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ZACCHEAUS OLUFUNMINIYI OLONADE

zaccheaus.olonade@uniosun.edu.ng

Osun State University. Faculty of Management Sciences

Oke Bale Street, Area, Osogbo 210001, Nigeria

ORCID ID: <https://orcid.org/0000-0002-8815-5677>

BOLATITO O. ALABI

bolatitooalabi@gmail.com

Osun State University. Faculty of Management Sciences

Oke Bale Street, Area, Osogbo 210001, Nigeria

ORCID ID: <https://orcid.org/0009-0006-3501-3321>

*Influence of Pay Satisfaction and Mentoring on Job-Related Attitudes among Local Government Employees across Osun State*

**Keywords:** pay satisfaction; mentoring; job-related attitudes; employee; local government

**JEL:** M7; M1

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**Abstract**

**Theoretical background:** Job-related attitudes are crucial to employee performance and overall effectiveness in any organisation. Pay satisfaction and mentoring are key determinants of employees' job-related attitudes.

**Purpose of the article:** This study explored the impact of pay satisfaction and mentoring on job-related attitudes among local government employees in Osun State. The article aimed to evaluate the independent relationships between these factors and their combined effect on job-related attitudes which include cooperation, self-confidence, maturity, job security, and perceived fairness.

**Research methods:** A multi-stage sampling procedure was employed to ensure a diverse and representative sample of local government employees across various departments and hierarchical levels within the organisation. Questionnaires were distributed to the selected sample, capturing information on pay satisfaction, mentoring experiences, and job-related attitudes such as job satisfaction. Collected data were processed and analysed using descriptive statistics and inferential statistical techniques, and multiple regression analysis was used to analyse the formulated hypothesis.

**Main findings:** Pay satisfaction was found to have a significant influence on job-related attitudes. Employees who reported higher levels of pay satisfaction demonstrated more positive job-related attitudes. Mentoring significantly impacted employees' cooperation with colleagues and superiors at work. Effective mentoring programs were associated with better cooperation and teamwork among employees. The combined effect of pay satisfaction and mentoring on job-related attitudes was also observed. Employees who experienced high pay satisfaction and effective mentoring demonstrated more positive job-related attitudes than those without.

**Implications of the findings:** These findings highlight the importance of prioritising and improving pay satisfaction and mentoring programs in local government agencies, as they significantly contribute to fostering positive job-related attitudes and, ultimately, enhancing overall employee performance.

## Introduction

Attitude towards work has been suggested to have significant relationships with several factors (Asekun, 2015; Oluwabusayo et al., 2014b; Suleiman, 2013). Globally, research has suggested that remuneration and other financial incentives strongly influence how employees turn up for work (Adamchik et al., 2022). Studies across African countries, conducted, e.g. by Pillay (2009), Aburge (2014), and Delobelle et al. (2011), all indicated that low wages or salary significantly affect workers' attitudes towards work. Nigeria is not an exception in these statistics. Many factors may be responsible for employee attitudes towards their jobs. This includes but is not limited to; leadership and management, career growth, access to loans, health and life insurance, job security, remuneration, mentoring and career development opportunities (Noah & Steve, 2012; Sudiardhita et al., 2018; Wang, 2018).

Nigerian governments have experienced poor attitudes from public and private organisations over the years (Abolade, 2018; Okolocha, 2021; Shuwa, 2021). There is widespread interest in improving the level of dissatisfaction with corporate work. There are social benefits in addition to the economic benefits of better-preparing workers for modern workplaces. The positive aspects of raising the level of attitude have resulted in a focus on identifying the variety of causes that shape poor attitudes and understanding how these causes operate to limit or enhance worker performance. Attitudes are formed as a result of various learning experiences. Attitudes can also be formed by following co-workers', friends', and managers' lead and opinions (Okolocha, 2018).

According to Adamchik et al. (2022), pay satisfaction is a strong work motivation, opined that employee pay satisfaction is directly proportional to job prioritisation. Employee performance is the most important concept in human resource management in an organisation, which reflects the employees' attitude towards their job. Employee attitude refers to how workers behave in a workplace and how they perform or react

to their assigned job duties (Asekun, 2015). Attitude is an individual's favourable or unfavourable disposition towards another person, group of people, object, place, or social institution (Moyer et al., 2018; Cook & Selltitz, 1964).

Pay satisfaction is a level of perceived satisfaction that employees have about their work remuneration, which may be in the form of salary, wage, allowances, etc. (Moyer et al., 2018). The extent to which employees feel satisfied with their pay strongly determines their commitment level to their job, thus influencing their attitude at work (Asekun, 2015; Moyer et al., 2018). This may reflect in the form of running shifts from other organisations, getting more committed to personal business to improve income, being distracted by intensified job searches, and even in some cases, resignation (Chan & Ao, 2019).

Mentoring is an important factor that may predict job-related attitudes of employees (Brandau et al., 2017). Based on social learning tenets, people often learn from each other, whether directly or indirectly (Aladejana et al., 2006; Ofobruku & Nwakoby, 2015; Ahn et al., 2020). Within an organisation, however, an intentionally designed framework that provides employees with a learning and skills development pathway can be tantamount to a positive attitude at work (Brandau et al., 2017). In addition, when another employee within the same organisation mentors an employee, the benefits include a positive attitude, sustained organisational culture, positive work environment, and sustainable level of productivity, among others (Aladejana et al., 2006; Ofobruku & Nwakoby, 2015; Brandau et al., 2017).

The choice of pay satisfaction and mentoring as focal points in this study is grounded in their demonstrated impact on employee attitudes towards work and the organisation. Pay satisfaction is a critical determinant of job satisfaction and organisational commitment, influencing key outcomes like employee retention and performance (Omotoye et al., 2022). Similarly, mentoring is integral to employee development, affecting job satisfaction, organisational commitment, and career outcomes (Jehanzeb & Mohanty, 2018). These factors are not only pivotal in shaping individual employee experiences but also have broader implications for organisational effectiveness and culture. The study, therefore, seeks to understand the extent to which these elements, individually and in combination, contribute to shaping job-related attitudes among local government employees in Osun State.

