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Influence of Perceived Socio-Demographic Variables on Job Performance

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Abstract:

The study examined the influence of perceived socio-demographic variables namely gender, age, job category and educational qualification on job performance among employees of the Federal University, Oye Ekiti, Nigeria. Ex post facto research design was utilized for the study. Multi-stage random sampling was used to select the Faculties and Departments while convenient sampling was used to select 206 participants that participated in the study. Instrument used to collect responses from the selected participants was adapted from Health Productivity Questionnaire (HPQ). Data collected were analyzed using t-test for independent groups. Findings from this study showed that gender, age, job category and educational qualification has no influence on job performance.

Keywords: Gender, age, job category, educational qualification, job performance

1. Introduction

Employees' job performance is an important factor in organization productivity. Job performance is globally an important issue in organizations and it is an important factor that determines organizational productivity (Hoque & Islam, 2003). In essence, an employee's poor performance can decrease the productivity of an organization while good performance can increase the productivity of an organization. Job performance is a multi-dimensional concept that has been scholarly defined. Salin (2001) provides a generic definition of job performance as how one carries out the task, duties and responsibilities associated with a particular job. Here referred to job performance as achievements in terms of goals set and output of a staff on the job that is measurable in terms of quality and quantity of job performed or done. Campbell & Campbell (1988) also defined job performance as an individual-level variable, or something a single person does. This implies that there is a level of job performance that is expected by every organization from its employees. Job performance is a work-related activity expected of an employee and how well those activities were executed. Job performance is whether a person performs a job well or not, and it must be directed toward organizational goals that are relevant to the job or role. Job performance is a work-related activities expected of an employee. Nevertheless, role conflicts within an organization also have its impact on job performance, this conflict usually occur when an employee is tasked to act a role and faces difficulties while performing the duties, experiencing role conflict within the work place may also lead to workplace bullying which can decrease the performance of an employee. When companies undergo organizational change workers often experience either a loss or a gain in areas of a worker's job, thus changing the expectations of the worker. Change is often very stressful for workers. Workers who might have lost a degree of power may feel like they lost their authority and begin to lash out at other employees by being verbally abusive, purposefully withholding work-related items, or sometimes even physically to withhold their status and all aforementioned events can lead to depression.

Warraich, Ahmed, Ahmad & Khoso (2014) found that workload, role conflict and inadequate monetary have decreases job performance among employees, the study shows negative relationship of workload, role conflict and inadequate monetary reward with job performance among employees. Weiss & Cropanzano (1996) in their Affective Events Theory (AET) explained that managers need to understand how workers are impacted emotionally by events at work. The theory states that there is a relationship between the employees' internal influences (such as emotions) and their reactions to incidents that happen during their workday that affect their job performance and satisfaction. Workers' mood influences their job performance and job satisfaction. Hedonic tone explains most of the variation in how an event at work affects a worker's mood. Nevertheless, workers are likely to be selfless and more altruistic when positive events occur, such as compliments, open acknowledgement of a job well-done, and promotions which improve job performance. Negative events at work, however, are likely to cause negative mood in employees, resulting in negative work behaviours such as work slowdowns, work withdrawal, and absenteeism.

The objective of this study is to identify the influence of gender, age, job category and educational qualification on job of employees in a university.

1.1. Hypotheses

The following hypotheses was be tested

- Gender will significantly influence the job performance of employees in a university.
- Age will significantly influence the job performance of employees in a university.
- Job category will significantly influence the job performance of employees in a university.
- Educational qualification will significantly influence the job performance of employees in a university.

2. Methodology

2.1. Research Design

This is an ex post facto study involving the use of questionnaire. The independent variables are gender, age, job category and educational qualification while job performance is the dependent variable.

2.2. Research Setting

The research was conducted in Oye-Ekiti, Ekiti State in the South-Western part of Nigeria. The state has 16 Local Government Areas (LGA) and estimated population of about 2,384,212 (2006 census). Oye-Ekiti is a town and the headquarter of Oye Local Government Area of the state. There are no distinctive ethnic groups in the local government as a greater percentage of the people residents are of the Yoruba Language race. Nearly all the people speak Yoruba language with negligible dialectical variations. The town served as the study area and the population was Federal University, Oye-Ekiti. The University employees were examined in their various offices.

2.3. Study Participants

The participants consist of the academic and non-academic staff of Federal University, Oye-Ekiti staff in Ekiti state. The sampling method used in this research was the multi-stage random sampling.

2.4. Research Instrument

The instrument used in this study comprises of items adapted from Health Productivity Questionnaire (HPQ). Section A comprised of 7 items socio-demographic characteristics namely age, gender, religion, job category, marital status, and level of education. Section B contained 18 items on job performance adapted from HPQ developed by Kessler, Ames & Hymel (2004). The test-retest reliability of the adapted HPQ for this study is 0.94

2.5. Data Analysis Technique

The data collected from the 206 participants were subjected to statistical analysis using t-test for independent groups to test for the 4 hypotheses of the study. The Statistical Package for Social Sciences (SPSS) version 20 was used for the analysis.

