

Factors Affecting Job Satisfaction of Academics at Tertiary Level Educational Institution

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Abstract- Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance methods include job rotation, job enlargement and job enrichment. A successful business organization normally considers the average employees as the primary source of productivity gains. For such organization, satisfied employees are the assets.

There are a variety of factors that can influence a person's level of job satisfaction. The research sample has 30 respondents. Each of the participants responded to questionnaires which included questions about demographics, extrinsic factors, intrinsic factors, performance factors and job satisfaction. The data was analyzed using the Statistical Package for the Social Science (SPSS) Graduated pack 17.0. Pearson's Product-Moment Correlation was used to determine the correlation between the job satisfaction factors, extrinsic factors, intrinsic factors and performance factors. The outcome of the study supports that extrinsic factors, intrinsic factors and performance factors has greater influence on job satisfaction of the academics in tertiary level educational institutions. The results indicate those employees are dissatisfied with Payments, Promotions, Supervision, Training, Respect and Responsibility and Meaningful Work.

IndexTerms—Job Satisfaction, Extrinsic Factors, Intrinsic Factors

I. INTRODUCTION

Employees are one of the most important determinants and leading factors that determine the success of an organization in a competitive environment. This is especially true for service organizations that are rely heavily on their good behaved employees to provide friendly and courteous services to their customers in this competitive environment. To increase the job satisfaction, first of all, management of an organization has to know clearly whether their employees are satisfied with their job or not and how much is the extent of their job satisfaction.

The important of job satisfaction among the employees of organization and institutes goes back to the second half of the 20th century, with appearance of Maslow's theory (1956). Since then, researchers have given deep consideration to the matters and various analytical studies have been undertaken. The movements towards human relationships shed more light on the importance of the morale and improvement of the work conditions for the employees of organizations and institutions aiming at increasing productivity.

Therefore, satisfaction can be classified as a "person's feelings of pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectations" (Kotler, 2003). Hence, job satisfaction being source of relief of tension caused by the gap

between the expectations of the individual and unmet needs. It soaps up the apprehension of job dissatisfaction and factors associated with it thus helping the Managers to beacon employees' activities in a desired direction. In an organization the morale of the employees is considered to be deciding factor in the organization's efficiency (Chaudhary and Banerjee, 2004). It is justifiable to say that improving job satisfaction; managers, supervisors, human resource specialists, employees, and citizens in general are concerned (Cranny et al., 1992). In order to evaluate employee's work performance, the manager must consider employee job satisfaction because employee job satisfaction is related to employee service quality and employee work performance.

This study focuses on exploring the factors that might affect the job satisfaction of the academic staff and how satisfied academic staff with their job and what leads to their level of satisfaction. To find out the results for the study, questionnaires were delivered to the 30 permanent academic employees. To evaluate the job satisfaction among the employees, first identified some intrinsic factors, extrinsic factors and work performance factors which can apply to academics. As the extrinsic factors for this study , used Workload , Pay , Promotions , Supervision , Co-workers , Training and as Intrinsic factors used Respect & Responsibility , Task Variety , Meaningful work and as work performance factors used Quality of Work , Quantity of Work. The exploration in this study provides a good opportunity to develop an entire in depth understanding of the underpinning factors contributing to the job satisfaction and dissatisfaction of the academic staff.

II. STATEMENT OF THE PROBLEM

Employee satisfaction is increasing in importance, as the competition for talent is high and still growing. It is not hard for a competitor to compete with individual elements of employment such as salaries and benefits. Boyens (2007) focuses on the reasons of involuntary turnover, voluntary turnover, and promotion for employees to leave a particular company. Furthermore, he says that the two types of turnover are the most devastating for organizations.

The effect of voluntary turnover includes loss of performance, knowledge, expertise, relationship, and loss of the time and resources that it took to train the employee. This leads to a feeling of insecurity and affects the performance of the employees who are left because of the constant disruption of services and too much change which as a result affects the general performance of the company.

People not only used to leave the organizations due to the personal reasons, the main reason is all about the organizational factors.

Absenteeism has long been considered a significant and pervasive problem in within academic institutes. Number of employees are absent for their assigned work. Sometime they inform it beforehand but sometimes they absent without giving prior notice. Absenteeism is causing poor utilization of the employees. It is directly affects to the students and it creates problems to the management. When the employees are absent, the management has to do quick replacement to fill that void. When the absenteeism rate is high organization can't complete the scheduled tasks on time.