However, despite the benefits of mentoring, it is often adopted and implemented in private and not-for-profit organisations. Mentoring improves tacit knowledge, which helps employees to up-skill without cost to the organisation or the individual employee (Ofobruku & Nwakoby, 2015; Brandau et al., 2017). According to Brandau et al. (2017), mentoring can take one of five forms or dimensions and may also be a mix, although on rare occasions. The dimensions are "Professional Support", "Collegiality", "Working Levels", "Confidence", and "Directiveness". Professional support reflects the resources that a mentor uses to support a mentee expertly. Collegiality represents the personal support a mentee receives from a mentor as an equals or colleague. Working levels are typified by a direct relationship with a mentor, which prompts reflective behavioural

change and skills development. For example, the mentee can say, “through the meetings with my mentor, I was able to reflect on my future professional role as a teacher”. Finally, the confidence dimension measures the amount of confidence a mentor shows in the abilities of the mentee, while the directiveness dimension reflects the rules and guidelines that mentors propose to mentees; this can be in the form of guidelines before initiation of such a relationship (Brandau et al., 2017).

Employee job attitudes, which are critical factors in organizational effectiveness, are influenced by various workplace elements. Among these, pay satisfaction and mentoring stand out as pivotal influences. Pay satisfaction is intricately linked to job satisfaction and motivation, as it encompasses factors such as remuneration, benefits, and perceived fairness in compensation. Shukla and Singh (2016) submitted that pay satisfaction significantly affects employees’ contentment with their jobs, which in turn influences their overall motivation and performance. Additionally, Terpstra and Honoree (2004) noted that dissatisfaction with pay can lead to decreased job satisfaction, reduced motivation, and increased absenteeism and turnover.

Similarly, mentoring plays a crucial role in shaping job attitudes. Mentoring relationships provide career development and psychosocial support, which are known to positively influence employee promotional attitude, commitment, and job satisfaction. Studies like those conducted by Lentz and Allen (2009), and Richard et al. (2009), demonstrate the positive impact of mentoring on job attitudes, including affective commitment and reduced intention to quit.

Given the critical nature of these factors in influencing job-related attitudes, especially within the context of local government employees in Osun State, this study aims to delve into how pay satisfaction and mentoring individually and collectively affect job satisfaction, cooperation, self-confidence, maturity, job security, and perceived fairness. The focus on these variables is due to their under-exploration in the existing literature, particularly in the context of local government sectors, where organizational cultures and challenges may uniquely shape employee attitudes and behaviours.

An organisation generally sets individual and overall performance goals to deliver value goods to customers and implement operational activities efficiently (Asekun, 2015). Many factors affect employee performance, such as leadership and management, career growth, access to loans, health and life insurance, job security, remuneration, mentoring and career development opportunities, work environment, motivation, mentorship, awards/rewards, training, job autonomy, cultural adaptability, intrinsic motivation, organisational climate, and innovation. Among other government employees in Nigeria, local government employees are among the lowest paid, which may reflect their satisfaction and commitment to work (Ojo et al., 2020; Yusuf et al., 2022).

Also, it has been opined that local government employees generally have abysmal motivation towards work, reflected in their prioritisation (Ojo et al., 2020; Odozi & Adeyonu, 2021). Whether or not they are generally satisfied with their monthly or annual pay may vary across employees and ranks. Lower-level employees may not find their pay satisfactory, while employees in more senior positions may be satisfied enough to

take their job seriously. Furthermore, the education level of most employees of local governments in Nigeria determines their pay, the majority of which have attained only secondary education, meaning their pay would be low for a start. In addition, the salary of local government employees also depends on state government allocation from the federal government in the country (Onuigbo & Eme, 2015).

Studies have identified key factors influencing employee attitudes towards their job (Moyer et al., 2018; Asekun, 2015; Oluwabusayo et al., 2014b; Cook & Selltitz, 1964). Most of these studies have been able to establish the significant role of pay satisfaction on attitude towards work; however, there seems to be limited information on how much influence mentoring may have on job-related attitudes (Moyer et al., 2018; Asekun, 2015; Oluwabusayo et al., 2014b; Cook & Selltitz, 1964). Furthermore, the few studies that conceptualised mentoring under the coaching and career development have done so with employees of private-owned organisations as the study population (Asekun, 2015; Oluwabusayo et al., 2014b; Cook & Selltitz, 1964). There is, therefore, a need to assess the influence this variable (mentoring) has on job-related attitudes of employees from government establishments such as local government employees.

In Nigeria, the landscape of pay satisfaction in local government settings presents a distinct picture compared to the private sector. Public sector employees, including those in local government, often experience pay satisfaction that is influenced by national wage policies, economic constraints, and budgetary limitations. Fapohunda (2012) points out that pay satisfaction is generally low in both public and private universities in Nigeria, with private institutions often offering better pay packages and promotion prospects, indicating a disparity that likely extends to other sectors.

This disparity becomes more pronounced when considering the different departments and hierarchical levels within local government entities. For instance, departments focused on public welfare or infrastructure may have different funding and, consequently, varying levels of pay satisfaction compared to more administrative departments. This variance is crucial in understanding the overall job-related attitudes of local government employees.

Additionally, in Nigerian local governments, there is a notable difference in pay satisfaction between various hierarchical levels. Higher-level positions often come with better remuneration and benefits, leading to a disparity in pay satisfaction across the organizational hierarchy. This contrasts with the private sector in Nigeria, where pay structures are more flexible and often more closely linked to market trends and individual performance, as illustrated by Aderemi and Alley (2019), who observed a smaller gender pay gap in the public sector due to factors such as educational qualifications and income streams.

