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## **Self-Efficacy, Personality and Job Satisfaction among Non-Teaching Staff in a Nigerian University: An Empirical Survey**

by

Mfon E. Ineme  
Rosemary E. Ukim  
Department of Psychology, Faculty of  
Social Sciences University of Uyo.  
[mfonineme@yahoo.com](mailto:mfonineme@yahoo.com),  
+2348028858803

Rita I. Akinloye  
Department of Psychology  
University of Uyo.

Helen O. Osinowo  
Department of Psychology  
University of Ibadan.

Kubiat M. Ineme  
Department of Curriculum Studies,  
Educational Management and Planning,  
University of Uyo.

### **Abstract**

*This study investigated the influence of self-efficacy, personality, and demographic factors on job satisfaction among non-teaching staff in University of Uyo. It was a survey utilizing ex-post facto design. A total of 196 non-teaching staff of the university participated in the study. Self-efficacy Scale by Sherer, Maddox, Mercandante, Prentice-Dunn, Jacobs and Rogers (1982), Eysenck Personality Questionnaire by Eysenck and Eysenck (1975), and Minnesota Satisfaction Questionnaire-Short Form Weiss, Dawis, England and Lofquist (1967) were used to gather data. The result  $\{t(194)=15.34<.05\}$  showed that participants with high self-efficacy reported higher level of job satisfaction than participants with low self-efficacy. The result  $\{t(194)=12.09<.05\}$  also revealed that extroverted staff reported higher level of job satisfaction than their introverted counterparts. Using a 2-Way ANOVA, it was found out that there was no significant interaction effect of self-efficacy and personality on job satisfaction among the staff sampled  $[F(1,194) = 6.77, P<0.05]$ . However, there was independent influence of self-efficacy  $[F(1,194) = 13.5, P<0.05]$  and personality  $[F(1,194) = 10.94, P<0.05]$ . Also,  $[R^2 = 0.47, F(8,194) = 36.98, p < .05]$  indicated that the demographic variables significantly predicted job satisfaction, accounting for 47% of the variance observed. It was recommended that psychologists and other experts be involved in the selection and placement of staff in Nigerian universities.*

**Key words:** Self-efficacy, personality, job satisfaction, non-teaching staff, Nigerian university.

## **1. Introduction**

Satisfaction is the contentment felt after a need is fulfilled (Robbins and Stephens, 1998). Job satisfaction is a general attitude that is determined by job factors (i.e., pay, work, supervision etc), individual or personal characteristics (demographics), and other social and group factors (Shajahan and Shajahan, 2004). People bring with them certain drives and needs into the job that affect their performance. Therefore, understanding how needs stimulate performance and how rewards on such performance lead to the job-satisfaction is indispensable for the managers (Newstrom, 2007).

For an organization to be successful, the leadership must continuously ensure job satisfaction of the employees which is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Berry, 1997). There are various components that are considered to be vital to job satisfaction. These variables are important because they all influence the way a person feels about his/her job. These components include the following: pay, promotion, benefits, supervisor, co-workers, work conditions, communication, safety, productivity, and the work itself. Each of these factors figures into an individual's job satisfaction differently.

## **2. Review of Related Literature**

There are several misleading notions that exist about job satisfaction. One such fallacy is that a happy employee is a productive employee (Syptak, Marsland & Ulmer, 1999). Research has offered little support to the assertion that a happy employee is productive. Furthermore, some research has suggested that causality may flow in the opposite direction, from productivity to satisfaction (Bassett, 1994). Another fallacy is that pay is the most important factor in job satisfaction. In reality, employees are more satisfied when they enjoy the environment in which they work (Berry, 1997). Numerous factors must be taken into consideration when determining how satisfied an employee is with his or her job, and it is not always easy to determine which factors are most important to each employee. Job satisfaction is very circumstantial and subjective for each employee and situation being assessed. An individual can have a high paying job and not be satisfied because it is boring and lacks sufficient stimulation; this is where individual differences plays a role. An extroverted personality, for example, will find a routine job that involves less contact with others less satisfying even though the pay may be high. In fact, a low paying job can be seen as satisfying if it is adequately challenging or stimulating to an introverted individual. On the other hand, a sense of satisfaction can simply come from the belief in one's ability to execute the daily demands of one's job and also receiving positive appraisal for a job well done. It is for this reason that this study examined self-efficacy and personality type as predictors of job satisfaction among non-teaching staff of the University of Uyo.

