

## EXAMINING THE TRIPOD RELATIONSHIP BETWEEN EMPLOYEE COGNITION, CORPORATE CULTURE AND EMPLOYEE BEHAVIOUR

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### ABSTRACT

It has been studied over the years that a person is satisfied when what he gets, meets or exceeds his expectations and perceptions. The same is true in the employment field also and this paper is focused towards measuring the satisfaction of employees based on the underlying fact. The expectations and perceptions of an employee about his job, the job culture and job responsibilities are formed as an outcome of his cognition scope developed through the professional learning and training received in the learning Institutions attended. If the corporate atmosphere and role responsibilities encountered at the time of actual employment meet or exceed the expected levels, the employee is said to be satisfied and thus becomes an asset to the employing organization by exhibiting enhanced levels of internal and external yields. Based on this premise, this research paper is an attempt to discuss the linkage between, 1) The expectations of employees, developed/formed through cognitive senses during the professional learning stages of life 2) The job satisfaction levels arrived at, when exposed to practical work cultures of organizations, and 3) the effect on internal and external yields of the employee that directly or indirectly has a big effect on the productivity and profitability of both, the employer as well as the employee.

### PURPOSE

This research paper is aimed at understanding the tripod relationship between employee cognition, the prevailing corporate culture he is exposed to, and, the resulting on the job attitude, performance, productivity; and off the job morale governing the all in all employee behaviour. This tripod relationship lays the base for not only effective, productive and profitable working of any organization, but, at the same time, more importantly also governs the harmonious, more zestful and innovative involvement of the employees of the organization.

### INTRODUCTION

Learning is an important factor that develops the human cognition, thereby forming the affective component of the behaviour of any individual. Ignoring the other factors in the relationship, we consider the mentioned parameters for clearly stating and comprehending our research problem.



Figure: 1

Today in the hypercompetitive world, via all the professional knowledge and education imparted to students from different disciplines and branches, the focus of the educational institutions/entities lie in making the students prone and adaptable to an environment (corporate environment, where the student is expected to work

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as an employee) where there is high level of employee empowerment, by way of:

1. High level of responsibility and accountability vested in the employee
2. An environment ensuring growth with more advanced learning environment
3. Recognition for work and appropriate appreciation

This learning imparted to the youth professionals affect the cognitive and thereby the affective components of his behavior and perception towards the role he/she is to render in his/her prospective employment. The level of conformity of this developed behaviour with the actual on the job experience of these professionals by and large has a sound impact on the internal as well as external yield of the employee. The internal yield of the employee refers to the internal zest, enthusiasm, motivation and creativeness of the employee, and, the external yield refers to the productivity, effectiveness and performance of the employee.

This research paper focuses on identifying and analyzing this 'Gap' that exists between the 'Expected Offerings' and the 'Actual on the job Experiences' of these youth professionals for the betterment and profitability of both the parties, the employees and the employers. The significance of this study also lies in the fact that these young professionals, infact, are the fresh assets for any organization, those if used optimally and strategically may take the organization to new heights with the set of fresh knowledge, enthusiasm, motivation, potential and zest they carry. Therefore, there are three specific research areas that need to be investigated and studied for the purpose:

1. The conformity of the prevailing corporate culture of the employee's organization with the personal cognitive and affective factors
2. The satisfaction of the employee on the active corporate experience on the field
3. Mapping the effect of Area I and II on the internal satisfaction and external productivity of the employee.