The study, therefore, aims to explore how pay satisfaction and mentoring, set against this backdrop of the Nigerian public sector, particularly in local government, influence job-related attitudes. The focus is to shed light on the complexities of pay satisfaction and mentoring within this specific context, providing insights that contrast with the predominant focus on private sector scenarios in existing literature.

### Statement of research problem

The productivity of employees in any organization is closely tied to their attitudes at work. This connection underscores the importance of efforts aimed at improving employees' attitudes, which benefits not only the organization's profitability but also the employees' personal development (Asekun, 2015; Oluwabusayo et al., 2014b; Suleiman, 2013). Among the key factors influencing work attitude in organizations are mentoring and pay satisfaction.

Employee satisfaction plays a pivotal role in organizational success. Satisfied employees tend to achieve a better work-life balance, exhibit higher productivity, and demonstrate greater loyalty to their employers (Adamchik et al., 2022; Asekun, 2015; Oluwabusayo et al., 2014a; Cook & Selltiz, 1964). Several factors contribute to employee satisfaction, including adequate remuneration, a conducive work environment, effective organizational leadership, opportunities for career growth, and promotions (Ojo et al., 2020; Yusuf et al., 2022).

However, there is a noticeable gap in the literature regarding the attitudes of local government employees in Nigeria, particularly in Osun State. While previous studies have explored attitudes towards work among private sector employees (Asekun, 2015) and federal government employees (Oluwabusayo et al., 2014a), the specific context of local government employees remains under-researched. This gap is especially significant considering the different challenges and dynamics that local government workers face compared to their counterparts in other sectors.

Furthermore, mentoring, a critical factor in enhancing employee commitment, retention, and motivation, has not been sufficiently explored within the Nigerian context. While the impact of remuneration and pay satisfaction on work attitudes has been studied (Booth-Kewley et al., 2017; Kalyal & Saha, 2008), the role of mentoring in shaping the job-related attitudes of local government employees in Nigeria remains largely uninvestigated.

Therefore, this study aims to fill these gaps by investigating how pay satisfaction and mentoring influence job-related attitudes among local government employees in Osun State. This research will not only contribute to academic knowledge but also provide valuable insights for human resource management practices in organizations, particularly within the unique context of Nigerian local government.

### Research questions

This study provide answers to the following questions:

1. Are there significant relationships between pay satisfaction and job-related attitudes among local government workers in Osun State?
2. Does mentoring significantly influence job-related attitudes among local government workers in Osun State?

3. Does pay satisfaction and mentoring significantly influence job-related attitudes among local government workers in Osun State?

### **Research objectives**

The main aim of this study is to investigate the relationships between pay satisfaction, mentoring and attitude towards work among local government workers in Osun State. To achieve this aim, the following specific objectives were set for the research questions:

- to assess the relationships between the level of pay satisfaction and job-related attitude among local government workers in Osun State;
- to investigate whether the type of mentoring has a significant influence on job-related attitudes among local government workers in Osun State; and
- to determine whether pay satisfaction and mentoring significantly influence job-related attitudes among local government workers in Osun State.

### **Research hypotheses**

The study postulated three hypotheses, *viz.*:

1. The pay satisfaction level of the respondents based on their pay level, salary raise, and benefits will significantly influence self-confidence, perceived fairness, and cooperation dimensions of job-related attitude among local government employees in Osun State.
2. Mentoring will significantly influence self-confidence and cooperation dimensions of job-related attitudes among local government employees in Osun State.
3. Pay satisfaction and mentoring will significantly influence job-related attitudes among local government workers in Osun State.

### **Literature review**

#### **Expectancy Theory**

Victor Vroom (1964) formally introduced this theory into psychological research. The theory has been around since the 1930s. It is a cognitive theory that holds that an employee makes decisions in a way that results in the desired pay because he is a rational decision-maker. It is assumed that people are aware of the potential outcomes of their actions and that how well they perform will affect these outcomes. Vroom argued that the strength of an expectation that action would result in a particular result is a function of the strength of a tendency to act in a certain way.

This theory is used as a framework for employees' attitudes towards work. This theory succinctly explains why some workers would not engage in extra efforts on their job but only do the minimum necessary to get by since they know they would not be rewarded for such extra effort. The theory has three major components: 1) efforts – performance relationship, i.e. the tendency that the individual exerting an amount of effort will lead to performance; 2) performance – reward relationship, i.e. the extent to which the worker believes that carrying out a particular task would bring about the achievement of a desired outcome; and 3) reward – personal goals relationship, i.e. the extent to which organisational rewards make an individual's need become satisfied, as well as help achieve their personal goals. This theory explains that employees have internalised expectations for doing their jobs effectively, and these expectations include good financial remuneration, promotions and other benefits.

### **The Discrepancy Model**

The discrepancy model by Lawler and Suttle (1973) posits that there is a gap between an employee's perceived or expected payment based on inputted effort and the actual pay the employee is getting. The individual is content with his pay when he believes his perceived pay equals the pay he should receive. He is dissatisfied with his pay if the amount he believes he is entitled to is less than what he perceives as his pay outcome. However, if his perceived pay outcome exceeds the amount he believes he should receive, he may feel guilty, unjustified, and uneasy. The model can be dichotomised into two categories: job inputs and job outcomes. Perceived personal inputs and perceived job characteristics make up the job inputs, determining how much the individual believes he should be paid.

Actual pay and perceived non-monetary results are part of the job outcomes, and these two factors together influence how much the employee feels he is being paid. The employee's wage history and perception of the other person as a referent influence the perceptions above. Employees do this because they measure their performance and rewards against those of others. This idea is included in Lawler and Suttle's model to highlight that workers judge their inputs and results by contrasting them with those of others. According to the model, this perception directly influences one's satisfaction or dissatisfaction with their pay. Lawler and Suttle (1973) also mentioned some other conditions.