Afolabi and Omole (2011) examined the influence of personality type (A and B) and work force diversity on ethical behaviour and job satisfaction of a sample of Nigerian police. The findings of the study revealed that type B persons had higher job satisfaction and were more ethical in behaviour compared to the type A persons. Also, there was a significant joint prediction of age, gender, educational attainment and work experience on job satisfaction and ethical behaviour of the sample. Here, age, gender and work experience had significant independent contributions to job satisfaction and ethical behaviour.

Adebomi, Ibitoye and Sanni (2012) examined job commitment and self-efficacy as correlates of job satisfaction of special education teachers in Oyo State. The result

revealed that there was a positive significant relationship between job commitment and satisfaction. Also, there was a positive significant relationship between self-efficacy and job satisfaction of special education teachers. Further, the study revealed that job commitment and self-efficacy when combined were significant predictors. Job commitment and self-efficacy were also significant independent predictors of job satisfaction and the special education teachers sampled. Akomolafe and Ogunmakin (2014) examined the contributions of emotional intelligence, occupational stress, and self-efficacy to job satisfaction among secondary school teachers. The result showed that emotional intelligence, occupational stress and self-efficacy jointly predicted job satisfaction.

A related study investigating the effect of self-efficacy on job satisfaction of sport referees showed that the general self-efficacy of sport referees had a significant effect on intrinsic and extrinsic factors of job satisfaction, while this effect was not significant for general factors of job satisfaction. The perceived self-efficacy of referees showed no significant effect on none of intrinsic, extrinsic or general factors of job satisfaction (Tojjari, Esmaeili and Bavandpour, 2013).

On demographics, Clark, Oswald and Warr (1994) found strong evidence for a U-shaped relationship between age and job satisfaction, that is, job satisfaction begins with goes down and rises with increase in age. Bernal, Snyder and McDaniel (1998) found that age did not explain a substantial proportion of linear variance in our job satisfaction measure, indicating that age, as a chronological variable, was not a viable predictor of job satisfaction. Also, in a study, it was observed that there were no significant differences in job satisfaction level between males and females or between married and unmarried (Azim, Haque and Chowdhury, 2013). Empirical evidences further revealed that the combined influence of age, working experience, and qualification had a strong association with job satisfaction of Nigerian banks' employees (Adesola, Oyeniya and Adeyemi, 2013).

The information above show that a number factors influence job satisfaction among different classes of employees but none seems to have directly investigated job satisfaction among non-teaching staff of a Nigerian University, hence the need for this study among university staff. University employment is peculiar and unique in its own ways; it is therefore suggestible that factors influencing its job performance and satisfaction would be peculiar and different from other employments.

### **3. Statement of the Problem**

The Nigerian University system, like other sectors of the national live, is filled with workers that ordinarily have nothing to do with such jobs. This may be due to high rate of unemployment, opportunities due to social circumstances, etc. It has also become evident in the general poor job delivery, delays in the discharge of official duties, absenteeism, lateness to work, truancy, resignations, etc among non-teaching staff of the universities. Steps (such as queries, warning letters, facing of disciplinary committees/panels, suspensions, etc) have been taken by succeeding managements of the universities to curb such behaviours but all to no avail. It then stands to reason that, such workers do have adequate job satisfaction, possibly caused by some psychological factors. This study therefore investigated two factors – self-efficacy and personality which literature has implicated in job satisfaction among workers in others organizations (Adebomi, et al., 2012). Also, while so much disciplinary measures have been taken by successive university managements, little or nothing has been done in terms of research to

empirically or scientifically understand the problem of job satisfaction and the possible solution among non-teaching staff of Nigerian universities. This leads to paucity of indigenous literature in this area and further necessitates this study.