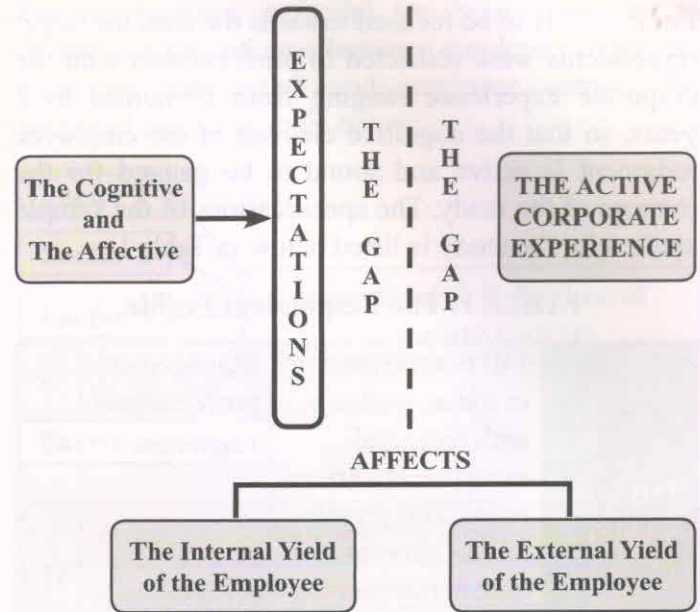


Figure: 2

### The Research Methodology:

1. The secondary research method for collecting data and analyzing relevant literature, information and empirical data pertaining to the subject of research
2. Extant literature survey was done to identify the organizational factors, structural and behavioral both, that have a direct or indirect impact upon the satisfaction parameters of any employee.
3. To suffice the 'Purpose' of the paper and the Research Questions developed, a structured Questionnaire was developed adapted from the works of various authors and researchers, specifically, (Quinn, R.E. and Spreitzer, G.M., (1996), Kamalian, A.R., (1999), Seeta Gupta (1991), Lomash, S. (2002))
4. **The Target population:** Responses to the developed Questionnaire were obtained from 140 executives in India, working with technical expertise in various public and private firms of the country. The respondents involved professionals from management field, engineers, and, IT domain. Convenience sampling technique was employed to select and obtain responses from the respondents stratified into the three broad groups of MBAs, Engineers and IT executives.



For the study to be focused towards the aim, the target respondents were restricted to professionals with the corporate experience ranging from 6 months to 2 years, so that the cognitive element of the employee judgment is active and sound to be gauged for the purpose of the study. The specifications of the sample studied for the study is listed below in Table I.

**TABLE I: The Respondent Profile**

<b>THE SAMPLE</b>	140 executives in India, working with technical expertise in various public and private firms. Corporate experience ranging from 6 months to 2 years	Management professionals	56
		Engineers	42
		IT professionals	42

**AREAS OF RESEARCH**

**Area I:** The conformity of the prevailing corporate culture of the employee’s organization with the personal cognitive and affective factors

**Area II:** The satisfaction of the employee on the active corporate experience on the field

**Area III:** Mapping the effect of Area I and II on the internal satisfaction and external productivity of the employee.

**THE LITERATURE REVIEW:**

**a) Job Satisfaction:**

Any individual is said to be satisfied when he experiences and judges something as, to the mark or exceeding the mark of the expected levels. On the similar lines, (Locke, 1969) defines job satisfaction as “A function of the perceived relationship between what one wants from one’s job and what one perceives it as offering”. Further (Locke, 1976) suggests that job satisfaction generally implies a positive evaluation of work and a positive effect driving from it; that is “a positive emotional state resulting from the appraisal of one’s job or job experiences”.

According to (Spector, 1997), job satisfaction is the most frequently studied variable in organizational research, with more than 10 thousand studies published to date. (Hersey 1929, 1932 a,b; Kornhauser

1933; Mc Murry 1932; Pennock 1930; Snow 1927), attributed the reason for this continued interest in job satisfaction to its long assumed role in the prediction of employee efficiency. This is very true since satisfied employees build up as the intellectual capital asset for any organization. Kanwar et al (2009) propound that a satisfied employee possesses positive effect and brings in desirable work values, and, enhanced efficiency and productivity. Job satisfaction is conducive to lower absenteeism and employee turnover. (Greenberg) suggests that increased satisfaction is related to enhanced productivity. To this effect, it may also be mentioned that a large number of studies have investigated the relationship between job satisfaction and organizational commitment (Agho et al 1993; Brooke et al 1988; Cramer 1996; Currivan 1999; Glisson and Durick 1988; Lance 1991; Lok and Crawford 1999; Mowday et al 1979; Vandenberg and Lance 1992). Other researchers have examined the link between satisfaction and performance (Lawler and Porter 1969; Locke 1970; Tvorik and Mc Givern 1997), cohesion (Odom et al 1990), age and gender (Morgan et al 1995), gender, organizational level and management practices (Burke 1995, 1996) and organizational climate (Argyrus 1973; Downey et al 1975; Friedlander and Margulies 1969; Pervin 1968).