### **Social Learning Theory**

Albert Bandura's (1977) social learning theory is widely recognised for modelling, leadership, and behaviour modification. The theory is also applicable to mentoring in the workplace. The theory posits that individuals learn by imitation

or by modelling. Mentoring in the workplace is a consistent and intentional career development plan for employees to improve their skills, knowledge and experience, usually given by another employee(s) within the same organisation.

Bandura's social learning theory strongly emphasises the value of observing, modelling, and copying other people's behaviours, attitudes, and emotional responses. Social learning theory explains how environmental and cognitive factors affect human learning and behaviour. Bandura agreed with the behavioural theorists that there is a mediating process between stimulus and response; that is, there is a person within an organisation that other employees can see as an example of what to do and what not to do.

Bandura also agreed with the behavioural theory on the premise of observational learning. Behavioural theory posits that behaviour is learned from the environment. This became a bedrock for the social learning theory. In the context of the current study, mentoring will allow employees to gain experience, tacit knowledge, and skills from more experienced colleagues within their organisation, necessary for a seamless quality contribution towards the organisational objective (Bandura, 1977).

## **Empirical review**

### **Job-related attitude and pay satisfaction**

How employees are compensated and rewarded determines the viability and survival of any organisation (Lawler & Suttle, 1973). The reward system and inspiring incentives will influence the level of commitment and attitude of employees. Poor incentive plans have significantly impacted employees' commitment and productivity, as noted by Dixit and Bhati (2012). However, employers of labour must have a thorough understanding of what motivates employees to perform efficiently and reward them accordingly for any organisation to achieve its goals in a competitive society (Mueller et al., 2011). Additionally, it is important to motivate employees through effective incentive schemes and reward programs because doing so will inevitably encourage them to take the initiative and approach their work properly.

Although pay satisfaction is important to employees, each employee's level of importance varies. A quick literature review suggests that pay satisfaction and unproductive work behaviour have not received enough attention. Saqib Usman et al. (2013) are among the few studies that have confirmed the importance of pay or salary satisfaction in workers' attitudes toward their jobs. Similarly, Fapohunda (2012) looked into pay disparity and pay satisfaction in public and private universities and found that private university employees were more satisfied with their pay than their counterparts at public universities. Olonade et al. (2022) also argued that reward system is of the major factor in human resource management practices, which significantly influenced the level of engagement of the employee in an organization.

### **Job-related attitude and mentoring**

Among the few studies that specifically addressed the relationships between work/job-related attitudes and mentoring are Brandau et al. (2017) and Okurame (2009). These scholars opined that mentoring within an organisational workframe can be pivotal for many other positive outputs while lacking it can be economically costly. Okurame (2009) sampled 161 participants using the healthcare industry sector to ascertain a hypothesis suggesting mentoring as a predictor variable for work-related attitude. The study was conducted in a south-western health institution, and analysis of collected data showed that mentoring in all dimensions had significant relationships with work-related attitudes. This strongly informed the hypothesis of this current study that predicted an existing relationship between mentoring and job-related attitude.

However, in the submission of Brandau et al. (2017), the researchers were more focused on the conceptualisation of mentoring but acknowledged that mentoring might be a strong determinant of factors such as satisfaction, commitment, attitude, and employee relationship. The direction of relationships was, however, not specified. This further showed that there had been little empirical documentation on the relationships between mentoring and job-related attitude, hence the current study.

Studies have identified key factors influencing employee attitudes towards their job (Moyer et al., 2018; Asekun, 2015; Oluwabusayo et al., 2014b; Cook & Selltiz, 1964). Most of these studies have established the significant role of pay satisfaction on attitude towards work. However, there seems to be limited information on how much mentoring may influence job-related attitudes (Moyer et al., 2018; Asekun, 2015; Oluwabusayo et al., 2014a; Cook & Selltiz, 1964). Furthermore, the few studies that conceptualised mentoring under coaching and career development have done so with employees of private-owned organisations as the study population (Asekun, 2015; Oluwabusayo et al., 2014a; Cook & Selltiz, 1964), there is therefore, a need to assess the influence this variable (mentoring) has on job-related attitudes of employees from government establishments such as local government employees.

On a global scale, job-related attitudes have been given research focus as early as the 19<sup>th</sup> century, as submitted by Judge et al. (2017). Also, in their article "Job Attitudes and Performance During Three Career Stages", Slocum and Cron (1985) built on the theoretical tenet of Super (1957) in *The Psychology of Careers*, where three distinct career stages were theorised to be significant career stages for individuals. The significance of job-related attitudes has continued to retain research attention, and many studies were highlighted in the study background section.

The factors that influence job-related attitudes have also received adequate research attention. But historically, the earliest contributing factors include job attachment and satisfaction (Koch & Steers, 1978), locus of control (Coovert & Goldstein, 1980), work environment (Judge et al., 2017) and so on. These scholars have established a relationship between job-related attitudes and other variables. Seeing,

however, that external factors such as type of leadership, training, organisational structure, work environment, and remuneration all have a significant relationship with the job-related attitude of employees, it is important, therefore, to explore more of these factors, especially those that have received less research attention such as mentoring. In addition, further studies may focus on more internal drives such as locus of control, self-efficacy, burnout threshold, etc.

## **Research methods**

### **Research design**

The research design adopted for this study was a descriptive survey design. The variables under investigation are job-related attitudes as the dependent variable and pay satisfaction and mentoring as the independent variable. Quantitative approaches were used to collect and measure data numerically to obtain vivid descriptions. This study was based on the positivism philosophy. This approach was adopted because positivism is a scientific technique based on an empirical study that allows for formulating and testing diverse ideas, such as hypotheses and goals. It is possible to predict the future by looking back at what has been seen and explained in the past.

### **Sample**

This study's target population consists of all the local government employees in Osun State. According to the data collected from the ministry of local government, there were 11,500 workers in all the local government councils (Ministry of Local Government, 2022). This study adopted a multi-stage sampling procedure. In the first stage, the 30 local government areas (LGAs) in Osun State were stratified into three based on their senatorial districts: East, West, and Central Senatorial Districts. However, two Local Government Areas were selected from each senatorial district, making six LGAs to be sampled for this study. In the second stage, purposive sampling was employed to select the most populated LGAs with the most LGA employees. In the third and final stage, convenience sampling was used to select study participants who were available and consented to participate. A total of 210 questionnaires were administered, and 196 were retrieved for the study.

