

## The Study of Job Satisfaction Level among Universities Academicians

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### *Abstract*

*Higher education is crucial for the survival and advancement of nations. Teaching profession in higher education facing problems related to faulty members' job satisfaction. Job satisfaction is known as the degree of the individual's satisfaction of his/her needs. The present research aims investigate job satisfaction among Zarqa University academicians in Jordan. During the past years, multiple methods were utilized to collect data to determine the level of job satisfaction among university staff. This study was conducted using survey research methods. Demographic characteristics of academicians were also collected for the study. For further research, a wider coverage of the number of public and private universities should be done to get a more comprehensive result. A comparative study between academicians job satisfaction in private and public universities is also recommended. Based on the findings of the study several recommendations are forwarded.*

**Keywords:** *Level, Job Satisfaction, Academicians, University, Age, Gender, Experience, Academic Qualification.*

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### **Introduction**

Work is one of the most important components of individual's lives. Job satisfaction has been an important area of research. Job satisfaction has been a key issue in determining educational institutions effectiveness.

According to Fisher and Hana (1939), job satisfaction is a mental factor which can be considered as a kind of affective adjustment with job and its conditions. One important reason for measuring is job satisfaction is related to the presumed relationship with the organizations' short-term goals of increasing individual productivity, reducing absences, tardiness, and other related issues (Smith, 1992).

## **Literature Review**

Job satisfaction has been variously defined in many studies in the past decades. According to Benson (1983), job satisfaction is "the willingness to remain within the current organization despite inducements to leave". Grunberg (1979) defined job satisfaction as a cluster of feelings that an individual worker has toward his or her job. Evans (1997) defines job satisfaction as "a state of mind determined by the extent to which the individual perceives his/her job-related needs to be being met". Brief (1998, p. 86) defined it as "an internal state that is expressed by affectively and/or cognitively evaluating an experienced job with some degree of favor or disfavor". Also, Hoppock (1935) defines job satisfaction as "any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, I am satisfied with my job". Job satisfaction can also be described as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job's experiences" (Locke, 1976). Jafara, et. al (2010) divided job satisfaction into 5 major aspects including satisfaction from job, satisfaction from supervisor, satisfaction from colleagues, satisfaction from salary and satisfaction from promotions. Herzberg, Mausner, Peterson, and Capwell (1957) identified three main aspects of job satisfaction including: (a) specific activities of the job; (b) place and working conditions of the job; and (c) factors including economic rewards, security, or social prestige.

Job satisfaction is an essential factor that affects employees' performance and achievement. Research shows that more satisfied workers tend to add more value to an organization. The previous studies show that there are a number of factors that create job satisfaction in the work environment such as the work itself, supervision, the organization and its management, promotion opportunities, pay and other financial benefits, coworkers, and working conditions (Green, 2002). Likewise, Active communication, democratic leadership, positive attitudes, job security, good working conditions, interpersonal relationship, and professional development are factors play an important role on the job satisfaction of workers. On the other hand, Shann (1998) summarized the following factors that contribute to increase job dissatisfaction: (1) problems/frustrations with the variety of administrative routines and accompanying paperwork; (2) concerns about the evaluation of students' performance and school grading practices; (3) problems relating to students' behavior and handling of students 'discipline; (4) problems related to teacher load and expectations for assuming extra-curricular assignments; (5) concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels; (6) low pay; (7) few possibilities for career promotion or growth; and (8) the declining respect for the profession. Some of these studies have shown significant relationships between individuals' demographics characteristics and the level of job satisfaction.

Job satisfaction has been found to be influenced by age (Spector, 1997). Likewise, job satisfaction has been found to increase with years of experience (Connley & Levinson, 1993). Yılmaz, Celebi, and Cakmak (2014) used a mixed-method design collecting data through a quantitative, qualitative study and survey type model to examine job satisfaction level of academicians in Faculty of Education of Yıldız Technical University and Marmara University. The findings show that the level of job satisfaction is varying from college to another. Jafar et al. (2010) conducted a study using a quantitative study using questionnaire to investigate job satisfaction among Bandar Abbas Islamic Azad University staff. The findings revealed that that the Organizational Satisfaction in the Islamic Azad University is in an agreeable condition. In addition, the findings show that there is no meaningful relationship between sex (male and female), age

variables and job experience between university staff in the field of job satisfaction. Bataineh (2014) conducted a study to assess the level of job satisfaction among 118 educational faculty members in Jordanian universities. The findings revealed that faculty members had a moderate level of job satisfaction. Moreover, results showed differences in the level of job satisfaction for the fewer of males, higher teaching experience, higher rank level and university type.