Herzberg et al (1959) in their study to investigate factors affecting job satisfaction, developed two distinct lists of factors, one set of factors were task-related and the other set of factors were not directly related with the job, but to the conditions that surrounded doing the job. The first group he called motivators (job satisfaction): 1) Recognition, 2) Achievement, 3) Possibility of growth, 4) Advancement, 5) Responsibility, 6) Work itself.

The second factors Herzberg named hygiene factors (extra job factors): 1) Salary, 2) Interpersonal relations-Supervisor, 3) Interpersonal relations- subordinates, 4) Supervision technical, 5) Company policy and administration, 6) Working conditions, 7) Factors in personal life, 8) Status, 9) Job security.

**b) Corporate Culture:**

Kilmann et al (1985) defined corporate culture as “the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms” that knit an organization together.



Deal (1986) defined organization culture as the human intervention that creates solidarity and meaning and inspires commitment and productivity.

Uttal (1983) defined it as a system of shared values (what is important) and beliefs (how they work) that interact with a company's people, organizational structures, and control systems to produce behavioral norms.

Deshpande and Webster, 1989 "the pattern of shared values and beliefs that help individuals understand organizational functioning, and thus provide them with norms for behavior in the organization.

The literature survey quoted above suggests that broadly the corporate culture of the organization, both, structural and behavioral, is the whole and sole responsible factor for the satisfaction of its employees, apart from the personal factors of the employees, out of the scope of this research paper.

**Structural Corporate Culture**, comprising, the hierarchical structure observed by the organization, long-term/short-term perspective and vision of the organization, bureaucracy, the top management support, traditional/latest styles of working, employee empowerment and working environment.

**Behavioral Corporate Culture**, comprising, the condition of work involving, coordination and support from colleagues as well as seniors, job-role satisfaction, job enrichment, degree of motivation, enthusiasm, learning, development and training instilled through the organizational climate, monetary and non-monetary reward systems, recognition, empowerment provided etc.

### The Research Framework:

The study was structured to discover the responses for the undermentioned three broad areas:

**Area I:** The conformity of the prevailing corporate culture of the employee's organization with the personal cognitive and affective factors

**Area II:** The satisfaction of the employee on the active corporate experience on the field

**Area III:** Mapping the effect of Area I and II on the internal satisfaction and external productivity of the employee.

For the purpose, a model has been developed to investigate the linkages between employee cognition, employee satisfaction and employee output. The proposed model is given below:

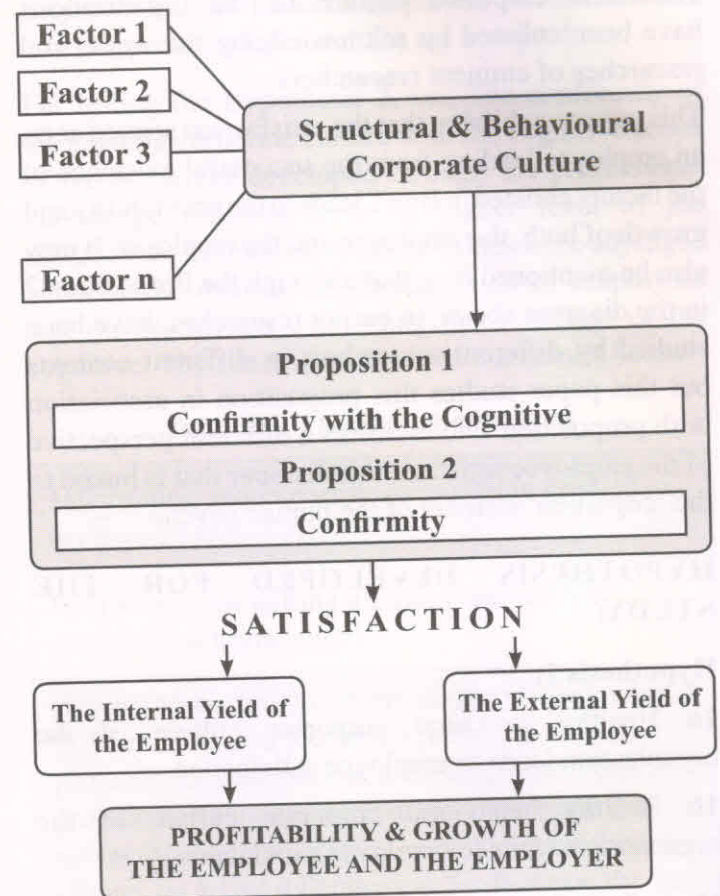


Figure: 3

The above diagram includes the 'employee expectations' from the organization that are developed through the cognitive and thus the affective elements of the human psyche. These expectations are formed as a result of: 1) the employee learning > cognition > affective link, and 2) the established and tested factors (of, structural and behavioral corporate culture of the organization) leading to the satisfaction of employees under normal circumstances and conditions. An employee while joining any organization is a fresh package of professional knowledge with a stock of enthusiasm and motivation to assume job responsibilities in the organization he/she is to join. At this stage, any normal professional expects to render his/her services in an amiable and progressive cultural set-up, both structurally and behaviorally that is inbuilt to the understanding and cognition state under normal working conditions of any individual. Thus existence



of healthy structural and behavioral corporate environment has been taken as a factor included in the cognition state of the employee as I the diagram above. The factors governing the structural and the behavioral corporate culture of the organizations have been enlisted by acknowledging the works and researches of eminent researchers.

This paper establishes that the satisfaction arrived at by an employee leading from the successful existence of the factors enlisted in Box 1 leads to the profitability and growth of both, the employee and the employer. It may also be mentioned here that although the Proposition 2 in the diagram above, in earlier researches, have been studied by different researchers in different contexts but this paper studies this proposition in association with proposition 1 to establish a different perspective of the employee satisfaction behaviour that is linked to the 'cognition' element of the human psyche.

### HYPOTHESIS DEVELOPED FOR THE STUDY:

#### Hypothesis 1:

1a Healthy structural corporate culture of the organization leads to employee satisfaction

1b Healthy behavioral corporate culture of the organization leads to employee satisfaction

#### Hypothesis 2:

The conformity of the existing corporate culture with the cognitive scope of the employee developed through the professional knowledge received leads to higher level of job satisfaction

#### Hypothesis 3:

A satisfied employee whose cognition levels related with his job are confirmed with the existing corporate culture is more productive.

#### Measures:

The Questionnaire developed included items for:

1. job satisfaction of employees emanating from structural corporate culture (SCF)
2. job satisfaction of employees emanating from behavioral corporate culture (BCF)
3. conformity with the cognitive
4. job satisfaction (SAT)
5. productivity (PROD)

The respondents were asked to rate different items using a 5 point Likert type scale where 5 indicated 'Strongly Agree' and 1 represented 'Strongly Disagree'. Cronbach Alphas for different scales are presented in the Table below:

**Table II: Scale Reliability Statistics**

Scale	Cronbach Alpha Score	No. of Items
Structural Corporate Culture (SCF)	0.76	10
Behavioral Corporate Culture (BCF)	0.89	14
Conformity with the Cognitive	0.91	3
Job Satisfaction (SAT)	0.71	11
Enhanced Productivity (PROD)	0.77	6

The different factors falling under the categories of structural and behavioral corporate factors, and, productivity are given as under:

**Table III: The factors included in the study**

SCF	Rigid Hierarchical Structure
SCF	Narrow Vision & Perspective of the org.
SCF	Lack of Top Management Support
SCF	Change Resistance
SCF	Poor information and feedback mechanism
SCF	Lack of Role Freedom
SCF	Hostile Working Environment
BCF	Good Learning Opportunities
BCF	Harmonious Relations with Colleagues
BCF	Appreciation
BCF	Good Scope of Job
BCF	Freedom in Role Performance
BCF	Scope for professional Growth
BCF	Helping attitude of colleagues
BCF	Recognition
BCF	Motivation
BCF	Empowerment
BCF	Job-Employee fit
BCF	Transparent & effective feedback from employees