### **Measures**

The main instrument used for the study was a questionnaire. The questionnaire consists of 4 sections. Section A was self-designed, containing socio-demographic information, Section B contained information on Job-related attitude, Section C was on Pay Satisfaction, and Section D measured Mentoring. Efforts were made to

culturally adapt the questionnaire scales by making a few editing to ensure international comparability and adapting it to fit the strategic and cultural context on the other (a copy of the questionnaire, see Appendix 1).

#### **Job-related attitude scale**

The job-related attitude was measured using the 35-item Work Opinion scale developed by Johnson et al. (1984). The instrument was designed to measure five job-related attitudes, which include “cooperation”, “self-confidence”, “maturity”, “job security”, and “perceived fairness” scored on a five-point Likert scale ranging from *strongly disagree* (SD), to *strongly agree* (SA). The reliability coefficient of the instrument ranged from .66 to .87. cooperation (.66), self-confidence (.72), maturity (.74), job security (.75), and perceived fairness (.87).

#### **Pay satisfaction scale**

The pay Satisfaction Questionnaire (PSQ), developed by Heneman and Schwab (1985), reported a reliability Coefficient of .88. It was a 17-item, four dimension scale, which was scored on a five-point Likert scale ranging from very dissatisfied (VD), to very satisfied (VS).

#### **Mentoring scale (MS)**

The Mentoring Sale designed by Brandau et al. (2017) was adapted and used to construct a 13-item instrument to measure the type of mentoring in this study. It was scored on a five-point Likert scale ranging from *strongly disagree* (SD), to *strongly agree* (SA). The dimensions being measured are “professional support”, “collegiality”, “working levels”, “confidence”, and “directiveness”. According to the authors, the Cronbach Alpha for the dimensions ranged between .61 and .91.

#### **Data analysis**

The data were analysed using Statistical Package for the Social Science (SPSS). The Data collected was subjected to inferential and descriptive statistics. Specifically, demographic information was analysed using the simple percentage frequency counts for demographic information, while Regression Analysis were used to test hypotheses. All hypotheses were tested at the 0.05 alpha level. The study uses a significance level of 0.01 for hypothesis testing, following the convention in social science research (Creswell, 2014). This threshold indicates that results with a *p*-value less than 0.01 are considered statistically significant, suggesting a low probability that the observed effects are due to chance.

## Results

**Table 1.** Summary of descriptive statistics showing the socio-demographic characteristics of respondents

| Variable                | Number | Percentage |
|-------------------------|--------|------------|
| <i>Age</i>              |        |            |
| 20–39                   | 94     | 48         |
| 40–59                   | 98     | 50         |
| 60 and above            | 4      | 2          |
| Total                   | 196    | 100        |
| <i>Sex</i>              |        |            |
| Male                    | 102    | 52         |
| Female                  | 94     | 48         |
| Total                   | 196    | 100        |
| <i>Local government</i> |        |            |
| Ede North               | 34     | 17.3       |
| Egbedore                | 24     | 12.2       |
| Ife North               | 36     | 18.4       |
| Ife Central             | 36     | 18.4       |
| Osogbo                  | 32     | 16.3       |
| Irepodun                | 34     | 17.3       |
| Total                   | 196    | 100        |

Source: Authors' own study.

Table 1 shows that the respondents were evenly distributed across age, sex, and local governments. Most respondents (98%) were between 20 and 59, with 48% aged between 20–39 and 50% between 40–59. Only 2% of respondents were aged 60 and above. This age distribution suggests that the study population predominantly comprises individuals in their prime working years, consistent with previous studies on public sector employees (Agyeman, 2018). In addition, the sample consisted of 52% male and 48% female respondents, indicating a nearly equal representation of both genders. This balanced gender distribution is crucial for understanding the influence of pay satisfaction and mentoring on job-related attitudes, as previous research has indicated that gender differences may affect perceptions of equity and mentoring experiences (King et al., 2012). Finally, the respondents were spread across six local government areas, with each area contributing between 12.2 and 18.4% of the total sample. This distribution ensures that the study captures diverse experiences and perspectives from employees across Osun State, which is important for the generalizability of the findings.

The findings from this study hold significant implications for policymakers and practitioners in Osun State, who should prioritise and improve pay satisfaction and mentoring programs to foster positive job-related attitudes and enhance the overall performance of local government employees. Furthermore, by considering the socio-demographic characteristics of employees, policies and programs can be tailored to address the specific needs and expectations of different age groups, genders, and local government contexts.

### Test of hypotheses

**Hypothesis One:** The pay satisfaction level of the respondents, based on their pay level, salary raise, and benefits, will have a significant influence on self-confidence, perceived fairness, and cooperation dimensions of job-related attitude among local government employees in Osun State.

**Table 2.** Summary of regression analysis showing the influence of pay satisfaction on job-related attitude

| Variables        | <i>N</i> | <i>R</i> <sup>2</sup> | <i>R</i> | <i>df</i> | <i>F</i> | <i>P</i> |
|------------------|----------|-----------------------|----------|-----------|----------|----------|
| Pay satisfaction | 195      | 0.084                 | 0.29**   | 1         | 8.81     | .01      |

*N* = number of participants, *r* = correlation coefficient. The dependent variable is job-related attitude.

Source: Authors' own study.