Absenteeism not only indicates the physical presence. It starts with the "Mental Absence" of an individual. So the firm has to take this as an important issue before initiating any remedial actions through that and along with the participative management.

And the other thing is the complaint from the students also increasing. Students always complaint about the academic staff to the management and it makes hard for the management to take decisions.

The reason for hypnotizing that the employees' job satisfaction has affected in employee turnover was that a pilot survey was done prior to this study to get the opinions from the employees.

III. OBJECTIVES OF THE STUDY

- To evaluate the extent of job satisfaction in academics
- To identify the factors which influence the job satisfaction of employees
- To identify the factors which improve satisfaction level of employees
- To recommend the strategies to improve the job satisfaction

IV. REVIEW OF LITERATURE

The term job satisfaction is complex and multidimensional in nature. There is considerable amount of literature dealing with its complexity and multiplicity. There is no agreed upon definition of what constitutes job satisfaction. Different attempts have been made to define the term within different perspectives. While De Nobile (2003) defined it as the extent to which a staff member has favorable or positive feelings about work or the work environment, Furnham(1997) and Locke (1976) defined it as positive attitudes or emotional dispositions people may gain from work or through aspects of work. Faragher et al., (2005) added another dimension, by defining it as being the positive emotional reaction and attitudes an individual has towards their job. From these different definitions, we can conclude that the main components of job satisfaction are emotion, attitude and reaction. Conversely, job dissatisfaction, according to Furnham (1997) refers to unhappy or negative feelings about work or the working environment.

Herzberg and his co-workers (1957) argued that the opposite of job satisfaction is not job dissatisfaction, but no satisfaction. Likewise, the opposite of job dissatisfaction is not job satisfaction, but no job dissatisfaction. According to his theory, 'motivators' (e.g. achievement and responsibility), lead to job satisfaction when present, but do not produce

dissatisfaction when absent. These satisfiers are intrinsic factors. Job context features, called 'hygiene' factors, (e.g. company policies, supervision and salary) are called extrinsic factors. They cause dissatisfaction when inadequate but do not cause satisfaction, even when they are present.

In his research with Higher Education lecturers in the UK, Oshagbemi (1996) found that the respondents in his sample rated the satisfaction which they derived from teaching, research and interaction with colleagues highly: between 65 per cent and 80 per cent were satisfied with those aspects of their jobs. The variability in the responses was also low. The satisfaction of respondents with their head of unit's behavior, as well as their physical working conditions was lower. Regarding the satisfaction derived from the heads of the units' supervision, the variability was wide: while some respondents were very satisfied, others were extremely dissatisfied. Dissatisfaction was also found for administrative and managerial tasks, present pay and promotions. Lecturers were satisfied, in rank order from more to less, with teaching, research, and administration. There was also considerable variation among academics in their levels of confidence to do research. Staff from different faculties or institutions may differ significantly in what they consider important for job satisfaction. Kledaras and Joslyn (1992) working with social work academics, determined that the general level of job satisfaction was high at four institutions (all private institutions), moderate at three institutions and low at three institutions. Intrinsic satisfaction relating to the creative and challenging nature of the work was more important than working conditions (e.g. promotion, advancement, workload and salary). However, the level of job satisfaction may be influenced by policies governing the job. Organizational context of the work setting had little impact on job satisfaction. The demographics of the respondents (position, educational level, rank, length of service) revealed no significant relationships with satisfaction.

