

# Study on factors affecting Job Satisfaction in Mekelle University Academic staff at Adi-Haqi campus

GebrekirosHagos, Kebede Abrha

Department of Marketing Management, College of Business and Economics, Mekelle University

**Abstract-** The Aim of this conclusive research study was to examine factors affecting job satisfaction of Mekelle University academic staff as explained by Herzberg job motivator and hygiene factors. A random sample of 60 university employees of Mekelle University was selected as a statistical sample. Employing a descriptive survey method and data were collected through questionnaire. The campus members were generally satisfied with their jobs. However, female faculty members were less satisfied than male faculty members. The factor "Achievement" was the most motivating aspect for faculty. The least motivating aspect was "salary." The demographic characteristics were negligibly related to overall job satisfaction.

**Index Terms-** Job satisfaction, Hygiene factors, Motivation Factors, education

## I. INTRODUCTION

Many studies focusing on organizational behavior have given extensive consideration motivation, employee job satisfaction and organizational performance. All these variables are interdependent on each other.

Simply the association between motivation, job satisfaction and organizational performance can be viewed as: Motivation can be elaborated as what individuals strive to achieve better. However, not everyone gets motivated by the identical factors. Someone may get motivated by or satisfied by achieving higher authority and responsibility where some other person merely needs flexibility in work schedule, or someone may be motivated by sense of accomplishment.

When we talk about motivation this only effects people when they are ready for it and when it is applied the best ways suitable for them. That is, when it feeds the needs of the person to be motivated. Still the motivation will not have effect on individuals if they are unable to perform a task or if they are not willing for certain tasks. Here comes the role of leadership as leaders have to decide what foundation requirements are there to apply motivation and what sort of motivation is needed. Motivation is going to work if the right person with right skills is took the responsible for the job or otherwise it will be wastage of resources and time, and may lead to an opposite side that creates an incapable and nonwilling job performer.

This paper is aimed to study all those employees who are involved in academics duties in the public sector university set up. This study is based on the basic questions that is, verification of Herzberg's theory of motivators and hygiene factors. So the current research is only to test the Herzberg's theory; so this

research has both theoretical and practical perspectives (Nademi, 2005).

## Objectives

- ☞ To describe the overall level of job satisfaction among University academic staff.
- ☞ To describe the Mekelle University academic staff's level of satisfaction with the job motivator factors (achievement, advancement, recognition, responsibility, and work itself).
- ☞ To describe the University academic staff's level of satisfaction with job hygiene factors (pay, working conditions, supervision, policy and administration, and interpersonal relations).
- ☞ To describe relationships between academic staff's level of job satisfaction and demographic characteristics.
- ☞ To describe relationships between selected job satisfier factors (achievement, advancement, recognition, responsibility, and the work itself) and the overall job satisfaction of University academic staff.
- ☞ To describe the relationships between selected jobs dissatisfied factors (relationship, University Legislation, salary, and working conditions) and the overall job satisfaction of University members.

The population for this study was campus of Mekelle University (N=6 Campuses ; Endayesus (Main Campus), Adihaki, Ayder, Kalamino, Aynalem and Quiha). Purposive sample of 1 campus (Adihaki) was selected as a statistical sample. The sample comprised of 60 academic staff. Employing a descriptive survey method and data were collected through questionnaire

## II. METHODOLOGY

The research design was conclusive design method and data were collected through a questionnaire. Consisted of five-point Likert type scale with responses varying from 1 (very dissatisfied) to 5 (very satisfied). The first section of the questionnaire consisted of questions regarding to the demographic characteristics. Part two of the questionnaire consisted of the Job Satisfaction Index. The Job Satisfaction Index include all facets of the job when determine job satisfaction, utilizing five-point Likert type scale, with responses ranging from 1 (strongly disagree) to 5 (strongly agree).

## 2. Conceptual Model and Development of Hypothesis

Knowing job satisfaction requires study of great debates on this topic, one of the major contributories of this topic is Herzberg's theory of motivation. This paper starts with the review of Herzberg's theory of motivation and ends with the findings regarding job satisfaction in Public Sector University set up in Tigray, Ethiopia.