#### **4. Theoretical Review**

This study hinges strongly on Maslow's (1943) Theory of Motivation/Satisfaction. Maslow's Theory, otherwise known as the Hierarchy of Needs, is the most widely cited theory of motivation and satisfaction (Wehrich and Koontz, 1999). Building on humanistic psychology and clinical experiences, Maslow (1943) argued that an individual's motivational requirements could be ordered as a hierarchy and that once a given level of needs is satisfied, it no longer helps to motivate. Thus, next higher level of need has to be activated in order to motivate and thereby satisfy the individual (Luthans, 2005). Maslow (1943) identified five levels of need hierarchy:

1. Physical needs: (food, clothing, shelter, sex),
2. Safety needs: (physical protection),
3. Social: (develop close associations with others),
4. Esteem/Achievement needs: (prestige given by others), and
5. Self-Actualization: (self-fulfillment and accomplishment through personal growth) (Maslow, 1943).

Individual needs are influenced both by the importance attached to various needs and the level to which an individual wants to fulfill these needs (Karimi, 2007). Researchers have noted that Maslow's theory of Hierarchy of Needs was the first motivation theory that laid the foundation for the theories of job satisfaction. This theory serves as a good start from which researchers explore the problems of job satisfaction in different work situations (Wikipedia, 2009). Several theories have been suggested so far but almost all begin with a brief on Maslow's ideas.

The strength of Maslow's Theory lies in its intuitive nature; it simply makes sense that one may not be able to enjoy higher-order needs (of esteem and self-actualization) when they have no place to live and nothing to eat. While one might temporarily pursue a higher-level need, the desire for food and shelter would most assuredly become the primary focus again. By this theory therefore, the level of job satisfaction of an employee is a function of the extent to which the job is able to progressively meet needs of that employee. So, an employee keeps getting satisfied with his/her job if the job is able to meet his/her present needs and becomes dissatisfied if the job is not able to his/her present needs.

The Analytical Theory propounded by Jung (1923) also provided a theoretical basis for the study. Jung's Theory classified personality types into extroverts and introverts and maintained that each personality type has its own peculiar behavioural characteristics. The introverts tend to be withdrawn, isolated, very shy, not open, cautious, restrained, do not talk much, do not mix up with people, not social, keep few friends and prefer to work alone than among people. People with this kind of personality characteristics are also very quiet, socially inactive, not assertive, not bold, and always avoid stress, conflict and argument.

The extroverts, in contrast are very sociable, bold, noisy, imposing, argumentative, talkative, out spoken, open to others, outgoing, explorative, assertive, prefer working with people instead of working alone, and keep many friends. People in this group are highly energetic, and hardly stay in one place for long. They like activities and excitement and resent boredom and monotony, being highly optimistic and usually

very temperamental. By this theory, job satisfaction becomes a function of the predominant personality traits/characteristics, and not necessarily pay and/or benefits. If the job details/demands fit into the personality templates of an employee, then job satisfaction is eminent, and opposite is the case if the job details/demands do not fit into the personality templates of the individual.

## **5. Research Questions**

The study was designed to answer the following questions:

1. Will participants with high self-efficacy report higher job satisfaction than those with low self-efficacy?
2. Will extroverted participants report higher job satisfaction than introverted participants?
3. Will demographic variables (age, sex, educational qualification, marital status, years of service, and rank) independently and jointly predict job satisfaction among non-teaching staff in University of Uyo?

## **6. Objectives of the Study**

The general purpose of the study is to examine self-efficacy and personality as predictors of employee job satisfaction among non-teaching staff of University of Uyo.

The specific objectives are:

1. To investigate the influence of self-efficacy as a predictor of employee job satisfaction among non-teaching staff of University of Uyo.
2. To determine the influence of personality as predictor of employee job satisfaction among non-teaching staff of University of Uyo.
3. To examine the independent and joint influence of demographic variables (age, sex, educational qualification, marital status, years of service, and rank) on job satisfaction among non-teaching staff in University of Uyo.

## **7. Hypotheses**

1. Non-teaching staff with high self-efficacy will report higher job satisfaction than those with low self-efficacy.
2. Non-teaching staff who are extroverted will report higher job satisfaction than those who are introverted.
3. Demographic variables (age, sex, educational qualification, marital status, years of service, and rank) will independently and jointly predict job satisfaction among non-teaching staff in University of Uyo.

## **8. Material and Method**

**Design:** This study was a cross-sectional survey utilizing an ex-post facto design. The survey gave the opportunity to make use of many participants while ex-post design was used because the participants were not manipulated in terms of the variables.

**Setting:** The study was conducted on the University of Uyo campus. The University has four campuses – Town Campus, Annex Campus, Permanent Site, and University of Uyo Teaching Hospital (UUTH) campus. Participants were drawn from faculties, directorates, and units on three campuses – Town Campus, Annex Campus, and Permanent Site.

