

Job Satisfaction and Employees Performance of Non-Teaching Staff in Prince Abubakar Audu University, Anyigba, Kogi State, Nigeria

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Abstract

The general objective of the study is to examine job satisfaction and employee's performance in Prince Abubakar Audu University Anyigba. For the purpose of the study, two (2) research questions, objectives and hypotheses were formulated for the study. Relevant literatures were reviewed on the study. For the purpose of the study descriptive research design was adopted. The population of the study comprises of all non-academic staff (519 senior and 503 junior) while Taro Yamani sampling techniques was used to determine the sampling of 91 respondents. Both primary and secondary instrument was adopted for the study, questionnaire was used as the major instrument. Descriptive statistics of frequency, percentage, mean and standard deviation was used for the research questions while Pearson's Product Moment Correlation (PPMC) was used for the test of hypotheses. The findings shows that job security has a significant impact on the service contributions made by non-academic staff in Prince Abubakar Audu University, there is a significant relationship between workload and job demands and the opportunities for professional development among non-academic staff in Prince Abubakar Audu University. In conclusion, the relationships between various factors and outcomes among non-academic staff and student success at Prince Abubakar Audu University, further research may be needed to better understand the underlying mechanisms and potential implications for organizational policies and practices. Based on analysis the findings review that implementation strategies are to enhance the working environment, such as promoting open communication, providing opportunities for employee feedback, and fostering a supportive and inclusive workplace culture.

Keywords, *Job satisfaction, employees' performance, job security, workload and job demand*

Introduction

A job is a crucial part of a person's life as their lifestyle and social life often depend on it. Therefore, it is essential for organizations to ensure they have a satisfied workforce. Job satisfaction refers to an individual's attitude towards their job and is an emotional or affective response to various aspects of their work (Judge, 2019). A person who holds positive attitudes towards their job is said to have a high level of job satisfaction, while someone with negative attitudes towards their job is dissatisfied. Job satisfaction depends on an employee's perception of how well their job meets their needs. It represents a complex amalgamation of cognition, emotion, and tendencies. Although there is no definite way of measuring job satisfaction, it can be identified by examining different facets of the job, such as the work environment, job security, workload, compensation and benefits, work-life

balance, recognition and appreciation, autonomy, career development opportunity, etc (Idowu, 2021). A questionnaire can be used to measure job satisfaction by assessing the satisfaction levels of employees in different dimensions, and the sum of all scores will be taken as the overall job satisfaction.

Moreover, employee performance very much depends on perception, values and attitudes, there appear to be so many variables influencing the job performance that is almost impossible to make sense of them (Agho, 2021). Performance is defined as a function of individual ability and skill and effort in a given situation. In the short run, employee's skills and abilities are relatively stable. Performance in terms of effort extended to the job of an employee. Effort is an internal force of a person which makes him or her to work willingly when employees are satisfied with their job and their needs are met, they develop an attachment to work or we say that they make an effort to perform better but increased effort results in better performances (Wright & Cropanzano, 2020). Attainment of a high-level performance through productivity and efficiency has always been an organization's goal of high priority. In order to do that, highly satisfied work force is an absolute necessity, but when employees feel dissatisfied with the nature of job they do, their level of commitment could be deliberately reduced and since employees are the engine room of an organization, their dissatisfaction with the nature of job they do could pose a threat to the overall performance of the organization (Harmer, 2022). A dissatisfied employee tends to have a low morale towards the job and when employees' morale to the job is low, their performance could be affected in the realm of higher education in Kogi State, the satisfaction and performance of employees within its institutions are critical factors that significantly influence the quality of academic programs, administrative operations, and overall institutional effectiveness (Cranny, 2019).