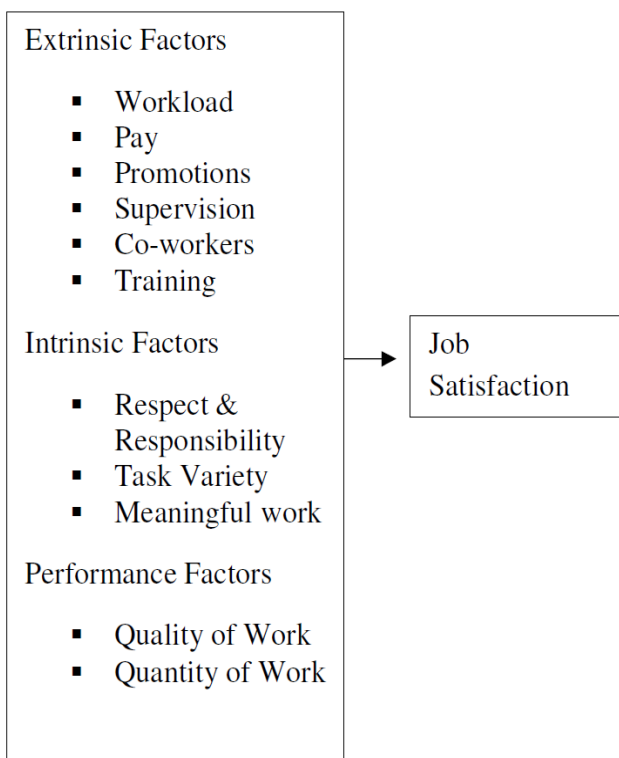
A basic element of turnover has to be job's characteristics. Literature proves that many job related elements are unconditionally related with turnover and satisfaction (Mobley et al., 1979). According to Locke (1969) employees who are dissatisfied with their jobs are more likely to leave than those that are satisfied. Some of the most important factors of that can be considered variables to turnover are age, tenure, job content, and job satisfaction.

Moreover, job satisfaction is generally believed a higher job satisfaction is associated with increased productivity, lower absenteeism, and lower employee turnover (Hackman & Oldham, 1975). Wong (1989) explores the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong. His study affirms that low in teachers' job satisfaction tend to have low level of commitment and productivity. Moreover, teachers respond prepared to leave teaching if a job alternative of offering a higher salary became available.

In other word, lower in teachers' job satisfaction significant predictors of teachers' intention to leave the teaching profession. There is a longstanding interest in the relationship between job satisfaction and turnover, Griffeth, Hom and Gaertner (2000) give precisely a negative association between job satisfaction and staff turnover. In addition, Glance, Hogg and Huberman (1997) mentioned the relationship between turnover and productivity asserted that the lower turnover is

positively correlated with productivity. Amah (2009) stressed that job satisfaction was found to have a direct negative relationship with turnover intention. These results indicate that the effect of job satisfaction on turnover can be enhanced in two ways; namely, when employees find congruence between their job and their self-identity, and when involvement in such jobs enhances their overall life satisfaction. On the other hand, turnover can be considered as cost of running a business. As mentioned by Khilji and Wang (2007) reported that the impacts of labor turnover on a hotel's bottom line could be classified into direct costs and indirect costs. Direct costs are essentially financial consequences that include administrative costs as a result of increased recruitment and training expenditure of new employees.

V. CONCEPTUAL FRAMEWORK



Hypothesis

Hypothesis 1

There is a positive relationship between extrinsic factors and job satisfaction.

Hypothesis 2

There is a positive relationship between intrinsic factors and job satisfaction.

Hypothesis 3

There is a positive relationship between performance factors and job satisfaction.

VI. ANALYSIS AND FINDINGS

The data obtained were analyzed using SPSS for Windows 17.0 program. Descriptive and inferential statistics were used to analyze the data. Pearson-product moment correlations, multiple regression, and hierarchical multiple regression analysis were performed to test the research hypothesis.

Employee Profile

The mean age of respondents was 31 years. Respondents consisted of 63.33 % (n=19) female and 36.66 % (n=11) male academic members. The 6.66 % of respondents had attained a doctorate degree, 73.3 % had master degree and 20% had completed postgraduate diploma. The mean number of years teaching experience of respondents was 4 years.

Employees perception on extrinsic factors, intrinsic factors and performance factors

When analyzing the responses, the extent to which the employees are satisfied with their job is measured by calculating mean and standard deviation of each question under each variable.

Employees are not satisfied with the work that the organization has assigned to them and they are dissatisfied with the degree of payment they receive from the company in return to their contribution. Always employees are looking for the promotions with their working abilities and qualifications. But according to the results it shows that employees are not comfortable or happy with the company promotion scheme. Academics are don't like to the close supervision. They think that academics are educated enough to handle their job. When it's come to co – workers, academics don't give good points or bad points. So it is neutral. Employees think that the management does not offer training opportunities to them. Since academics provides priceless service to the society, they dissatisfied with the degree of respect and responsibilities that receive they receive from the company in return to their contribution. They like to have variety in their job. And they are satisfied the quality and quantity of their work.