## **Methodology**

The purpose of this quantitative study was to examine the overall level of job satisfaction among Zarqa University academicians. Method used in this paper includes description of participants, instrument materials, and process to collect data.

## **Participant**

A total of 100 academicians were participated in this research. The participants were working at Zarqa University during the second semester in the academic year 2013/2014. The demographic profile of the participants was on gender, age, experience, and level of education.

## **Materials**

A survey was distributed to academicians to investigate the level of job satisfaction among academicians at Zarqa University. This questionnaire consists of two sections. The first section includes information about academicians' demographic background (gender, age, highest degree, and years of teaching experience). The second section includes twenty-six items to measure the overall level of job satisfaction. In the questionnaire and for each item there were five scales: one (HD-Highly Dissatisfied), two (D-Dissatisfied), three (U-Undecided), four (S-Satisfied), and five (HS-Highly Satisfied). After the questionnaires were completed, each item was analyzed and the score can be considered as nominal data.

## **Procedures and Data Analysis**

The questionnaire was piloted before the conduction of the real study and the Cronbach coefficient alpha of the adapted questionnaire was computed as 0.85. In the process of data gathering, the relevant questionnaire was administered to 100 academicians. The collected data were analyzed using SPSS for Windows 20.0 program. For the analysis of the data; percentage, mean, standard deviation, T-Test, and ANOVA analysis were performed.

## **Analysis**

The questionnaires were coded and analyzed using the SPSS version 22.0 computer software. The personal or demographic information for the 100 academicians from different colleges were calculated using descriptive statistical technique. Therefore, descriptive statistical techniques were used to obtain frequencies, analyze and summaries data before making inferences. Of 120 total surveys submitted to academicians, 100 surveys were returned. Data from the demographic part of the survey revealed that, there were more male academicians (n= 60%) than female academicians (n= 40%). Additionally, 20% of the total participants were aged between 25 and 35 years, 40% of the participants were between 36 and 45 years, 21% were between 46 to 55, and 19% are above 56 years. The statistical data indicate that the majority of the participants in the current study were aged 36-45 years. Of the survey participants, 17 had 1-5 years of teaching experience, 30 had 6-10 years of teaching experience, 40 had 11-15 years of teaching experience, and 13 had over 16 years of teaching experience. Furthermore, categorization of participants by

their educational qualifications was as follows: 9 % had a Master’s Degree, and 91% are PhD holders. The academicians with a PhD Degree constituted the majority in the study sample.

## Results

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Table 1: Demographic Information

Variable	Category	No. of Academicians	Percentage
<b>Gender</b>	Male	60	60.0
	Female	40	40.0
<b>Age</b>	25-35	20	20.0
	36-45	40	40.0
	46-55	21	21.0
	Above 56	19	19.0
<b>Years of Experience</b>	1-5	17	17.0
	6-10	30	30.0
	11-15	40	40.0
	More Than 16	13	13.0
<b>Qualifications</b>	Master’s	9	9.0
	PhD	91	91.0

Table 2, shows the result related to the level of job satisfaction among academicians at Zarga University. The means and standard deviations of the sample responses regarding job satisfaction were used.

As illustrated in Table 2, highest level of job satisfaction among academicians are, My level of competence in my subject, with mean score (3.93), and Standard Deviation (1.10), the assignments and activities given to me, with mean score (3.89), and Standard Deviation (1.10), the decision making mechanism in my institution, with mean score (3.84), and Standard Deviation (1.30), and lesson load per week, with mean score (3.79), and Standard Deviation (1.25). On the other hand, academicians are dissatisfied with, the promotion opportunities that my job offers , with mean score (1.72), Standard Deviation (0.89), the guarantee that my job provides for my future, with mean score (1.83), Standard Deviation (1.06), the salary that I get for the work I do, with mean score (1.86), Standard Deviation (1.19), and my communication with the guardians of my student, with mean score (1.93), Standard Deviation (1.14). The level of job satisfaction among academicians in this research is categorized into two levels. If the mean score is  $\geq 3.00$  the level of job satisfaction is considered as a high level, while if the score mean is less than 3.00 the level

of job satisfaction can be described as a low. In this research the data shows that, the overall mean of job satisfaction among academicians is (M=3.38), with standards Std. Deviation (0.78) which considers high.