BCF	Employee Enrichment
BCF	Employee Development Programs
PROD	Enhanced Motivation levels
PROD	Enhanced Enthusiasm level
PROD	Enhanced Learning
PROD	Enhanced Time Management Skills
PROD	Innovative Thinking
PROD	Productivity

### FINDINGS:

For testing the Hypothesis 1a, 2-tailed Pearson correlation was adjudged among the 7 factors of the structural corporate culture against the overall satisfaction level of the employees. It was observed that (Refer Table V in Appendices) all the seven SCF factors have a negative correlation with the overall satisfaction level of the employees; i.e., SCF 1 rigid hierarchical structure ( $r = -4.11$ ,  $p = 0.01$ ), SCF2 narrow vision & perspective of the organization ( $r = -4.32$ ,  $p = 0.01$ ), SCF3 lack of top management support ( $r = -5.34$ ,  $p = 0.01$ ), SCF4 change resistance ( $r = -4.85$ ,  $p = 0.01$ ), SCF5 poor information and feedback mechanism ( $r = -0.21$ ,  $p = 0.01$ ), SCF6 lack of role freedom ( $r = -0.268$ ,  $p = 0.01$ ), and, SCF 7 hostile working environment ( $r = -4.25$ ,  $p = 0.01$ ), suggestive of the fact that traditional, conservative and isolate work atmosphere in organizations contrasting the cognitive state of the employees negatively affects the satisfaction of employees. Thus, Hypothesis H1a is accepted stating, Healthy structural corporate culture of the organization leads to employee satisfaction.

Similarly, (Refer Table VI in Appendices), it is observed that all the 14 BSFs enlisted in Table are positively correlated with the overall satisfaction level of the employees highlighting that healthy behavioral corporate culture of the organization leads to employee satisfaction. Thus, hypothesis H1b is accepted.

Hypothesis 1a and 1b, together, are conclusive of the fact that both, structural and behavioral corporate culture has a direct, sound and strong impact on the level of employee satisfaction. When a professional joins an organization, he/she is cognitively attuned to the fact that the corporate/ organizational culture he/she is going to practically encounter will match with the parameters of structural and behavioral corporate behaviors he/she is expecting.

Meeting of these expected parameters leads to employee satisfaction and otherwise. Hence, upon establishing this fact, empirically it may further be concluded that healthy structural and behavioral corporate culture leads to employee satisfaction and thus, Hypothesis 1 (1a and 1b) are accepted.

For testing the Hypothesis 2, i.e., The conformity of the existing corporate culture with the cognitive scope of the employee developed through the professional knowledge received leads to higher level of job satisfaction, Pearson correlation values were adjudged between the overall satisfaction level of employees and the statements confirming the existence of the cognitive. The statements used are mentioned below:

**Table IV: The Statements used**

My training and expertise are not fully utilized in my present role
I am slowly for getting all that I learned (my professional knowledge)
Having being new to the employment field, what difference do you feel exists in the theoretical professional education and training that you are provided all through your student's life and the actual practical experience in the field, on the job ? (Scale: 1= A Great Difference, 5= It is exactly the same as I had learnt)

As depicted in Table VII of appendices, it is established that for the statements 1 and 2 given above there is a negative correlation with the satisfaction of employees, and for statement 3 there is a positive correlation with the employee satisfaction level. Statement I, "My training and expertise are not fully utilized in my present role", and Statement II, "I am slowly for getting all that I learned (my professional knowledge)" have been adapted from the questionnaire developed by the researcher (Seeta Gupta, 1991) while studying on the subject "Managerial Effectiveness: A study of communication styles, credibility and role efficacy". These two statements intend to investigate the role efficacy of the employees in light of whether the knowledge, training and expertise they had acquired during their learning stages are being optimally utilized and satisfying their role assumption.



The negative correlation of the above two statements with the employee satisfaction level with ( $r = -0.228, p = 0.01$ , and,  $r = -0.375, p = 0.01$  respectively) is suggestive of the fact that the professional knowledge, training and expertise acquired by an employee while in learning stages if appropriately utilized by the employing organization leads to employee satisfaction.

