically significant. The finding of the study shows that locus of control has no significant influence on perceived non- teaching staffs` productivity. Thus, hypothesis two was confirmed.

Ho3: Job satisfaction will not significantly predict perceived non- teaching staffs` productivity.

In **Table 3** above, job satisfaction account for 11.2% of the total variance in perceived non- teaching staffs` productivity (R Square = 0.112). This shows that job satisfaction has significant influence on perceived non-teaching staffs` productivity. The finding shows that hypothesis three was not confirmed.

Ho4: There is no significant difference in the strength of causation of each independent variable (locus of control and job satisfaction) on perceived non- teaching staffs` productivity.

**Table 4.** Strength of Causation of Each of the Independent Variables (Locus of Control and Job Satisfaction) to Perceived Non- Teaching Staffs` Productivity

	Unstandardized Coefficient		Standardized Coefficient	T	Sig	Remark
	B	Std Error	Beta			
Job satisfaction	.343	.022	.255	13.213	.000	Significant (P < 0.05)
Locus of control	3.084.02	.054	.014	.323	.262	Not Significant (P < 0.05)

In Table 4 above, job satisfaction and locus of control have joint significant influence on perceived non-teaching staffs` productivity. In considering the absolute beta value to determine the relative strength of influence or causation, job satisfaction has the most significant casual effect. The order of causation is: Job satisfaction > locus of control. Locus of control has lowest causal influence on perceived non- teaching staffs` productivity.

## DISCUSSION OF FINDINGS

This study investigated the influence of locus of control and job satisfaction on perceived non- teaching staffs` productivity in higher institutions in Ogun state. The first hypothesis predicted that there is no significant combined contribution of locus of control and job satisfaction to perceived non- teaching staffs` productivity. The finding of the study shows that the predictor variables (locus of control and job satisfaction), when taken together, have significant prediction of perceived non- teaching staffs` productivity. Also, it has been revealed in the finding that the interaction of the predictor variables (locus of control and job satisfaction) with the dependent variable (perceived teachers` productivity) enhance effective utilization and management of resources and virtually foster achievement of qualitative and quantitative educational goal (productivity). The finding implies that effectiveness in utilizing and managing organizational resources for results could be better guaranteed when various variables other than one, such as job satisfaction and locus of control are jointly combined by non- teaching staffs` in any higher institution of learning.

The finding of the study tallies with Babalola (2009), Flippo (2010) and Olajide (2010), who reported that effectiveness and efficiency of workers on the job is a function of various factors, such as; effective leadership style, motivation, self efficacy, personality and job satisfaction, with the exclusion of job involvement and locus of control which the present study has just revealed. The finding, however, disagrees with Akinola (2009), Allen and Meyer (2001), who reported that psychosocial factors such as; organizational incentives, nature of the job, training and development opportunities, entry educational qualification, gender and working

experience as the correlates of workers` efficiency on the job.

Hypothesis two predicted that locus of control will not significantly predict perceived non- teaching staffs` productivity. The finding reveals that locus of control has not been found to have influenced perceived non-teaching staffs` productivity. The finding implies that effectiveness of the non- teaching staffs` in managing institutional resources was due to organizational support system. The finding indicates that non- teaching staffs` efficiency on the job vis-à-vis their perceived productivity could not be attributed to the internal efficiency of the non- teaching staffs`, but rather is a function of external efficiency. The external efficiency in this regard embraces the influences of the task and internal environments of the selected higher institutions in Ogun State of Nigeria. In essence, the non- teaching staffs` could be effective in utilizing institutional resources for results, when the task and internal environment, which includes the suppliers, competitors, co-workers` supportiveness, customers, legal, political, technological, socio-cultural and economic environments are favourably disposed to effectiveness in utilizing institutional resources for results. The finding of the study tallies with Olatunji (2009), Adigun (2009), Phillipson and Dave (2003), Armstrong (2002) and Quinn (2002) who submitted that locus of control which attribute performance to internal efficiency, could not guarantee productivity and efficiency on the part of the workers. The authors argued further that workers` productivity is a function of combination of internal and external efficiency, rather than the locus of control as an entity. The finding implies that locus of control is central to individual management of self rather than effective utilization of institutional resources.

Hypothesis three predicted that job satisfaction will not significantly predict perceived non- teaching staffs` productivity. The finding reveals that job satisfaction has significant influence on perceived non- teaching staffs` productivity. The finding indicates that the non- teaching staffs` were satisfied with their work conditions and have been virtually found to be effective in utilizing institutional resources. The finding also implies that the level of job satisfaction of non- teaching staffs` has influenced the supportiveness and co-operation among the workforce. This suggests that the team spirit being cultivated among

the workforce tends to create enabling environment for effective communication, interpersonal relations vis-à-vis participation of non-teaching staffs` in the planning and utilization of institutional resources for results. The finding corroborates Olaniyi (2010), Akila (2009), Sylverson (2004), Willey and Thomason (2004), who reported that job satisfaction has been found to have significantly influenced workers` efficiency and organizational goal achievement.

Hypothesis four predicted that there is no significant difference in the strength of causation of each independent variable, such as; locus of control and job satisfaction to perceived non-teaching staffs` productivity. The finding reveals that each of the independent variables significantly contributes to the perceived non-teaching staffs` productivity. However, job satisfaction and locus of control has different magnitude of influence on perceived non-teaching staffs` productivity. The finding of the study corroborates Akintayo (2009), Babajide (2000) and Bolman and Deal (2000) who reported that leadership style, job satisfaction, motivation, personality trait and self-efficacy of the personnel significantly influenced their effectiveness in utilizing and managing institutional resources toward corporate goals achievement.

## CONCLUSION

The findings of the study established that locus of control and job satisfaction have significant contribution to perceived non-teaching staffs` productivity in Ogun state higher institutions. The finding implies that non-teaching staffs` efficiency in utilizing resources for educational goal achievement (productivity) is a function of factors central to internal and external efficiency of the workers and their satisfaction with job conditions. Also, it has been established that all goal-oriented higher institutions require job satisfaction of workers for it to achieve qualitative and quantitative educational goals of the school system in Nigeria.

Moreover, the locus of control coupled with the job satisfaction of non-teaching staffs` tends to foster their productivity at workplace. In addition, provision of adequate job incentives, which tend to facilitate satisfaction with job conditions on the part of the workers are strong factors in the prediction of non-teaching staffs` productivity.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

(1) The non-teaching staffs` should be exposed to skill development programme on the job and on continuous basis in order to update their skills,

knowledge, values, and receive proper orientation regarding the correlate of organizational productivity. The cost of non-teaching staffs` training should be borne by the employers in order to facilitate improved productivity. This will enable them aware of the influence of the working environment on their productivity and aver the danger of attributing productivity to self efficacy and locus of control.

(2) The problem of job dissatisfaction which often result to low productivity among the workers needs to be ameliorated through organizational support system. Job incentive such as; increased wages and salaries, improved condition of service, promotion as at when due, provision for retirement benefits and other fringe benefits should be adequately provided by the employers. This will definitely motivate the non-teaching staffs` toward heavily investing their skills and talents on the job and virtually increase their job commitment vis-à-vis productivity. Infact, the government should increase the minimum wage and salaries of the non-teaching staffs` and monitor its implementation across public and private higher institutions in Nigeria. This will help to cushion the effects of hyper inflation that characterized Nigerian economy. This will definitely foster job satisfaction among non-teaching staffs` and virtually encourage increased productivity.

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