### **2.1 .Duality Theory of Job Satisfaction by Herzberg**

The debate on job satisfaction started when Herzberg published his book "**THE MOTIVATION TO WORK**" (1959). This book was based on interviews conducted with engineers and financial Managers. The respondents were asked to recite a story about the event when they went exceptionally bad or exceptionally good. According to those situations he divided work dimensions in two elements Motivators and Hygiene factors. All those factors those caused exceptionally good feelings were motivators and satisfying factors; achievement, recognition, work itself, responsibility, advancement, and growth. While recalling about the exceptionally bad events, they responded following points, administration of the company and its policy, supervisory behavior, relationship with superiors, working environment, salary, relationship with coworkers, relationships with subordinates, status, personal life, and safety measures.

Herzberg described the above as Hygiene factors and related these events with external context of the work, and the motivators are going to deal with internal mind state. He compared his theory with traditional approach in motivation that assumes that salary, supervision or company policy leads employees towards higher job satisfaction. According to Herzberg job satisfaction is not through improving these 10 hygiene factors but by escalating the six motivators.

Moreover, an absence of the motivator factors will not cause job satisfaction e.g. when employees were not offered recognition or achievement or any other motivator for their work this will not cause the dissatisfaction of job yet they are not going to be motivated. The concept parallel to job satisfaction is not job dissatisfaction but no job satisfaction, and similarly opposite of job dissatisfaction is not job satisfaction but no job dissatisfaction. Herzberg's theory was severely criticized and pointed out by various researchers, as Vroom (1964) this theory was making people uncovering themselves and making them good by attributing positive events to internal factors and negative events to external events. Even (1964) also criticized his work as he said that this theory was based on a limited job range and examined only one aspect of the job attitude, but if critical incident method of interviewing is followed and used findings support the duality (Herzberg's) theory of job satisfaction.

### **2.2 Job Satisfaction**

The concept and assessment of job satisfaction began in 1911 with the research of Taylor. Taylor (1911) stated that rewards like the earnings of the job, incentive payments, promotion, appreciation, and opportunities for progress could lead to increased job satisfaction (as cited by Aslan, 2001). Various researchers have defined the term job satisfaction. Wiener (1982) states that, job satisfaction is an attitude towards work-related conditions, facets, or aspects of the job. Feinstein (2000) was of the view that Job satisfaction is more of a response to a specific job or various aspects of the job.

Job satisfaction is an important element from organizational perspective, as it leads to higher organizational commitment of employees and high commitment leads to overall organizational success and development (Feinstein, 2000) additionally growth, effectiveness and efficiency of the organization and low employees' intentions to leave the organization (Mosadeghard 2000). Obstinate, dissatisfied individuals leave the organization and inflate the motivation of those staying there (Feinstein, 2000) and as a result workers loose performance and efficiency and might sabotage the work and leave the job (Sonmezer and Eryaman 2008).

Various researchers have contributed their research findings from organizational set ups, in order to increase employee job satisfaction and have given various suggestions to boost up the satisfaction. Feinstein (2000) says in order to increase individual's satisfaction level employees should be given advancement opportunities. Similarly changes in organizational variables, such as pay scales, employee input in policy development, and work environment could then be made in an effort to increase organizational commitment and overall outcome. Elton Mayo found that interaction within the group is the biggest satisfier. Safety, relation to work and success are followed by intergroup relations (Bektas, 2003). Mosadeghard (2000) gave Job satisfaction dimensions like nature of the job, management and supervision, task requirement, co-workers, job security, and recognition and promotion had more effect on employees' organizational commitment in organizational set up. Pensions and profit-sharing plans are positively associated with job satisfaction (Bender and Heywood, 2006). According to Stephen (2005), one would be wrong to consider one single measure of job satisfaction and there may be number of reasons that need to be considered (Stephen 2005). He further found that actual work was the biggest satisfier and working conditions were the least satisfier; job security was also big determinant of job satisfaction. Penn et al. (1988) found that opportunity for professional development is the biggest determinant to differentiate satisfied and non-satisfied employees. An employee will be satisfied if he has reached the ideals in his profession; he will develop positive feelings towards his profession (Sirin 2009).

Absence of work life balance, lack advancement opportunities, work environment, lack of encouragement, lack of recognition may lead to stress, which ultimately causes dissatisfaction, burnout and finally increased turnover rate within organization (Ahmadi and Alireza, 2007). Job satisfaction is inversely related to burnout, intentions to leave the organization (Penn et al. 1988). Job satisfaction is increased when income is greater than predicted income in education sector (Bender and Heywood, 2006).