Statement III, i.e. "Having being new to the employment field, what difference do you feel exists in the theoretical professional education and training that you are provided all through your student's life and the actual practical experience in the field, on the job?" when correlated with the employee satisfaction level gives positive result with ( $r = 0.223, p = 0.01$ ) suggesting that higher the gap between the cognitive of the employee developed through the professional learning stages of life at one hand, and, the actual practical corporate exposure encountered, more is the employee dissatisfied.

Hence, it may be concluded that the conformity of the existing corporate culture with the cognitive scope of the employee developed through the professional knowledge received leads to higher level of job satisfaction, and, thus hypothesis H2 is accepted.

A satisfied employee whose cognition levels related with his job are confirmed with the existing corporate culture is more productive. This Hypothesis, H3 was accepted as suggested by the findings depicted in Table VIII, where all the 11 satisfaction factors positively correlate with the 6 factors governing enhanced productivity of these employees, namely, 1) enhanced motivation level, 2) enhanced enthusiasm level, 3) enhanced learning, 4) enhanced time management skills, 5) enhanced innovative thinking, 6) enhanced productivity.

Thus, with the acceptance of the hypothesis, the proposed links in the suggested model (Figure 3) establish the link between the cognition state of employees, their satisfaction and thereby the productivity affecting the growth and profitability of both the employee and the employer.

## CONCLUSION

It can be concluded from the survey findings given above that the cognition state of an individual developed through the formal professional knowledge and training gained lays the foundation for the satisfactory and thus the healthy absorption of an employee by any organization. A fresh professional moving towards the corporate post the campus training received is a fresh stock of enthusiasm, learning and technical expertise that if absorbed and cultured appropriately may lead to intellectual asset formation for any organization, a source to generation of profitability to the form.

This paper highlights the importance of professional knowledge and training imparted to individual in molding his cognitive abilities towards the prospective employment, the job culture and the job responsibilities he is to assume. Having this fact surveyed and established, a two way balanced strategy may be proposed for more satisfactory and fruitful absorption of young talent by the organizations:

- a. The professional knowledge, skills and training imparted to the students should be structured in a fashion that ensures maximum possible practical exposure to the students with the experience of handling live cases and problems.
- b. The training imparted through the campus programs focus more on individual development and empowerment of the individual so as to develop him as a perfect leader on field but it is suggestive that these programs should also make room for developing these professionals as a perfect team player as well. At the initial stages of employment since an individual is expected to occupy relatively an executive position with a number of channels above him he should also be molded to such an environment by focusing on his development as a perfect team player with excellent interpersonal, networking and communication skills.
- c. At the same time, the organizations employing freshers specifically, should appropriately identify and acknowledge the talent and abilities of these young professionals and adequately empower them to the level possible at that executive stage so that the fresh thinking, work style and talent that these individuals possess may be most beneficially reaped in by these organizations.



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**Table V: Correlation values between SCF factors and overall satisfaction**

		<i>Overall Satisfaction</i>
<i>SCF1</i>	<i>Pearson Correlation</i>	<i>-.411**</i>
	<i>Sig. (2-tailed)</i>	<i>0.002</i>
	<i>N</i>	<i>140</i>
<i>SCF2</i>	<i>Pearson Correlation</i>	<i>-.432**</i>
	<i>Sig. (2-tailed)</i>	<i>0.001</i>
	<i>N</i>	<i>140</i>
<i>SCF3</i>	<i>Pearson Correlation</i>	<i>-.534**</i>
	<i>Sig. (2-tailed)</i>	<i>0</i>
	<i>N</i>	<i>140</i>
<i>SCF4</i>	<i>Pearson Correlation</i>	<i>-.485**</i>
	<i>Sig. (2-tailed)</i>	<i>0</i>
	<i>N</i>	<i>140</i>
<i>SCF5</i>	<i>Pearson Correlation</i>	<i>-0.21</i>
	<i>Sig. (2-tailed)</i>	<i>0.127</i>
	<i>N</i>	<i>140</i>
<i>SCF6</i>	<i>Pearson Correlation</i>	<i>-0.268</i>
	<i>Sig. (2-tailed)</i>	<i>0.05</i>
	<i>N</i>	<i>140</i>
<i>SCF7</i>	<i>Pearson Correlation</i>	<i>-.425**</i>
	<i>Sig. (2-tailed)</i>	<i>0.001</i>
	<i>N</i>	<i>140</i>
<i>SCF6</i>	<i>Pearson Correlation</i>	<i>-.455**</i>
	<i>Sig. (2-tailed)</i>	<i>0.001</i>
	<i>N</i>	<i>140</i>
<i>SCF7</i>	<i>Pearson Correlation</i>	<i>-.339*</i>
	<i>Sig. (2-tailed)</i>	<i>0.012</i>
	<i>N</i>	<i>140</i>
<i>Overall satisfaction</i>	<i>Pearson Correlation</i>	<i>1</i>
	<i>Sig. (2-tailed)</i>	
	<i>N</i>	<i>140</i>