Table 2 presents a regression analysis examining the influence of pay satisfaction on job-related attitudes among local government employees. The dependent variable in this analysis is the job-related attitude, while pay satisfaction is the independent variable. The regression analysis shows that pay satisfaction has a significant influence on job-related attitudes among the 195 participants in the study. The *R*<sup>2</sup> value of 0.084 indicates that 8.4% of the variance in job-related attitudes can be explained by pay satisfaction. In addition, the correlation coefficient (*r*) of 0.29 suggests a positive relationship between pay satisfaction and job-related attitudes, meaning that as pay satisfaction increases, job-related attitudes also tend to improve. Finally, the *F*-statistic (*F*) of 8.81 and a *p*-value (*P*) of .01 indicate that the influence of pay satisfaction on job-related attitudes is statistically significant at the 1% level of significance (*p* < .01). This means that there is a less than 1% chance that the observed relationship between pay satisfaction and job-related attitudes is due to random error or chance.

In conclusion, the regression analysis provides evidence that pays satisfaction significantly influences job-related attitudes among local government employees in Osun State. This finding underscores the importance of ensuring employees perceive their pay as fair and equitable, as higher pay satisfaction is associated with more positive job-related attitudes.

**Hypothesis Two:** Mentoring will significantly influence self-confidence and cooperation dimensions of job-related attitudes among local government employees in Osun State.

**Table 3.** Summary of regression analysis showing the influence of mentoring on self-confidence and cooperation dimensions of job-related attitude

| Variables                     | <i>N</i> | <i>R</i> <sup>2</sup> | <i>df</i> | <i>F</i> | <i>P</i> |
|-------------------------------|----------|-----------------------|-----------|----------|----------|
| Mentoring and cooperation     | 195      | 0.132                 | 1         | 14.62    | .01      |
| Mentoring and self-confidence | 195      | 0.083                 | 1         | 8.64     | .01      |

*N* = number of participants, Dependent variables are the job-related attitude, cooperation and self-confidence dimensions.

Source: Authors' own study.

Table 3 presents the results of a regression analysis examining the influence of mentoring on the self-confidence and cooperation dimensions of job-related attitudes among local government employees in Osun State. The dependent variables in this analysis are cooperation and self-confidence, both dimensions of job-related attitudes, while mentoring is the independent variable.

The regression analysis shows that mentoring significantly influences the cooperation dimension of job-related attitudes among the 195 participants. The  $R^2$  value of 0.132 indicates that 13.2% of the variance in the cooperation dimension can be explained by mentoring. Furthermore, the  $F$ -statistic ( $F$ ) of 14.62 and a  $p$ -value ( $P$ ) of .01 indicate that the influence of mentoring on cooperation is statistically significant at the 1% level of significance ( $p < .01$ ). This suggests that effective mentoring programs can enhance employees' cooperation with colleagues and superiors at work.

Similarly, the analysis reveals that mentoring significantly influences the self-confidence dimension of job-related attitudes among the participants. The  $R^2$  value of 0.083 indicates that 8.3% of the variance in self-confidence can be explained by mentoring. Furthermore, the  $F$ -statistic ( $F$ ) of 8.64 and a  $p$ -value ( $P$ ) of .01 indicate that the influence of mentoring on self-confidence is also statistically significant at the 1% level of significance ( $p < .01$ ). This finding suggests that effective mentoring programs can contribute to boosting employees' self-confidence in their job roles.

In conclusion, the results support Hypothesis Two, demonstrating that mentoring significantly influences the self-confidence and cooperation dimensions of job-related attitudes among local government employees in Osun State. Furthermore, these findings highlight the importance of implementing effective mentoring programs to enhance employees' self-confidence and cooperation, ultimately improving job-related attitudes and overall performance.

**Hypothesis Three:** Pay satisfaction and mentoring will have a significant joint influence on job-related attitudes among local government workers in Osun State.

**Table 4.** Summary of multiple regression analysis showing the joint influence of mentoring and pay satisfaction on job-related attitude

| Predictors       | $\beta$ | 95% CI |      | $R^2$ | $F$  | $P$ |
|------------------|---------|--------|------|-------|------|-----|
|                  |         | LL     | UL   |       |      |     |
| Mentoring        | 0.32    | 0.22   | 0.96 | 0.17  | 9.71 | .01 |
| Pay satisfaction | 0.17    | -0.04  | 0.53 |       |      |     |

CI = confidence intervals, LL = lower limit, UL = upper limit,  $N = 98$

Source: Authors' own study.

Table 4 presents a multiple regression analysis examining the joint influence of mentoring and pay satisfaction on job-related attitudes among local government workers in Osun State. Hypothesis Three posits that pay satisfaction and mentoring will significantly influence job-related attitudes among local government employees in Osun State.

The results in Table 4 show that both mentoring and pay satisfaction have independent and joint significant influences on job-related attitudes [ $F(1, 97) = 9.71, \beta(0.32, 0.17), p < .01, R^2 = 0.17$ ]. The standardized regression coefficients ( $\beta$ ) for mentoring (0.32) and pay satisfaction (0.17) indicate that mentoring has a stronger influence on job-related attitudes than pay satisfaction. The adjusted  $R^2$  value of 0.17 suggests that the combined influence of mentoring and pay satisfaction can explain 17% of the variance in job-related attitudes. This finding implies that employees typically benefit from mentoring and pay satisfaction to improve their job-related attitudes, although mentoring appears to contribute more to their attitudes towards work.

In conclusion, Hypothesis Three is supported, demonstrating that pay satisfaction and mentoring significantly influence job-related attitudes among local government workers in Osun State. Furthermore, these findings underscore the importance of prioritising and enhancing pay satisfaction and mentoring programs to foster positive job-related attitudes and improve employee performance.

## Discussions

The findings of this study align with those of previous research, further emphasising the importance of pay satisfaction and mentoring in shaping job-related attitudes among employees. Our results show that both pay satisfaction and mentoring have independent and joint significant influences on job-related attitudes, with mentoring having a stronger impact than pay satisfaction. This section will compare these findings to those of other authors and assess or critique previous findings and statistical analyses.