### **2.3. Job Satisfaction in University**

Hagedorn (1994) tested a causal model among faculty at different stages of career development and found that satisfaction with salary, total work hours, and co-workers support affected the level of stress and ultimately satisfaction.

Increased freedom and flexibility of academicians would have resulted in significantly greater job satisfaction (Bender and Heywood, 2006). According to Sonmezer and Eryaman (2008) Salary, social status, advancement, ability

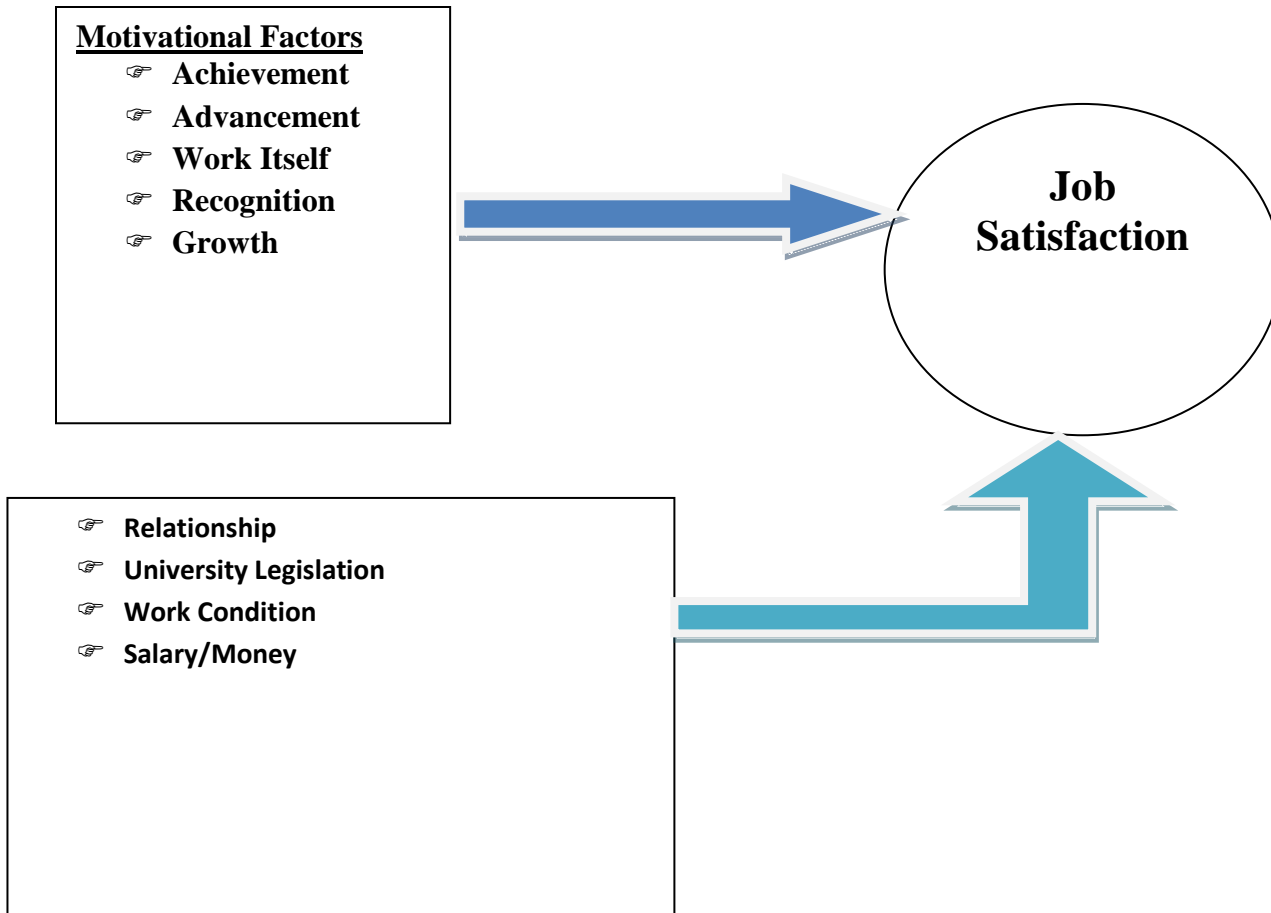
utilization, administrative-employee relationship, creativity, security are the main factors that determine job satisfaction amongst education sector employees.