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

**\*** Correlation is significant at the 0.05 level (2-tailed).



Table V: Correlation values between BCF factors and overall satisfaction

		Overall satisfaction
BCF1	Pearson Correlation	.510**
	Sig. (2-tailed)	0
	N	140
BCF2	Pearson Correlation	.559**
	Sig. (2-tailed)	0
	N	140
BCF3	Pearson Correlation	.441**
	Sig. (2-tailed)	0.001
	N	140
BCF4	Pearson Correlation	.581**
	Sig. (2-tailed)	0
	N	140
BCF5	Pearson Correlation	.568**
	Sig. (2-tailed)	0
	N	140
BCF6	Pearson Correlation	.560**
	Sig. (2-tailed)	0
	N	140
BCF7	Pearson Correlation	.488**
	Sig. (2-tailed)	0
	N	140
BCF8	Pearson Correlation	.297*
	Sig. (2-tailed)	0.029
	N	140
BCF9	Pearson Correlation	.530**
	Sig. (2-tailed)	0
	N	140
BCF10	Pearson Correlation	.592**
	Sig. (2-tailed)	0
	N	140
BCF11	Pearson Correlation	.558**
	Sig. (2-tailed)	0
	N	140
BCF12	Pearson Correlation	.534**
	Sig. (2-tailed)	0
	N	140
BCF13	Pearson Correlation	.736**
	Sig. (2-tailed)	0
	N	140

		Overall satisfaction
BCF14	Pearson Correlation	.421**
	Sig. (2-tailed)	0.002
	N	140
Overall Satisfaction	Pearson Correlation	1
	Sig. (2-tailed)	
	N	140

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

\*Correlation is significant at the 0.05 level(2-tailed)



**Table VI: Correlation values between the cognitive statements and the overall satisfaction**

		<i>My training and expertise are not fully utilized in my present role.</i>	<i>I am slowly for getting all that I learned (my professional knowledge)</i>	<i>The Gap between the Cognitive &amp; the Actual</i>	<i>All in all, considering all aspects of your job, how satisfied are you in your current employee role?</i>
<i>My training and expertise are not fully utilized in my present role.</i>	<i>Pearson Correlation</i>	1	.336*	-0.134	-0.228
	<i>Sig. (2-tailed)</i>		0.013	0.335	0.097
	<i>N</i>	140	140	140	140
<i>I am slowly for getting all that I learned (my professional knowledge)</i>	<i>Pearson Correlation</i>	.336*	1	-0.228	-.375**
	<i>Sig. (2-tailed)</i>	0.013		0.098	0.005
	<i>N</i>	140	140	140	140
<i>All in all, considering all aspects of your job, how satisfied are you in your current employee role?</i>	<i>Pearson Correlation</i>	-0.228	-.375**	0.223	1
	<i>Sig. (2-tailed)</i>	0.097	0.005	0.106	
	<i>N</i>	140	140	140	140
<i>The Gap between the Cognitive &amp; the Actual</i>	<i>Pearson Correlation</i>	-0.134	-0.228	1	0.223
	<i>Sig. (2-tailed)</i>	0.335	0.098		0.106
	<i>N</i>	140	140	140	140

\* Correlation is significant at the 0.05 level (2-tailed).