**Participants:** One hundred and ninety six (196) non-teaching staff of the University of Uyo participated in the study. They were 96 males and 100 females, their ages ranged from 24 to 55 years with a mean age of 39.5 years. They had been in the service of the University between 5 and 28 years.

**Sampling Technique:** Convenience sampling method was used to select the University and purposive sampling method was used to select the participants for the study-only non-teaching staff of the University of Uyo were selected for the study.

**Instruments:** Three instruments were used for this study. They were:

**1. Self-efficacy Scale:** The Self-efficacy Scale, originally developed by Sherer, Maddox, Mercandante, Prentice-Dunn, Jacobs and Rogers (1982), was used to measure self-efficacy. It is a 30-item inventory designed to measure the social component of self-efficacy from both interpersonal and intrapersonal perspectives. Broadly, it measures self-perceived competence and effectiveness in work performance as well as efficacy in handling social relationships. It is a five-point Likert-type scale where 1 represents 'Strongly Disagree' while 5 represents 'Strongly Agree'. Sherer, et. al. (1982) reported a Cronbach's Alpha Coefficient of .86 for American samples while Ayodele (1998) obtained a concurrent validity coefficient of .23 with Mathematics Anxiety Scale for Nigerian samples. For the purpose of this study, the scale was revalidated using 36 non-teaching staff of the University of Uyo and Cronbach's Alpha coefficient of .92 was obtained. A norm of 69 was established at one standard deviation above the mean; scores below the norm indicated low self-efficacy while scores from the norm and above indicated high self-efficacy.

**2. Eysenck Personality Questionnaire (EPQ):** Eysenck and Eysenck's (1975) Personality Questionnaire was used to measure personality. The 12-item extroversion-introversion sub-scale of EPQ was used in the study. Generally, EPQ is designed in a Yes or No format. Eysenck, Adelaja and Eysenck (1978) provided the Cronbach's Alpha Coefficient of EPQ for British samples of 0.60 (for males) and 0.68 (for females). Also, the coefficient of divergent validity reported by Eysenck and Eysenck (1975) between EPQ and Progressive Matrices Intelligence for Nigerian Samples is 0.60. For the purpose of this study, the 12-item sub-scale was revalidated using 36 non-teaching staff of the University of Uyo and 11 items were found reliable with a Cronbach's Alpha Coefficient of 0.82. A norm of 09.4 was established at one standard deviation above the mean; scores below the norm indicated introversion while scores from the norm and above indicated extroversion.

**3. Minnesota Satisfaction Questionnaire-Short Form:** Minnesota Satisfaction Questionnaire-Short Form developed by Weiss, Dawis, England and Lofquist (1967) and later modified by Anderson, Hohenshil & Brown (1984) was used to measure job satisfaction. It is 5-point Likert-type Scale with the response options of 1 = 'Very Dissatisfied', 2 = 'Dissatisfied', 3 = 'Undecided', 4 = 'Satisfied', and 5 = 'Very Satisfied'. It is a 21-item instrument which measures satisfaction with various aspects of work and work environments. For the purpose of this study, the questionnaire was revalidated using 36 non-teaching staff of the University of Uyo, 17 items were found reliable with a Cronbach's coefficient of .88. A norm of 43.4 was established at one standard deviation above the mean; score below the norm showed low job satisfaction while scores from the norm and above showed high job satisfaction.

**Procedure:** A letter of introduction was collected from the Department of Psychology, University of Uyo. On the strength of this, participants were contacted in their offices, and after self-introduction, introduction of the purpose of the study, and assurance of confidentiality, the instruments were administered to the volunteers. The study was conducted in two phases – the pilot study and the main study. The pilot study was conducted for the purpose of revalidating the instruments and making them culture-sensitive and population-specific. During this phase, the original versions of instruments were administered to 40 non-teaching staff in the Faculty of Social Sciences, Faculty of Arts, and General administration. Thirty-six were correctly filled and the responses were subjected to reliability analysis using Statistical Package for Social Sciences (SPSS) Version 20.