Job security is a fundamental aspect of the professional landscape for non-Teaching Staff in higher education institutions, significantly influencing their service contribution, commitment, and overall well-being (Gibson, 2012). In Kogi State, non-Teaching Staff members play a critical role in shaping the intellectual and socio-economic development of the state through their community engagement activities. However, the issue of job security has emerged as a pressing concern for non-Teaching Staff in Kogi State, with implications for their morale, motivation, and service delivery. Job security encompasses the assurance that employees have regarding the continuity and stability of their employment within an organization. For non-Teaching Staff in Kogi State, uncertainties surrounding job security arise from various factors, including political instability, budgetary constraints, and institutional restructuring efforts (Greenberg & Baron, 2018). Additionally, the recurring issue of delayed or irregular salary payments further compounds the challenges faced by non-academic staff, exacerbating financial insecurity and job dissatisfaction.

The balance between workload/job demands and professional development is crucial for ensuring the effectiveness, satisfaction, and growth of non-Teaching Staff within higher education institutions. The workload/job demands placed on non-Teaching Staff in Kogi State are multifaceted and encompass various responsibilities, including, administrative duties, and community engagement (Arnett, 2022). While these responsibilities are integral to the mission of higher education institutions, they can also present challenges in terms of time management, workload allocation, and work-life balance for non-academic staff. Moreover, the issue of workload/job demands is often exacerbated by factors such as limited resources, class sizes, and administrative requirements, which can strain the capacity and resilience of non-Teaching Staff (Harmer, 2022). In parallel with managing workload/job demands, non-Teaching Staff in Kogi State also aspire to engage in continuous professional development to enhance their skills, knowledge, and expertise.

Professional development activities may include attending conferences, workshops, and training sessions; pursuing advanced degrees or certifications; engaging in collaborative research projects; and staying abreast of developments in their respective fields (Richard, 2019). However, the pursuit of professional development opportunities can be hindered by constraints such as funding limitations, time constraints, and institutional support. The relationship between workload/job demands and professional development among non-Teaching Staff is intricate and dynamic. On one hand, excessive workload/job demands may impede non-academic staff's ability to dedicate time and energy to professional development activities, thereby hindering their growth and advancement in their careers (Pil & Leana, 2020). Conversely, investing in professional development can equip non-Teaching Staff with the skills, competencies, and resources needed to navigate workload challenges more effectively, enhance their job satisfaction, and improve their overall performance.

Against this backdrop, this study seeks to explore the relationship between job satisfaction and employee performance in higher education institutions in Kogi State, with a particular focus on job security, workload/job demands as variable for job satisfaction while services contributions, professional development are variables concerned for measuring employee performance.

Statement of the Problem

In the higher education landscape of Kogi State, non-Teaching Staff members face persistent challenges related to workload, working environment, compensation and benefits, which have significant implications for their morale, job satisfaction, and ultimately, their ability to contribute to student success, effectiveness, service contribution and professional development. Despite the critical role that non-Teaching Staff play in shaping the educational experience and outcomes of students, many educators in Kogi State encounter obstacles such as delayed or irregular salary payments, inadequate remuneration, and limited access to essential benefits. According to Idowu (2021) recent figures, an alarming percentage of non-Teaching Staff members in the state report dissatisfaction with their compensation packages, with some experiencing months-long delays in receiving their salaries. These issues not only undermine the financial stability and well-being of non-Teaching Staff but also detract from their effectiveness as educators, potentially compromising the quality of mentorship, and support provided to students.

Scholarly literature corroborates the challenges faced by non-Teaching Staff in Kogi State regarding working environment, job security, workload, compensation and benefits. Studies conducted in similar contexts have highlighted the detrimental effects of delayed or irregular salary payments on employee morale, job satisfaction, and performance. For example, research by Oluwatosin (2020) found that delayed salary payments were associated with increased stress levels and decreased job satisfaction among non-Teaching Staff in Nigerian universities. Similarly, studies by Ajibola and Salau (2019) and Adama and Ezeuduji (2018) underscored the importance of fair and timely compensation in fostering employee motivation, engagement, and productivity. Furthermore, the literature emphasizes the role of comprehensive benefits packages in supporting the overall well-being and retention of non-academic staff, with access to healthcare, retirement plans, and professional development opportunities being key factors influencing job satisfaction and organizational commitment (Amusa et al., 2017; Adeniran et al., 2016).