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

**Table VIII: Correlation values between satisfaction factors and productivity factors**

		<i>PROD1</i>	<i>PROD2</i>	<i>PROD3</i>	<i>PROD4</i>	<i>PROD5</i>	<i>PROD6</i>
<i>SAT1</i>	<i>Pearson Correlation</i>	.663**	.654**	.664**	.395**	.717**	.636**
	<i>Sig. (2-tailed)</i>	0	0	0	0.003	0	0
	<i>N</i>	140	140	140	140	140	140
<i>SAT2</i>	<i>Pearson Correlation</i>	.377**	0.259	.313*	.357**	.308*	.380**
	<i>Sig. (2-tailed)</i>	0.005	0.059	0.021	0.008	0.024	0.005
	<i>N</i>	140	140	140	140	140	140
<i>SAT3</i>	<i>Pearson Correlation</i>	.290*	.287*	.308*	.423**	.283*	.321*
	<i>Sig. (2-tailed)</i>	0.034	0.035	0.023	0.001	0.038	0.018
	<i>N</i>	140	140	140	140	140	140



		PROD1	PROD2	PROD3	PROD4	PROD5	PROD6
SAT4	Pearson Correlation	.580**	.632**	.554**	.414**	.618**	.537**
	Sig. (2-tailed)	0	0	0	0.002	0	0
	N	140	140	140	140	140	140
SAT5	Pearson Correlation	.665**	.625**	.643**	.484**	.706**	.550**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	140	140	140	140	140	140
SAT6	Pearson Correlation	.573**	.578**	.571**	.370**	.655**	.427**
	Sig. (2-tailed)	0	0	0	0.006	0	0.001
	N	140	140	140	140	140	140
SAT7	Pearson Correlation	.413**	.350**	.421**	.340*	.377**	.367**
	Sig. (2-tailed)	0.002	0.009	0.002	0.012	0.005	0.006
	N	140	140	140	140	140	140
SAT8	Pearson Correlation	.648**	.647**	.567**	.492**	.661**	.637**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	140	140	140	140	140	140
SAT9	Pearson Correlation	.703**	.641**	.726**	.427**	.730**	.481**
	Sig. (2-tailed)	0	0	0	0.001	0	0
	N	140	140	140	140	140	140
SAT10	Pearson Correlation	.440**	.450**	.295*	.319*	.445**	.380**
	Sig. (2-tailed)	0.001	0.001	0.03	0.019	0.001	0.005
	N	140	140	140	140	140	140
SAT11	Pearson Correlation	.676**	.658**	.772**	.381**	.719**	.461**
	Sig. (2-tailed)	0	0	0	0.005	0	0
	N	140	140	140	140	140	140
SAT12	Pearson Correlation	.591**	.590**	.656**	.405**	.576**	.536**
	Sig. (2-tailed)	0	0	0	0.002	0	0
	N	140	140	140	140	140	140
PROD1	Pearson Correlation	1	.932**	.877**	.703**	.874**	.835**
	Sig. (2-tailed)		0	0	0	0	0
	N	140	140	140	140	140	140
PROD2	Pearson Correlation	.932**	1	.860**	.669**	.885**	.800**
	Sig. (2-tailed)	0		0	0	0	0
	N	140	140	140	140	140	140



		<i>PROD1</i>	<i>PROD2</i>	<i>PROD3</i>	<i>PROD4</i>	<i>PROD5</i>	<i>PROD6</i>
<i>PROD3</i>	<i>Pearson Correlation</i>	.877**	.860**	1	.603**	.869**	.800**
	<i>Sig. (2-tailed)</i>	0	0		0	0	0
	<i>N</i>	140	140	140	140	140	140
<i>PROD4</i>	<i>Pearson Correlation</i>	.703**	.669**	.603**	1	.650**	.760**
	<i>Sig. (2-tailed)</i>	0	0	0		0	0
	<i>N</i>	140	140	140	140	140	140
<i>PROD5</i>	<i>Pearson Correlation</i>	.874**	.885**	.869**	.650**	1	.737**
	<i>Sig. (2-tailed)</i>	0	0	0	0		0
	<i>N</i>	140	140	140	140	140	140
<i>PROD6</i>	<i>Pearson Correlation</i>	.835**	.800**	.800**	.760**	.737**	1
	<i>Sig. (2-tailed)</i>	0	0	0	0	0	
	<i>N</i>	140	140	140	140	140	140

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

\* *Correlation is significant at the 0.05 level (2-tailed).*