The job satisfaction research among administrative staff generally found satisfaction is best predicted by work stress caused by interpersonal relationships and the teamwork perceptions (Volkwein *et al.*, 1998). They found that teamwork has a positive association with satisfaction and work stress caused by interpersonal relationships is negatively associated with satisfaction. Same results were witnessed by Volkwein & Parmley (2000) when they studied administrative satisfaction and made a comparison between public sector and private sector universities. Element of teamwork, those are same as Herzberg's relationship with co-workers, is found to be positively associated with satisfaction confirming the theory of Herzberg's. Johnsrud & Rosser (1999) conducted research on middle level managers and witnessed that perception of recognition, mobility, discrimination, and external relations, were the best explanatory variables of job satisfaction. Volkwein and Zhou (2003) found that organizational, environmental, and personal characteristics proved to be less influential than features such as teamwork, job security, and interpersonal relationship. They concluded that "overall satisfaction is the product of a complex balance of many ingredients".

In sum, none of the studies confirm or disconfirm Herzberg's duality theory. Almost all of the studies have concluded affects of either motivators or hygiene factors on job satisfaction. Smerek and Peterson (2006) used all elements of duality theory to testify the impact of all these factors over the satisfaction of administrative employees; and concluded that the work itself was the biggest predictor of job satisfaction amongst university administrative employees. This study is conducted to verify the findings of Smerek and Peterson's work in an

underdeveloped countries set up with lack of resources and poor infrastructure.

The conceptual model was adopted from the research of Smerek and Peterson (2006) research work. This model contains personal characteristics, job characteristics, perceived work environment (intrinsic and extrinsic) and job satisfaction as major constructs of study (see Fig. 1). Overall, the conceptual model frames the three research questions driving the study: How influential are personal characteristics and job characteristics on job satisfaction? What are the greatest predictors of job satisfaction? And is Herzberg's duality theory of motivators and hygiene factors verified in this higher education context? The following hypothesis can be developed based on previous discussions.



*Figure 1: Herzberg’s motivation-hygiene and job satisfaction*

### III. RESULTS AND DISCUSSIONS

The mean age of respondents was 31 years. Respondents consisted of 93% (n =53) male and 7% (n =4) female academic members. The 4% of campus respondent had attained a doctorate degree, 8% assistant professor, 8% assistance Lecture and 80%

lecturers. The mean number of years teaching experience of respondents was 8 years. All of the respondents (n = 60 or 100%) are permanently employed.

**Table 1.Means and Standard Deviations for Overall Job Satisfaction**

Variable	All Campus members		female		Male	
	mean	SD	Mean	SD	Mean	SD
Overall Job satisfaction	3.85	0.69	3.69	0.77	3.86	0.68

Source: own survey (2014)

Based on a five point Likert type scale with responses ranging from strongly disagree (1) to strongly agree (5). The overall level of job satisfaction was 3.85 (SD=.69). In terms of Table 1 the results indicate that there is a not significant mean difference in the levels of job satisfaction experienced by male and female employees. Females reported lower levels of job satisfaction (Mean = 3.69, SD = .77) relative to male faculty (Mean = 3.86, SD= .68). Cognizance must however, be taken of

the fact that the number of the females who participated in the study made up only 8% of the sample. Thus, drawing conclusions from the results will have little substance.

**Table 2. Means and Standard Deviations for Job Motivator and Hygiene Factors**

Motivator factors	Mean	SD	Hygiene Factors	Mean	SD
Achievement	4.4	0.4	Relationships	3.7	0.47
Advancement	4.3	0.63	University Legislation	3.4	0.66
Recognition	2.79	0.5	salary	2.74	0.83
Responsibility	4	0.39	work	2.87	10.55

Work itself	4.2	0.5	condition		
-------------	-----	-----	-----------	--	--

Source: own survey (2014)

Based on a five point Likert-type scale with responses ranging from very dissatisfied (1) to very satisfied (5), Academic staff provided the following mean satisfaction scores with the job motivator and hygiene factors: achievement 4.4; advancement, 4.3; recognition, 2.79; responsibility, 4.0; work itself, 4.2; Relationship, 3.7; University Legislation, 3.4; salary, 2.74; and working conditions, 2.87 (Table 2)