Research Questions

The following research questions will guide the study;

- 1 What is the impact of job security on the service contributions made by non-Teaching Staff in Prince Abubakar Audu University?

- 2 How do workload and job demand influence the opportunities for professional development among non-Teaching Staff in Prince Abubakar Audu University?

Objective of the Study

The general objective of the study is to examine job satisfaction and employee’s performance in Prince Abubakar Audu University Anyigba. Specifically, the objectives of the study are;

- 1 Evaluate the impact of job security on the level of service contributions made by non-Teaching Staff in Prince Abubakar Audu University.
- 2 Assess the relationship between workload, job demands, and the opportunities for professional development among non-Teaching Staff in Prince Abubakar Audu University.

Hypotheses of the Study

The following hypothesis will guide the study

HO₁: Job security does not have a significant impact on the service contributions made by nonacademic staff in Prince Abubakar Audu University.

HO₂: There is no significant relationship between workload and job demands and the opportunities for professional development among non-Teaching Staff in Prince Abubakar Audu University.

Methodology

The study on the job satisfaction and employee’s performance of non-teaching staff in Prince Abubakar Audu University, Anyigba will adopt descriptive research design. The population of the study comprises of all the non-non-Teaching Staff in Prince Abubakar Audu University, Anyigba with five hundred and nineteen (519) senior non-nonacademic staff and junior non-non-Teaching Staff of five hundred and three (503) with the total of 1022 (Deputy Registrar, PAAU, 2024) Sample size here means the sub-set of a population, a portion of population which have been selected for study in other that the characteristics of the population can be inferred from the finding. In other to arrive at dependable information and with the fact that it is usually always not possible to cover the entire population described in given research, the researchers saw the need to make use of the sample guided by Taro Yamani (1967)’s to determine the sample size of this population.

Formula:

$$n = N$$

$$\text{Where } n = \frac{1 + N}{1 + N(e)^2} \text{ Sample size}$$

$$N = \text{Population}$$

$$e = \text{Level of significance}$$

$$1 = \text{Constant}$$

The researcher used 10% ‘level of significance to determine the sample size.

$$n = \frac{N}{1 + N(0.1)^2}$$

$$n = \frac{1022}{1 + 1022(0.1)^2}$$

$$n = 1022$$

$$\begin{aligned}
 n &= \frac{1 + 10.22 (0.01)}{1 + 10.22} \\
 &= \frac{1022}{11.22} = 91.09 = 91
 \end{aligned}$$

The sampling method or technique used will be stratified sampling method. The samples selected for this research work are drivers with sample size (91) senior non-academic staff. Questionnaire techniques was used to collect data for the purpose of this study. The questionnaire will contain a list of questions on job satisfaction and employees' performance. Questionnaire was used as the instrument for data collection, which will be distributed among the selected staff. Descriptive statistics is a numerical measure used to describe and summarize the characteristics of a dataset. They provide an overview and a summary of the data, allowing researchers to gain insights into its central tendency, variability, and distribution in term of frequency, percentage, mean and standard deviation. Pearson's Product Moment Correlation (PPMC) will be employed to analyze the relationship between the independence variables and dependent variables. It is commonly used when comparing the means of a continuous variable between two independent groups or when comparing the means of the same group under two different conditions.

Results

Given that a total of 91 copies of questionnaire were administered and 89 were returned to the researchers. Therefore, the data will be analyzed based on these returned questionnaires.

Research Question One: What is the impact of job security on the service contributions made by non-Teaching Staff in Prince Abubakar Audu University?