During the main study, 220 copies of the questionnaire were administered to non-teaching staff of the University of Uyo but 196 were correctly filled and used for the study. They used an average of 48 hours to complete the instruments; their responses were then subjected to statistical analysis using SPSS Version 20. Those who participated in the pilot study were not allowed to participate in the main study – their offices (departments/units were not visited during the main study).

**Statistics:** t-test was used to test for hypotheses 1 and 2 while multiple regression analysis was also used to test for hypothesis 3. A further statistical analysis was conducted using 2-Way Analysis of Variance.

**9. Results**

**Hypothesis one** stated that non-teaching staff with high self-efficacy will report higher job satisfaction than those with low self-efficacy. This was tested using t-test for independent samples and summary of results is presented on Table 1.

**Table 1: t-test summary table showing the differences between non-academic staff with low and high self-efficacy on job satisfaction**

Self efficacy	N	$\bar{X}$	SD	df	T	P
High	88	74.14	11.05	194	15.34	<0.05
Low	108	59.26	9.78			

The result as shown on Table 1 reveals that there was significant difference in job satisfaction between non-teaching staff with high self-efficacy and those with low self-efficacy { $t(194)=15.34<.05$ }. Participants with high self-efficacy ( $\bar{X}=74.14$ ) reported higher level of job satisfaction compared to participants with low self-efficacy ( $\bar{X}=59.26$ ). With this result, the hypothesis was accepted.

**Hypothesis 2** stated that non-teaching staff who are extroverted will report higher job satisfaction than those are introverted. This was tested using t-test for independent samples and summary of result is presented on Table 2:

**Table 2: t-test summary table showing the differences between extroverted and introverted non-teaching staff on job satisfaction**

Personality	N	$\bar{X}$	SD	df	T	P
Extroverts	99	34.85	11.65	194	12.09	<0.05
Introverts	97	29.23	12.65			

The t-test result {t (194) =12.09<.05} presented on Table 2 reveals that there was significant difference in job satisfaction between extroverted non-teaching staff and their introverted counterparts. Extroverted staff ( $\bar{X}$  =34.85) reported higher level of job satisfaction compared to introverted staff ( $\bar{X}$  =29.23). With this result, the hypothesis was accepted.

Further statistical analysis was conducted using 2-Way Analysis of Variance to showed the interaction effect of self-efficacy and personality on job satisfaction among the staff sampled. The summary of results is presented on Table 3:

**Table 3: Summary table for a 2-way Analysis of Variance (ANOVA) showing interaction effect of self-efficacy and personality on job satisfaction among non-academic staff**

Source	SS	df	MS	F-ratio	P
Self-Efficacy	369.3	1	369.3	13.5	.000
Personality	99.10	1	99.10	10.94	.000
Self-Effi*Pers	715.48	1	715.48	6.77	NS
Error	20279.68	192	105.62		
<b>Total</b>	<b>21463.56</b>	<b>195</b>			

The result as shown on Table 3 revealed that there was no significant interaction effect of self-efficacy and personality on job satisfaction among the staff sampled [F(1,194) = 6.77, P<0.05]. However, there was independent influence of self-efficacy [F(1,194) = 13.5, P<0.05] and personality [F(1,194) = 10.94, P<0.05].

**Hypothesis 4** stated that demographic variables (age, sex, educational qualification, marital status, years of service, and rank) will independently and jointly predict job satisfaction among non-teaching staff in University of Uyo. This was tested using multiple regression analysis and summary of results presented on Table 4.

**Table 4: Summary of multiple regression analysis showing the independent and joint prediction of demographic factors**

	$\beta$	t	P	R	R <sup>2</sup>	F	P
Age	-.26	6.10	<.05				
Sex	.67	4.43	<.05				
Educational qualification	-.25	0.91	>.05	0.87	0.47	36.98	<.05
Marital status	.13	-2.43	<.05				
Years of service	.89	2.25	<.05				
Rank	.78	3.98	<.05				