**Table 3. : Relationships between Overall Job satisfaction and Job Motivator and Hygiene Factors**

motivators factors	R	P	Hygiene	R	P
Achievement	0.43	0.000***	Relationships	0.23	0.076*
Advancement	0.15	0.257	University Legislation	0.303	0.019**
Recognition	-0.37	0.003***	salary	0.68	0.000***
Responsibility	0.023	0.861	work condition	0.710	0.000***
Work itself	0.071	0.591			

\*\*\* Significant at 1% \*\* significant at 5% \*significant at 10%  
Source: own survey (2014)

Correlations were calculated to describe the relationships between faculty member's overall level of job satisfaction and the job motivator and hygiene factors (Table 3). Correlation coefficients were as follows: advancement,  $r = .43$ ; achievement,  $r = .15$ ; recognition,  $r = -.37$ ; responsibility,  $r = .023$ ; work itself,  $r = .071$ ; salary,  $r = .68$ ; University Legislation,  $r = .303$ ; and working conditions,  $r = .71$ ;

**Table 4. : Relationship between Overall Job Satisfaction and Selected Demographic Variables**

Variable	R	P
Age	0.09	0.492
Total years teaching	-.1	0.447
Degree	0.114	0.388

Source: own survey (2014)

Correlations were calculated to describe the relationships between academic staff overall level of job satisfaction and selected demographic variables (Table 4). The coefficients were as follows: age,  $r = 0.09$ ; total years teaching,  $r = -.1$ ; and highest earned degree,  $r = .114$ .

**Table 5. Regression of Overall Job Satisfaction on Selected Independent Variables (Stepwise Entry)**

Variable	R2	b
Salary	0.475	0.571
Working Condition	0.504	0.710
constant		.596

Source: own survey (2014)

The multiple regressions revealed that three distinct factors could explain the variability among overall job satisfaction. The multiple regression analysis revealed that salary accounted for 47.5% of the variance in the level of overall job satisfaction. When a working condition was added to the regression equation, 50.4% of the variance in overall job satisfaction could be accounted for (Table 5).

#### IV. CONCLUSIONS/RECOMMENDATIONS

The survey reveals that demographic factors such as age, academic rank, and degree no significant impact on job satisfaction; which implies that based upon age, total years teaching, and academic rank of the academic staffs are stable with regard to their overall level of job satisfaction. Nonetheless, demographic characteristics facilitated the discovery of differences in overall job satisfaction by gender. Adihaki Campus academic staff in Mekelle University were generally satisfied with their jobs. However, Female college members were less satisfied than male academic staff in the current study. In the research out put the factor "Achievement" was the most motivating aspect. The least motivating factor of respondents's

jobs was the “salary.” The findings show that those respondents were most satisfied with the *content* of their job and least satisfied with the *context* in which their job was performed. Department heads and Directors should conduct a job analysis for each position and seek innovative ways to enhance the work academic staff actually perform. Conversely, the environment in which university academic work is performed should be assessed to improve the context.

All of the job motivator and hygiene characteristics were moderately or substantially related to overall job satisfaction. Besides, this conclusion implies that the basic tenants of the motivation-hygiene theory may not hold true for faculty in the University. In this regard, factor analysis should be employed on the motivator-hygiene factors to derive a more parsimonious set of factors which serve as independent variables in facet-satisfaction investigations. Moreover, a lesser amount of items on a measure would possibly decrease non-response error and increase the percentage of usable responses.

The findings reported in this study make a valuable contribution to the awareness of understanding the concept of job satisfaction and the effect the motivator and hygiene factors on job satisfaction. However, additional research is needed to further investigate the potential relationship and effect these variables and other variables have on job satisfaction.

It is hoped that the problem to the faculty members' job satisfaction are found in this research can contribute to a great extent to improve the level of academic staff as well as academic education level in University.