Table 2: Presents the mean and standard deviation on the responses of non-Teaching Staff on the impact of job security on the service contributions in Prince Abubakar Audu University

S/N	ITEMS	N	X	ST.D	Decision
1	Job security positively influences the dedication and commitment of non-Teaching Staff to their roles.	89	3.67	.47	Accepted
2	The availability of job security encourages non-Teaching Staff to actively engage in institutional activities and initiatives.	89	3.12	1.19	Accepted
3	Non-academic staff are more willing to contribute their skills and expertise when they feel secure in their employment.	89	2.73	1.07	Accepted
4	Job security enhances job satisfaction among non-academic staff, leading to increased productivity and service quality.	89	2.70	1.26	Accepted
6	The fear of job insecurity negatively impacts the morale and performance of non-academic staff.	89	3.00	1.19	Accepted
	Average mean		3.04	1.04	Accepted

Sources: Field Survey, 2024

The result above indicates the mean and standard deviation on the responses of nonacademic staff on the impact of job security on the service contributions in Prince Abubakar Audu University. Item 1,2,3,4, and 5 indicates the mean of 3.67, 3.12, 2.73, 2.70 and 3.00 respectively with the standard deviation of .47, 1.19, 1.07, 1.26 and 1.19 which are all above the critical mean of 2.5 which implies that majority of the respondents agreed that job security positively influences the dedication and commitment of non-Teaching Staff to their roles, the availability of job security encourages non-Teaching Staff to actively engage in institutional activities and initiatives, nonacademic staff are more willing to contribute their skills and expertise when they feel secure in their employment, job security enhances job satisfaction among non-academic staff, leading to increased productivity and

service quality and the fear of job insecurity negatively impacts the morale and performance of non-academic staff. With the average mean of 3.04 (1.04) implies that job security has impact on the service contribution of non-Teaching Staff in Prince Abubakar Audu University, Anyigba.

Research Question Two: How do workload and job demand influence the opportunities for professional development among non-Teaching Staff in Prince Abubakar Audu University?

Table 2: Presents the mean and standard deviation on the responses of non-Teaching Staff on how workload and job demand influence the opportunities for professional development in Prince Abubakar Audu University

S/N	ITEMS	N	X	ST.D	Decision
6	The workload of non-Teaching Staff allows sufficient time and resources for engaging in professional development activities	89	2.60	1.29	Accepted
7	Job demands, such as administrative tasks, meetings, and paperwork, hinder opportunities for nonacademic staff to focus on professional development.	89	3.44	.92	Accepted
8	Non-Teaching Staff have access to training programs and workshops that support their professional growth and skill enhancement	89	3.37	.93	Accepted
9	The workload distribution among non-Teaching Staff is equitable, allowing individuals to balance job responsibilities with professional development endeavors.	89	3.31	1.03	Accepted
10	The institution recognizes and rewards non-Teaching Staff who actively engage in professional development initiatives.	89	3.34	.87	Accepted
Average mean			3.21	1.01	Accepted

Sources: Field Survey, 2024

The result above indicates the mean and standard deviation on the responses of nonacademic staff on how workload and job demand influence the opportunities for professional development in Prince Abubakar Audu University. Item 6,7,8,9, and 10 indicates the mean of 2.60, 3.44, 3.37, 3.31 and 3.34 respectively with the standard deviation of 1.29, .92, .93, 1.03 and .87 which are all above the critical mean of 2.5 which implies that majority of the respondents agreed that the workload of non-Teaching Staff allows sufficient time and resources for engaging in professional development activities, job demands, such as administrative tasks, meetings, and paperwork, hinder opportunities for non-Teaching Staff to focus on professional development, non-Teaching Staff have access to training programs and workshops that support their professional growth and skill enhancement, the workload distribution among non-Teaching Staff is equitable, allowing individuals to balance job responsibilities with professional development endeavors and the institution recognizes and rewards non-Teaching Staff who actively engage in professional development initiatives. With the average mean of 3.21 (1.01) implies that workload and job demand have influence on the opportunities for professional development of non-Teaching Staff in Prince Abubakar Audu University, Anyigba.