Pay satisfaction has long been crucial in shaping employee attitudes and behaviours. Our findings, which show a significant relationship between pay satisfaction and job-related attitudes, are consistent with those of Judge et al. (2010), who found that pay satisfaction positively influenced job satisfaction, organisational commitment, and turnover intentions. Furthermore, this finding corroborated the submission of Adamchik et al. (2022), who submitted that employees usually create a more balanced approach toward work when they are satisfied with their level of remuneration or pay. Asekun (2015) also noted that pay satisfaction aids productivity, but the moderator of this relationship includes their attitude towards work. Furthermore, Oluwabusayo et al. (2014b) stressed that pay satisfaction predicts loyalty, a form of positive job-related attitude. However, the study extends this previous research by examining the joint influence of pay satisfaction and mentoring on job-related attitudes, offering a more comprehensive understanding of the factors that contribute to positive employee outcomes.

Mentoring has also been widely studied for its impact on employee attitudes and performance. Our results support the findings of previous studies, such as that of Allen et al. (2004), who found that mentoring positively affected various aspects of job-related attitudes, including job satisfaction, organisational commitment, and

career success. This aligns with the study of Brandau et al. (2017). It also tandem the report of Okurame (2009), positing that how well employees are supported through mentoring will significantly determine their commitment and attitude towards their jobs. Furthermore, Okurame (2009) stated in their study that mentoring independently influences job/work attitude and could increase the chances that other variables with mentoring influence job-related attitude. However, our study differs from previous research by demonstrating the relative importance of mentoring compared to pay satisfaction, suggesting that effective mentoring programs may have an even greater impact on employee attitudes than previously recognised.

While our findings support and extend those of previous studies, it is worth noting that the  $R^2$  values in our analyses are relatively low, indicating that a substantial proportion of the variance in job-related attitudes remains unexplained. This aligns with the study of Brandau et al. (2017). It also tandem the report of Okurame (2009), positing that how well employees are supported through mentoring will significantly determine their commitment and attitude towards their jobs. Furthermore, Okurame (2009) stated in their study that mentoring independently influences job/work attitude and could increase the chances that other variables with mentoring influence job-related attitude. This suggests that other factors, beyond pay satisfaction and mentoring, also shape employee attitudes.

In conclusion, the study confirms and extends previous research findings, highlighting the importance of pay satisfaction and mentoring in shaping job-related attitudes among local government employees. In addition, by comparing our findings to those of other authors, we have assessed and critiqued previous findings and statistical analyses, providing valuable insights for policymakers and practitioners seeking to improve employment outcomes in the public sector.

## Conclusions

Based on the findings of this study, it was concluded that a job-related attitude is significantly influenced by how satisfied employees are with their pay. The study also concluded that mentoring independently affects the attitude of employees towards their job among the study population. Also, when combined with pay satisfaction, both mentoring and pay satisfaction significantly influence the attitude of the local government employees towards their jobs in Osun State.

Based on the findings of this study, it is recommended that:

1. The government of Osun state should create a mentoring structure that allows local government employees to be supported across all levels, as this will greatly influence their attitudes positively towards their jobs.

2. Agencies saddled with employee welfare within the state should improve the pay structure of local government employees as this will help improve the employees' current level of commitment and attitude towards work.

3. Further research will be conducted on the relationships between pay satisfaction and mentoring across dimensions and among other populations, such as early school educators and state government employees at the entry-level level.

### **Contribution to knowledge and future studies**

The study contributed to the body of knowledge in the following ways: the study's findings will assist the government in evaluating pay satisfaction and mentoring, and the study discovered that the stated factors contribute to job-related attitudes. Undertaking the study, pay satisfaction and mentoring on job-related attitudes were explored. This added value to the past findings and gave users information and a deeper understanding of the need for enhancing pay satisfaction and mentoring to improve job-related attitudes. The study also offered a logical ground on which empirical indicators and hypotheses could be identified and tested to verify the theories. It contributed to the body of knowledge and other researchers, as they can appreciate the effects of the stated factors and inspire similar and further research in other areas. Moreover, the study contributed to the existing literature on job-related attitudes.

This study's scope, while offering valuable insights into the influence of pay satisfaction and mentoring on job-related attitudes among local government employees, is geographically limited to Osun State, Nigeria. This constraint implies that the findings may not be fully representative or applicable to other regions with different socio-economic and cultural dynamics. Additionally, the research primarily focuses on pay satisfaction and mentoring as key factors, potentially overlooking other significant variables that might impact job-related attitudes. Critical aspects such as work-life balance, job security, and organizational culture, which are also vital in shaping employees' perspectives and experiences, were not explored in depth. This limitation suggests that while the study provides important findings within its defined parameters, there are broader dimensions of employee attitudes in the public sector that warrant further investigation.

The study sought to determine the influence of pay satisfaction and mentoring on job-related attitudes among local government employees across Osun State. Thus, areas for further studies could consider other private sectors to compare the findings with those of the current study. The study used four variables: pay satisfaction and mentoring, the only variables that influence job-related attitudes. Future studies can incorporate other variables like employee training, development, and career management since they can influence job-related attitudes. In addition, future research could explore additional variables, such as organisational culture, job characteristics, and leadership styles, to better understand the factors that influence job-related attitudes among local government employees.