Hypothesis Testing

The correlation was used to measure the strength of the relationship between the study variables. A cut-off point of $p < 0.05$ was considered to indicate whether the relationship between the two factors is 'statistically significant'. A practical effect size of r as ($< +/- 0.20$ weak, $< +/- 0.35$ moderate, $< +/- 0.6$ strong, and $>= +/- 0.8$ very strong) was also considered for the correlation analysis to interpret the practical significance of the findings (Hair et al., 2006).

Hypothesis 1

The correlation between Extrinsic factors and the job satisfaction is $r = 0.714$ and thus it proves that there is significant positive strong relationship between the two variables. So, there is a sufficient evidence to prove hypothesis 1 that is there is a positive correlation between extrinsic factors and job satisfaction. It indicates that there is a significant impact of extrinsic factors on job satisfaction.

Hypothesis 2

The correlation between Intrinsic factors and the job satisfaction is $r = 0.492$ and thus it proves that there is significant positive moderate relationship between the two variables. So, there is a sufficient evidence to prove hypothesis 2 that is there is a positive correlation between intrinsic factors and job satisfaction. It indicates that there is a significant impact of intrinsic factors on job satisfaction.

Hypothesis 3

The correlation between Performance factors and the job satisfaction is $r = 0.056$ and thus it proves that there is significant positive moderate relationship between the two variables. So, there is a sufficient evidence to prove hypothesis 3 that is there is a positive correlation between performance factors and job satisfaction. It indicates that there is a significant impact of performance factors on job satisfaction.

VII. RECOMMENDATIONS

Opportunities for future study have emerged as a result of this study. The limitations have contributed to the lack of arriving at many strongly statically proven findings and conclusions. For the future research, the following suggestions should be considered.

1) It is suggested that for future research a proportionate stratified random sample be used to compare several government and private sector institutions using a larger sample.

2) The research is needed to further investigate the potential relationships and affects these variables and other extraneous variables, such as role ambiguity, job level, contingent reward and co- work on job satisfaction.

3) Qualitative investigators must conduct research regarding the job satisfaction of academic sector. This research method will provide different perspective of employees, job satisfaction and will contribute a more in - depth understanding on how employees view their job

Based on this study and analysis of factors affecting the employees' job satisfaction, this paper makes following recommendations to the policy makers and managers of the academic institutes:

1) Create favorable work conditions for the institute Guide the employees to communicate effectively, build a good

interpersonal environment within the institute in order to create good work condition. Since the employees feel stress in their work, the workload which is assigned to each employee should be reduced and company should provide leave for additional extra hours. Most importantly, the management should value the importance of balancing work and personal life.

2) Institute should improve the pay treatment for the employees by improving the overall salary package. Management should pay a reasonable salary per month , salary should be increased in a considerable amount , institute should provide adequate paid leaves , institute should provide sufficient fringe benefits and management should pay a salary which is sufficient for employees' qualifications , position and workload.

3) Institute should adopt some promotion schemes to retain the employees with them. Management should promote the employees based on their performance level and should be promoted at the exact time. Institute should change the employees' responsibilities, recognition and authority level based on their position.

4) Institute should maintain proper relationship with the employees and supervisors to make a better environment for the employees to work. Supervisors should encourage the employees to achieve their goals, institute should provide the sufficient resources for the employees to perform well, supervisors should clearly define the employees' job

responsibilities, supervisors should recommend the employees' work to gain increments and promotions, supervisors should share his/her knowledge and expertise with employees and should encourage the employees to improve their knowledge and skills related to work.

5) Institute should maintain a proper communication between departments which is effective and reliable.

6) Ensure rightsizing strategy within the institute where have shortage of employees and train-up them appropriately for future position. So the management of the institute should provide an adequate training to improve employees' skills and knowledge, institute should provide some financial support and study leaves for their further studies.

7) Institute should respect for their employees and should give some freedom to accomplish their responsibilities.

8) Employees' work should be recognized as individual, management should identify employees' strength and weaknesses, employees' talents, skills and work should be rewarded and management should encourage employees for innovative ideas.

9) Management of the institute should be guaranteed that employees' job is secured and institute should provide high quality services and facilities to perform well.

10) Institute should not force the employees to work on holidays and late hours.

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