Test of Hypotheses

		Correlations		
		CONTROL	Service contribution	Workload and job demand
CONTROL	Pearson Correlation	1		
	Sig. (2-tailed)			
	Sum of Squares and Cross-products	115.753		
	Covariance	1.315		
	N	89		
Service contribution	Pearson Correlation	-.430**	1	
	Sig. (2-tailed)	.000		
	Sum of Squares and Cross-products	-116.180	631.506	
	Covariance	-1.320	7.176	
	N	89	89	
Workload and job demand	Pearson Correlation	-.391**	.374**	1
	Sig. (2-tailed)	.000	.000	
	Sum of Squares and Cross-products	-94.045	209.876	498.719
	Covariance	-1.069	2.385	5.667
	N	89	89	89

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

Sources: Field Survey, 2024

Job security does not have a significant impact on the service contributions made by nonacademic staff in Prince Abubakar Audu University

The Pearson correlation coefficient measures the strength and direction of the linear relationship between two variables. In this case, the correlation coefficient is -0.430. The negative sign indicates a negative correlation, while the absolute value (0.430) suggests a moderate strength of correlation. The significance level associated with the correlation coefficient is 0.000. This p-value represents the probability of observing the observed correlation coefficient (or one more extreme) if the null hypothesis were true. Here, the p-value is less than the conventional significance level of 0.05, indicating statistical significance. This value is a component of the calculation for the Pearson correlation coefficient and represents the sum of the products of the deviations of the variables from their respective means. The covariance between the two variables is -1.320. Covariance measures the degree to which two variables change together. Since it's negative, it suggests an inverse relationship between job security and service contributions. Since the p-value (0.000) is less than the chosen significance level (e.g., 0.05), the study rejects the null hypothesis. Therefore, based on this analysis, there is sufficient evidence to conclude that job security has a significant impact on the service contributions made by nonacademic staff in Prince Abubakar Audu University. The negative correlation coefficient suggests that higher levels of job security are associated with lower service contributions, while lower levels of job security are associated with higher service contributions.

There is no significant relationship between workload and job demands and the opportunities for professional development among non-Teaching Staff in Prince Abubakar Audu University

The Pearson correlation coefficient measures the strength and direction of the linear relationship between two variables. In this case, the correlation coefficient is -0.391. The negative sign indicates a negative correlation, while the absolute value (0.391) suggests a moderate strength of correlation. The significance level associated with the correlation coefficient is 0.000. This p-value represents the probability of observing the observed correlation coefficient (or one more extreme) if the null hypothesis were true. Here, the p-value is less than the conventional significance level of 0.05, indicating statistical significance. This value is a component of the calculation for the Pearson correlation coefficient and represents the sum of the products of the deviations of the variables from their respective means. The covariance between the two variables is -1.069. Covariance measures the degree to which two variables change together. Since it's negative, it suggests an inverse relationship between workload and job demands and opportunities for professional development. Since the p-value (0.000) is less than the chosen significance level (e.g., 0.05), the study rejects the null hypothesis. Therefore, based on this analysis, there is sufficient evidence to conclude that there is a significant relationship between workload and job demands and the opportunities for professional development among non-Teaching Staff in Prince Abubakar Audu University. The negative correlation coefficient suggests that higher workload and job demands are associated with fewer opportunities for professional development, while lower workload and job demands are associated with more opportunities for professional development.

Summary of Findings

1. Job security has a significant impact on the service contributions made by non-Teaching Staff in Prince Abubakar Audu University
2. There is a significant relationship between workload and job demands and the opportunities for professional development among non-Teaching Staff in Prince Abubakar Audu University.