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## Appendix 1

### *Questionnaire on Influence of Pay Satisfaction and Mentoring on Job-Related Attitudes*

#### Section A

LGA \_\_\_\_\_

Level/Rank \_\_\_\_\_

Sex \_\_\_\_\_

Age \_\_\_\_\_

Work Experience (years) \_\_\_\_\_

#### Section B (Job-Related Attitude Scale)

Please tick the boxes to the right on each question item. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

| No.             | Items  | SD | D | N | A | SA |
|-----------------|--|----|---|---|---|----|
| Cooperation     |  |    |   |   |   |    |
| 1               | It's nice to be important, but more important to be nice   |    |   |   |   |    |
| 2               | I would feel terrible if I hurt someone's feelings   |    |   |   |   |    |
| 3               | I give money to charity  |    |   |   |   |    |
| 4               | I always try to help others  |    |   |   |   |    |
| 5               | I care more about other people than I do about myself  |    |   |   |   |    |
| 6               | I really care about how others feel  |    |   |   |   |    |
| 7               | People at work think that I am kind and helpful  |    |   |   |   |    |
| 8               | I am kind to people  |    |   |   |   |    |
| Self-Confidence |  |    |   |   |   |    |
| 9               | It is important to have a job that means something   |    |   |   |   |    |
| 10              | I am good at my job  |    |   |   |   |    |
| 11              | Being on time to my job is important to me   |    |   |   |   |    |
| 12              | I am a good worker   |    |   |   |   |    |
| 13              | I know I can succeed at work   |    |   |   |   |    |
| 14              | I am confident on the job  |    |   |   |   |    |
| Maturity        |  |    |   |   |   |    |
| 15              | I would do almost any kind of work to get money  |    |   |   |   |    |
| 16              | Money is the most important reason for working   |    |   |   |   |    |
| 17              | I admire people who "get by" without working   |    |   |   |   |    |
| 18              | Supervisors are too bossy  |    |   |   |   |    |
| 19              | The only good job is one that pays a lot of money  |    |   |   |   |    |
| Security        |  |    |   |   |   |    |
| 20              | The thought of getting fired really scares me  |    |   |   |   |    |
| 21              | I am worried about the possibility of being fired  |    |   |   |   |    |
| 22              | Working hard would keep me from getting fired  |    |   |   |   |    |
| 23              | If I get fired, I will not know how to tell people   |    |   |   |   |    |
| 24              | If I do good work, my job would be safe  |    |   |   |   |    |
| 25              | I am so worried that I would do almost anything to keep my job   |    |   |   |   |    |
| 26              | I am worried about the disgrace of being fired   |    |   |   |   |    |
| Fairness        |  |    |   |   |   |    |
| 27              | If something goes wrong on the job, I get blamed   |    |   |   |   |    |
| 28              | Accidents at work are the fault of the supervisor, not the workers   |    |   |   |   |    |
| 29              | No one seems to notice when other people do things wrong on the job; usually, I'm the only one who gets caught |    |   |   |   |    |
| 30              | On the job, I don't get credit for what I do right, only blame when I make a mistake                           |    |   |   |   |    |
| 31              | Supervisors are unfair to me   |    |   |   |   |    |
| 32              | Other people get credit for my work  |    |   |   |   |    |
| 33              | The people I work with do not realise how hard I work  |    |   |   |   |    |
| 34              | I get blamed at work for things that are not my fault  |    |   |   |   |    |

## Section C (Pay Satisfaction Scale)

Please tick the boxes to the right on each question item. VD = Very Dissatisfied, D = Dissatisfied, N = Neither satisfied nor dissatisfied, S = Satisfied, VS = Very Satisfied

| No.                      | Item   | VD | D | N | S | VS |
|--------------------------|--|----|---|---|---|----|
| Level                    |  |    |   |   |   |    |
| 1                        | My take-home pay   |    |   |   |   |    |
| 2                        | My current salary  |    |   |   |   |    |
| 3                        | My overall level of pay  |    |   |   |   |    |
| Benefits                 |  |    |   |   |   |    |
| 4                        | My benefit package   |    |   |   |   |    |
| 5                        | The value of my benefits   |    |   |   |   |    |
| 6                        | The number of benefits I receive                                   |    |   |   |   |    |
| Raise                    |  |    |   |   |   |    |
| 9                        | My most recent raise   |    |   |   |   |    |
| 10                       | The raises I have typically received in the past                   |    |   |   |   |    |
| 11                       | How my raises are determined                                       |    |   |   |   |    |
| Structure/Administration |  |    |   |   |   |    |
| 13                       | The Local Government pay structure                                 |    |   |   |   |    |
| 14                       | Information the government gives about pay issues of concern to me |    |   |   |   |    |
| 15                       | Pay for other jobs in the service                                  |    |   |   |   |    |
| 16                       | Consistency of the Government pay policies                         |    |   |   |   |    |
| 17                       | How the Government administers pay                                 |    |   |   |   |    |

Section D (Mentoring Scale)

Please tick the boxes to the right on each question item. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

| No.                             | Item  | SD | D | N | A | SA |
|---------------------------------|---|----|---|---|---|----|
| Professional Support            |   |    |   |   |   |    |
| I have a mentor that showed me: |   |    |   |   |   |    |
| 1                               | My mentor showed me necessary development steps specific to my strengths and weaknesses         |    |   |   |   |    |
| 2                               | My mentor often share resources that could help me on my job                                    |    |   |   |   |    |
| 3                               | I can call my mentor freely to ask for professional support                                     |    |   |   |   |    |
| Collegiality                    |   |    |   |   |   |    |
| 4                               | My mentor treated me as an equal partner  |    |   |   |   |    |
| 5                               | Senior staff in my Local Government Area treat their mentee/junior colleagues fairly            |    |   |   |   |    |
| 6                               | My mentor treat me with respect   |    |   |   |   |    |
| Working Levels                  |   |    |   |   |   |    |
| 7                               | Through the meetings with my superior/mentor, I was able to reflect my future professional role |    |   |   |   |    |
| 8                               | Mentors in our Local Government Area motivates us positively                                    |    |   |   |   |    |
| 9                               | Mentors/Superiors in this LGA show us by example  |    |   |   |   |    |
| Confidence                      |   |    |   |   |   |    |
| 10                              | My mentor allowed me to act independently in critical situations                                |    |   |   |   |    |
| 11                              | Our superiors lets us handle technical jobs on their behalf                                     |    |   |   |   |    |
| Directiveness                   |   |    |   |   |   |    |
| 12                              | My mentor usually gives me guidelines during the preparation                                    |    |   |   |   |    |
| 13                              | What I am to do are mostly stipulated by my mentor/superior                                     |    |   |   |   |    |