Table 2: The level of job satisfaction among academicians

N	Items	M	SD
1	The degree of peace in the working place	2.10	0.98
2	My communication with my colleague	3.66	1.22
3	My communication with the supervisor	3.73	1.22
4	My communication with my student	3.44	1.24
5	The decision making mechanism in my institution	3.84	1.30
6	My supervisor's competence	3.66	1.18
7	The support given to the staff by my supervisor	3.66	1.26
8	My level of competence in my subject	3.93	1.10
9	The support given to me in to improve myself	1.93	1.14
10	Lesson load per week	3.65	1.13
11	The number of students in the classes I teach	3.79	1.25
12	The number of different courses that I have to teach	3.74	1.06
13	The assignments and activities given to me	3.64	1.32
14	The Level of relations with others	3.89	1.10
15	The salary that I get for the work I do	3.67	1.28
16	The guarantee that my job provides for my future	1.86	1.19
17	The reputation of my job in the society	1.83	1.06
18	The vacation opportunities that my job offers	3.76	1.24
19	The promotion opportunities that my job offers	3.66	1.19
20	My supervisor's appreciation of the work I do	1.72	0.89
21	Teaching information that I have	3.73	1.21
22	The number of hours per week	3.74	1.21
23	The variety of main course books	3.68	1.16
24	The interesting aspects of teaching	3.75	1.12
25	The challenging aspects of teaching	3.72	1.27

Table 3, shows the result related to the differences in the level of job satisfaction among academicians at Zarga University. According to Table 3, there is no meaningful difference between female and male averages in terms of gender. An independent-samples t-test was done to find out if there was gender-related difference in participants' level of job satisfaction. The results of the independent-samples t-test revealed statistically no significant difference between males and females in relation to the participants' level of job satisfaction,  $t(0.114) = 0.909, p > .05$ . However, when the means were carefully examined, it was found out that females scored better (M=3.39, SD= 0.81) than males (M= 3.39, SD = 0.76). Table 3 shows the gender difference in the level of job satisfaction.

Table.3 Differences in the level of job satisfaction among academicians according to gender:

Gender	N	Mean	Std. Deviation	t	Sig
Male	60	3.3731	.76312	0.114-	0.909
Female	40	3.3913	.81649		

In order to find out the differences in the level of job satisfaction according to the age, experience and level of education groups among the academician, means and standard deviations of age, experience, and education level were illustrated in the following table. According to Table 4, there is no meaningful difference between averages in terms of age, experience and level of education.

Table. 4 Differences in the level of job satisfaction among academicians according to age, level of education and experience:

Variables	Groups	Mean	SD
Age	25-35	3.17	0.84
	36-45	3.33	0.86
	46-55	3.61	0.58
	More than 56	3.45	0.72
	Total	3.38	0.78
Experience	1-5	3.15	0.92
	6-10	3.31	0.80
	11-15	3.51	0.69
	More than 16	3.44	0.81
	Total	3.38	0.78
Level of Education	Master	3.53	0.21
	PhD	3.37	0.82
	Tot	3.38	0.78

As seen in Table 5, there are no statistically significant differences for the level of job satisfaction among the academicians in accordance to the variable of age, experience and level of education. The results are presented in the following table.

Table 5. Multiple analyses of variance (Multiple - ANOVA to detect differences in the level of job satisfaction, according to the study variables)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	.081	1	.081	.130	.719
Age	1.461	3	.487	.781	.508
Experience	1.073	3	.358	.573	.634
LOE	.395	1	.395	.633	.428
Error	56.779	91	.624		
Total	1203.067	100			
Corrected Total	60.367	99			

## Conclusion

The main purpose of this study was to examine the level of job satisfaction among the academicians in Zarqa University. Significant results are presented in this study. The data collected shows that the overall level of job satisfaction among academicians is high. In other words, it shows that most of the participants are satisfied with their job. The results which we have obtained confirm the studies carried out by Bataineh (2014). Also, the data shows no significant differences were found in the academicians' level of job satisfaction according to the participants' demographic variables. Therefore, future research should continue to investigate others specific demographics variables which could explain satisfaction in higher education institutions. Deeper qualitative researches are highly recommended. Also, a comparative study between academicians job satisfaction in private and public universities is also recommended. It is hoped that this study makes a contribution to the job satisfaction literature, especially in Jordan cultural perspective.

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