3. Results

Variable	N (%)
Age category	
21-30	44 (21.4)
31-40	130 (63.1)
41-50	27 (13.1)
51-60	5 (2.4)
Gender	
Male	99 (48.1)
Female	107 (51.9)
Religion	
Christian	194 (94.2)
Islam	12 (5.8)
Job category	
Academic staff	71 (34.5)
Non-academic staff	135 (65.5)
Marital status	
Married	175 (85.0)
Separated	2 (1.0)
Divorced	1 (0.5)
Widowed	1 (0.5)
Single	27 (13.1)

Variable	N (%)
Educational level	
Primary (PSLC)	3 (1.5)
Secondary/SSCE	2 (1.0)
NCE/OND	24 (11.7)
B.Sc/HND	101 (48.5)
M.Sc	60 (29.1)
Ph.D	16 (7.8)

Table 1: Perceived Socio-Demographic Information of Participants

3.1. Perceived Socio-Demographic Characteristics of Participants

The study comprised of 71 (34.5%) academic staff and 135 (65.5%) non-academic staff. There were 99 (48.1%) males and 107 (51.9%) females. The participants' age ranged from 26 to 56 years. 175 (85%) were married, 2(1%) separated, 1(0.5%) divorced, 1 (0.5%) widowed, and 27 (13.1%) were single. 101 (48.5%) of the participants were B.Sc/HND holders, 60 (29.1%) had M. Sc, 24 (11.7%) had NCE/OND, 16 (7.8%) had Ph. D, 2 (1.0%) had SSCE while 3 (1.5%) were holders of Primary school certificate. Also, 194(94.2%) of the respondents were Christians and 12 (5.8%) were Muslims.

Variable	Male		Female		t ₍₂₀₄₎	p
	\bar{x}	SD	\bar{x}	SD		
Job Performance	52.18	6.45	51.93	5.92	.28	0.05

Table 2: T-Test Showing the Influence of Gender on Job Performance

The result in Table 2 above shows that difference in job performance scores between male (N=99, \bar{x} =52.18, SD=6.45) and female employees (N=107, \bar{x} =51.93, SD=5.92) were not statistically significant, $t(204) = .28$, $p < .05$. This means that being male or female does not determine the levels of job performance.

Variable	Younger Employees		Older Employees		t ₍₂₀₄₎	p
	\bar{x}	SD	\bar{x}	SD		
Job Performance	51.88	5.99	52.30	6.56	-.48	<0.05

Table 3: T-Test Showing the Influence of Age on Job Performance

The result in Table 3 above shows that difference in job performance scores between younger employees (N=174, \bar{x} =51.88, SD=5.99) and older employees (N=32, \bar{x} =52.30, SD=6.56) were not statistically significant, $t(204) = -.48$, $p < .05$. Younger employees are age 21-40 while older employees are age 41-60. This means that age does not determine levels of job performance.

Variable	Academic staff		Non-academic staff		t ₍₂₀₄₎	p
	\bar{x}	SD	\bar{x}	SD		
Job performance	52.15	5.50	52.00	6.52	.17	<0.05

Table 4: T-Test Showing the Influence of Job Category on Job Performance

The result in Table 4 above shows that difference in job performance scores between academic staff (N=71, \bar{x} =52.15, SD=5.50) and non-academic staff (N=135, \bar{x} =52.00, SD=6.52) were not statistically significant, $t(204) = .17$, $p < .05$. This means that job category does not determine levels of job performance.

Variable	Non Graduates		Graduates		Post-Graduate		\bar{x}	SD
	\bar{x}	SD	\bar{x}	SD	t ₍₂₀₄₎	p		
Job performance	50.59	6.96	52.05	6.25	52.58	5.76	1.03	<0.05

Table 5: T-Test showing the Influence of Educational Qualifications on Job Performance

The result in Table 5 above shows that difference in job performance scores among non-graduates (N= 29, \bar{x} =50.59, SD=6.96), graduates (N=101, \bar{x} =52.5, SD=6.25) and postgraduates (N=76, \bar{x} =52.58, SD=5.76) were not statistically significant, $t(204)=1.03$, $p<.05$. This means that education does not determine levels of job performance.

4. Discussion

Findings of this study revealed that socio-demographic variables of gender, age, job category and educational qualifications did not significantly influence job performance. The results from the data analysis obtained from t-test for independent groups showed that the perceived socio-demographic variables of gender, age, job category and educational qualifications have no significant influence on job performance. Therefore, they have no significant impact on the functioning of an employee in an organization. That an employee is a male or female makes no difference on how the employee execute job related task. In addition, age does not add any significant value to job performance because every employee aims at self-fulfillment, therefore, the need to be hardworking on the job. Job category (academic staff and non-academic staff) does not influence the performance on the job. This shows that individual employee appointed to different job category were more interested in quality service delivery, efficiency and effectiveness on the job. The educational qualification of employees does not influence their job performance. This means that the type of degree and certificate obtained does not contribute to the work performance of employees on the job.

5. Conclusion

The findings show that job performance scores between male and female employees were not statistically significant which revealed that gender does not determine the level of job performance.

Furthermore, findings from this study shows that differences in job performance scores of younger employees and older employees were not significant indicating that age is not a determinant factor in level of job performance of employees.

Similarly, the differences in job performance scores of academic and non-academic staff were not statistically significant. This means that job category does not determine levels of job performance.

Findings further revealed that difference in job performance scores among non-graduates (PSLC, SSCE, NCE and OND holders), graduates (BSc and HND holders) and postgraduates (MSc and PhD holders) were not statistically significant meaning that education does not determine level of job performance.

In conclusion, regardless of findings from other studies, this study found out that perceived socio-demographic variables of gender, age job category and educational qualification have no significant influence on job performance.

6. Recommendation

Based on the findings of this study, it is recommended that recruitment and selection of employees should be based on merit and not on socio-demographic factors such as gender, education attainment and age.

7. Limitation

There are other socio-demographic variables that may be of significance in examining job performance of employees such as religion, marital status, and other psychological factors such as depression and organizational climate. Future research could focus on these areas.

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