#### REFERENCES

- [1] Bowran, J., & Todd, K. (1999). Job stressor and job satisfaction in a major metropolitan public EMS service. *Pre hospital and disaster medicine* 14(4), 236-239.
- [2] Castillo, J. X., & Cano, J. (2004). Factors explaining job satisfaction among faculty. *Journal of Agricultural Education* 45(3), 65-74.
- [3] Chaudhury, S. & Banerjee, A. (2004). Correlates of job satisfaction in medical officers. *MJAFI*, 60(4), 329-332.
- [4] Cooper, C. D. & Kurland, N. B. (2002). Telecommuting, professional isolation, and employee development in public and private organizations. *Journal of Organizational Behavior*, 23, 511-532 doi: 10.1002/job. 145
- [5] Cranny, C. J., Smith, P. C., & Stone, E. F. (1992). *Job satisfaction: How people feel about their jobs and how it affects their performance*. Lexington Books: New York.
- [6] Finkelstein, M. J. (1984). *The American profession. A synthesis of social inquiry since World War II*. Columbus: Ohio State University.
- [7] Flowers, V.S., & Hughes, C. L. (1973). „Why employees stay”. *Harvard Business Review*, 51(4), 49–60.
- [8] Gautam, M., Mandal, K., & Dalal, R.S. (2006). Job satisfaction of faculty members of veterinary sciences: an analysis. *Livestock Research for Rural Development* 18 (7), 29-40.
- [9] Herzberg, F., Mausner, B., & Snyderman, B. B. (1959, 1987). *The motivation to work*. New York: John Wiley & Sons.
- [10] Judge, T. A., Bono, J. E., Thoresen, C. J., & Patton, G. K. (2001) The Job Satisfaction-Job Performance Relationship: A Qualitative and Quantitative Review. *Psychological Bulletin*, Vol. 127, No. 3.376-407.
- [11] Jacobs, R. L. & Washington, C. (Sept. 2003). Employee development and organizational performance: a review of literature and directions for future research. *HRDI* 6:3, 343-354.
- [12] Kalleberg, A. L. (1977). *Work Values and Job Rewards: A Theory of Job Satisfaction*. American Sociological Review, Vol. 42, 124-143. <http://www.jstor.org/stable/2117735?seq=1>
- [13] Lawler, E. E., III (1973). *Motivation in work organizations*. Monterrey, CA: Brooks/Cole Publishing.
- [14] Manger, T., & Eikeland, O. (1990). Factors predicting staff's intentions to leave the university. *Higher Education*, 19, 281-291.
- [15] Maslow, A.H. (1954). *Motivation and personality*. New York: Harper.
- [16] Minter, R. L. & Thomas, E. G. (2000). *Employee Development Through Coaching, Mentoring and Counseling: A Multidimensional Approach*. Review of Business, Vol. 21. <http://www.freepatentsonline.com/article/Review-Business/73182589.html>
- [17] Moses, I. (1986). „Promotion of academic staff”. *Higher Education*, 15, 33–37.
- [18] Moxley, L. S. (1977). Job satisfaction of faculty teaching higher education: An examination of Herzberg's dual factor theory and Porter's need satisfaction research. (ERIC Document Service No.ED 139 349).
- [19] Nadeem Malik (2005) .A Study on Job Satisfaction Factors of Faculty Members at the University
- [20] Niehouse, O.L. (1986, Fall). Job satisfaction: How to motivate today's worker. *Supervisory Management*, 8-11.
- [21] Padilla-Velez, D. (1993). *Job satisfaction of vocational teachers in Puerto Rico* Unpublished doctoral dissertation, The Ohio State University, Columbus
- [22] Pearson, D. A., & Seiler, R. E. (1983). „Environmental satisfiers in academe” *Higher Education*, 12, 35–47
- [23] Poling, R. L., (1990). Factors associated with job satisfaction of faculty members at a land grant university. Unpublished doctoral dissertation, The Ohio State University, Columbus.
- [24] Rosnowski, M., & Hulin, C. (1992). The scientific merit of valid measures of general constructs with special reference to job satisfaction and job withdrawal. In C.J. their jobs and how it affects their performance. Lexington Books: New York.
- [25] Sorcinelli, M. D., & Near, J. B. (1989). Relations between work and life away from work among university faculty. *Journal of Higher Education*, 60(1), 59-81
- [26] Saeed Factors Affecting Job Satisfaction of Faculty Members of Bu-Ali Sina University, Hamedan,
- [27] Iran Spector, P.E. (1997). *Job Satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA: Sage Publications.
- [28] Steers, R. M., & L. W. Porter (1992). *Motivation and work behavior*. McGraw Hill: New York.

#### AUTHORS

**First Author** – Gebrekiros Hagos, MBA, Mekelle university, College of Business And Economics department of Marketing, [naodgk@gmail.com](mailto:naodgk@gmail.com), +251938132091  
**Second Author** – Kebede Abrha, MBA, Mekelle university, College of Business And Economics department of Marketing, [comfortboy@gmail.com](mailto:comfortboy@gmail.com), +251914733802