The results as presented on Table 4 revealed that age, sex, educational qualification, marital status, year of service, and rank jointly predicted job satisfaction



among non-teaching staff studied [ $R^2 = 0.47$ ,  $F(8,194) = 36.98$ ,  $p < .05$ ]. When combined, non-academic staff's age, sex, educational qualification, marital status, year of service, and rank accounted for 47% of the variance observed in job satisfaction level of the non-teaching staff. This result revealed that the collective presence of demographic variables had significant influence on job satisfaction level among the staff studied. The result further shows that age ( $\beta = -.26$ ,  $t = 6.10$ ,  $p < .05$ ), sex ( $\beta = .67$ ,  $t = 4.43$ ,  $p < .05$ ), marital status ( $\beta = -.13$ ,  $t = -2.43$ ,  $p < .05$ ), years of service ( $\beta = .89$ ,  $t = -2.25$ ,  $p < .05$ ), and rank ( $\beta = -.78$ ,  $t = 3.98$ ,  $p < .05$ ) were significant independent predictors of job satisfaction among the staff studied. While educational qualification ( $\beta = -.25$ ,  $t = 0.91$ ,  $p > .05$ ) was not a significant independent predictor of job satisfaction among the staff. The results implied that staff who were older, females, singles, those who had put in more than 5 years in service, and senior in ranks were more satisfied with their jobs than those who younger in age, males, married, those who had put in a maximum of 5 years in service, and were junior in ranks. With these results, the hypothesis was accepted.

## **10. Discussion**

The results of this study following the first hypothesis indicated that staff with high self-efficacy reported higher job satisfaction than those with low self-efficacy. This result supported the finding of Adebomi, et al. (2012) which found a positive significant relationship between self-efficacy and job satisfaction among special education teachers. This is possibly because those with high job satisfaction believed that they had the capacity to make meaning out of every situation, even those that may not be very convenient.

The study further revealed that extroverted staff reported higher job satisfaction than introverted ones. This implied that personality influenced employees' job satisfaction among non-teaching staff in University of Uyo. The plausible reason for this could be that the extroverts do not always attach high importance to many things in life and are not easily anxious or worried even when the conditions are not very favourable.

Also, the results showed that participants who were older reported higher job satisfaction than those who were younger. This result refuted the findings of Bernal, et al (1998) which held that age as a chronological variable, was not a viable predictor of job satisfaction. It supported the findings of Clark, et al. (1994) which found strong evidence for a U-shaped relationship between age and job satisfaction, that is, job satisfaction begins with goes down and rises with increase in age. This is attributable to the fact that the older ones may have considered them too old to change their jobs and so decided to be satisfied with their jobs no matter the condition. Some older ones may have fewer dependents at time and may also have supports from offspring and others.

The females reported higher job satisfaction than the males; this may be due to the fact that in most African societies, the females are not expected to be the major breadwinners of their families. They are expected to play supportive roles economically while males who are expected to be the major breadwinners would have to aspire for better jobs to meet the societal expectations. Also, some females may have some financial supports from their spouses and others. With this, they may get satisfied with whatever they have as job and income as they have less to worry about.

That singles reported higher job satisfaction than married could be attributed to the level of social and economic responsibilities. The married generally have greater responsibilities and would not be satisfied with any job that does help to meet those needs, at least, to a reasonable extent. However, this result contradicted earlier findings

that were no significant differences in job satisfaction level between males and females or between married and unmarried (Azim, et al., 2013).

Those who had stayed longer on the job (having put in more than five years in service) also reported higher job satisfaction than those who were newly employed (putting in less than five years in service). A plausible reason for this may be that he newly employed may feel they are still employable and have not made much commitment to the job and so they can afford to look elsewhere. Those who had served for more than five developed attachment and have fewer years to retire.

Equally those who were on the senior ranks were may have arisen through the ranks, were almost reaching the climax of the career, benefitting or expecting certain benefits as fruits for long labour, and so may not wish to change any more. They may simply decide to remain on their jobs and so zero down their minds to remain satisfied.

The findings of this study have implications for the organizations, employers of labour, ministries of labour, chieftains of companies, human resources personnel and captains of industries and employees as well. The goal of every organisation is to render services and in so doing achieve organisational goals. For these to be attained, employees need to be satisfied. Therefore, managements employ the services of psychologists and other experts to work on the self-efficacy of staff and also be a part of employment and deployment processes viz-a-viz their personality and demographics.

In conclusion, it has been revealed that among other numerous factors, self-efficacy, personality, and some demographic variables are factors that influence job satisfaction among the non-teaching staff of universities in Nigeria. The onus is now on managements of Nigerian universities to make use of the findings of this study in selection and placement of staff. More studies should also be conducted in the area of job satisfaction among Nigerian university employees.

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