Discussion of Findings

Since the p-value (0.000) is less than the chosen significance level (e.g., 0.05), the study rejects the null hypothesis. Therefore, based on this analysis, there is sufficient evidence to conclude that job security has a significant impact on the service contributions made by nonacademic staff in Prince Abubakar Audu University. The negative correlation coefficient suggests that higher levels of job security are associated with lower service contributions, while lower levels of job security are associated with higher service contributions which is in line with Jackson (2018) investigated the impact of perceived job security on employee engagement and performance in a large manufacturing company. They found that employees who perceived higher levels of job security were more likely to exhibit higher levels of job engagement and discretionary effort, leading to increased productivity and service contributions. Conversely, employees who perceived lower job security were more likely to experience job dissatisfaction and reduced performance. Similarly, research by Greenberg (2019) examined the relationship between job security and organizational citizenship behavior (OCB) in a service-oriented organization. They found that employees who felt secure in their jobs were more likely to engage in OCB, such as helping coworkers, volunteering for extra tasks, and actively participating in organizational activities. This behavior contributed to overall service excellence and customer satisfaction. Furthermore, a study by Lee (2020) investigated the impact of job security on employee innovation behavior in a technology company. They found that employees who perceived higher levels of job security were more willing to take risks, propose new ideas, and engage in innovative activities. This behavior ultimately led to greater organizational success and competitiveness in the market.

Since the p-value (0.000) is less than the chosen significance level (e.g., 0.05), the study rejects the null hypothesis. Therefore, based on this analysis, there is sufficient evidence to conclude that there is a significant relationship between workload and job demands and the opportunities for professional development among non-Teaching Staff in Prince Abubakar Audu University. The negative correlation coefficient suggests that higher workload and job demands are associated with fewer opportunities for professional development, while lower workload and job demands are associated with more opportunities for professional development which is in line with Smith (2018) investigated the effects of workload and job demands on employee engagement in professional development activities in a large corporate setting. They found that employees with higher workload and job demands reported lower participation in training programs, conferences, and other professional development opportunities. This suggests that heavy workloads may limit employees' time and energy available for pursuing professional growth. Similarly, research by Alexander (2019) explored the relationship between job demands and access to developmental resources in a healthcare organization. They observed that employees facing high job demands, such as long working hours and intense work pressure, had fewer opportunities to attend workshops, seminars, and skill-building sessions offered by the organization. This lack of access to developmental resources could hinder employees' ability to enhance their skills and advance in their careers. Furthermore, a meta-analysis by Olayinka (2020) reviewed several empirical studies examining the impact of workload on professional development across different industries. They found consistent evidence indicating that higher workload and job demands were associated with lower engagement in learning and development activities. This suggests that organizations need to consider workload management strategies to promote employees' access to professional development opportunities.

Conclusion

In conclusion, the relationships between various factors and outcomes among nonacademic staff and student success at Prince Abubakar Audu University, further research may be needed to better

understand the underlying mechanisms and potential implications for organizational policies and practices. The analysis does not provide sufficient evidence to reject the null hypothesis that there is no significant effect of the working environment on the effectiveness of job performance among non-Teaching Staff in Prince Abubakar Audu University. The weak positive correlation observed between the working environment and job performance suggests that further investigation may be needed to understand the relationship more thoroughly. The analysis rejects the null hypothesis and concludes that job security has a significant impact on the service contributions made by non-Teaching Staff in Prince Abubakar Audu University. The negative correlation coefficient indicates that higher levels of job security are associated with lower service contributions, while lower levels of job security are associated with higher service contributions. The analysis rejects the null hypothesis and concludes that there is a significant relationship between workload and job demands and the opportunities for professional development among non-Teaching Staff in Prince Abubakar Audu University. The negative correlation coefficient suggests that higher workload and job demands are associated with fewer opportunities for professional development, while lower workload and job demands are associated with more opportunities for professional development.

Recommendations

Based on the findings drawn from the findings, the study recommends that:

1. Recognize the importance of job security in influencing employee behavior and service contributions. Offer opportunities for career advancement and professional development to enhance employee engagement and commitment to the organization.
2. Evaluate workload distribution and job demands to ensure that employees have manageable workloads and sufficient resources to perform their duties effectively. Encourage a culture of continuous learning and skill development among non-Teaching Staff to enhance their capabilities and adaptability to changing job requirements.

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