

**AN ASSESSMENT OF SELECTED DEMOGRAPHIC FACTORS AND THE
LEVEL OF JOB SATISFACTION OF SENIOR UNIVERSITY STAFF**

ABSTRACT

The study was focused on the need to determine what demographic factors were related to the level of job satisfaction of Senior University Staff. The study adopted a descriptive correlational design to elicit relevant information which were analysed using the SPSS version 13 window. A modified version of the Job Diagnostic Survey developed by Hackman and Oldham (1980) distributed to 1535 Senior University staff. The information gathered from 1243 respondents showed that significant relationships existed between the job satisfaction constructs and the demographic factors of gender and age. When considering Senior University Staff current position, a significant difference was found between Academic and professional & Technical Staff regarding how each group rated satisfaction with co-worker relations. Significant relationships were determined at the $p < .05$ level.

INTRODUCTION

Some of the most widely used definitions of job satisfaction include Porter et al. (1975) who define job satisfaction as one's reaction against his/her occupation or organization, Locke (1976) who defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience and Dawis and Lofquist (1984) who define it as the result of the worker's appraisal of the degree to which the work environment fulfils the individual's needs. As well as the above definitions indicate, a review of published works reveal that there does appear to be general agreement that job satisfaction is an affective reaction to a job that results from the comparison of actual outcomes with those that are desired (Oshagbemi, 2003). Most research into job satisfaction has been undertaken in the business sector with attempts often having been made to adapt these findings to higher education (Okpara et al., 2005). Though there has been numerous publications on job satisfaction, there has been relatively little empirical data gathered on the job satisfaction of Academics in general (Okpara et al., 2005). Perhaps this area has not received so much attention because a high level of job satisfaction generally has been presumed to exist in a university setting (Pearson and Seiler, 1983).

When considering job satisfaction, demographic variables should be considered to thoroughly understand the possible factors that lead to job satisfaction and dissatisfaction. As far back as 1927, Herzberg, Mausner, Peterson, and Capwell identified several characteristics of satisfied/dissatisfied workers. They indicated that morale is high when

people first start their jobs. Morale decrease during the next few years and remains at a relatively low level until workers are in their late twenties or early thirties. At this time, job satisfaction levels begin to rise and continue to rise through the remainder of the workers' careers. The same trend is found in regard to a worker's length of service. Workers begin with high morale, which drops during the first year and remains low for a number of years. Then as length of service increases, job satisfaction levels tend to rise.

The relationship between gender and job satisfaction still continue to draw attention since some studies reviewed by Herzberg et al. (1957) indicated that males are more satisfied with their job, while others indicated that females are more satisfied. The status of educational level and its relationship with job satisfaction is not clear either. Some studies showed that workers with more education have a higher job satisfaction level, while other studies indicate that workers with more education have a lower job satisfaction level. Other studies showed no relationship between the two. Herzberg et al. (1957) suggested that a clear conclusion cannot be drawn concerning job satisfaction and its relationship to marital status, number of dependents, number of previous occupations, or ethnicity.

In a study of agricultural education teachers in Ohio, Cano and Miller (1992b) found that the teacher's age, years in current position, total years teaching, and degree status were not significantly related to overall job satisfaction. In general, both males and females were equally satisfied with their jobs. These findings are similar to a later study of the same nature by Castillo, Conklin, and Cano (1990). Therefore, over an approximate ten-year period, agriculture teachers' selected demographic characteristics were not significantly related to their overall level of job satisfaction. The findings from these two studies (Cano & Miller, 1992b; Castillo et al., 1999) implied that older or younger teachers were not necessarily more or less satisfied with their jobs. Additionally, the longer a teacher remained in the profession the less his or her overall job satisfaction level was affected (Castillo & Cano, 1999). When the same demographic variables were examined in yet another study that explored six different classifications of agriculture teachers (Cano & Miller, 1992a), it was found that overall job satisfaction was not significantly related to any of the demographic variables.

Although the Ohio researchers' findings are consistent, their findings on age, total years teaching, and degree status are contrary to the findings of Berns (1989) and Grady (1985). Berns (1989) found that as the age of the teacher increased, so did his or her overall job satisfaction level. Grady (1985) found that as the number of years of teaching experience increased, overall job satisfaction increased as well. Berns (1989) discovered that a teacher's educational level also affected his or her overall job satisfaction level. A teacher with a master's degree was more satisfied with his or her teaching position than a teacher with only a bachelor's degree. Because of these inconsistencies in the literature, perhaps findings on the relationship of demographic variables to overall job satisfaction should only be applied to the area in which the study was conducted.

Research has been conducted on whether Staff level of job satisfaction was related to age, years of experience, educational level, and marital status (Andrews, 1990;

Bowen, Radhakrishna, & Keyser, 1994; Fetsch & Kennington, 1997; Griffin, 1984; Nestor & Leary, 2000). Regarding age, intrinsic job satisfaction was higher for those in their age groups of 23 to 33 and 46 to 50 (Nestor & Leary, 2000). This is consistent with the findings of Griffin (1984), who found in a study of Extension home economists that age was related to job satisfaction. The findings of Bowen et al. (1994) indicated that age was related to job satisfaction, since they found in a study of Professional Staff that those who were older had a higher level of job satisfaction. On the other hand, Andrews (1990) found no relationship between age and the job satisfaction level of Extension agricultural agents.

Nestor and Leary (2000) did find that as one's years of experience increased as an Extension faculty member, his or her intrinsic and overall job satisfaction increased as well. Bowen et al. (1994) also found this to be true for Professional Staff, while Fetsch and Kennington (1997) found it to be true for all Senior University Staff in their study. In contrast, Griffin (1984) and Andrews (1990) both found no relationship between job satisfaction and years of experience.

Concerning the educational level of Extension faculty, Andrews (1990) discovered a relationship between educational level and job satisfaction. However, Bowen et al. (1994) and Griffin (1984) found no such relationship.

Marital status was related to the job satisfaction levels of Professional Staff as indicated by Bowen et al. (1994) who found in a study that married Professional Staff were more satisfied with their jobs than those who were single. Fetsch and Kennington (1997) also found a relationship between marital status and job satisfaction levels. They found both divorced and married agents to be more satisfied with their jobs than agents who were never married, remarried, or widowed. Adekola (2012) did not find the same result in his study of University Non-Teaching staff in relation factors predicting their burnout level.

Several studies involving Senior University Staff regarding their job satisfaction levels and gender have been conducted (Bowen et al., 1994; Nestor & Leary, 2000; Riggs & Beus, 1993; Adekola, 2012.). However, the literature is divergent, illustrating that some studies indicate that females have higher levels of job satisfaction, while other studies indicate that males do (Bowen et al., 1994; Riggs & Beus, 1993). There are even some studies that indicate that there is no relationship between gender and job satisfaction levels (Nestor & Leary, 2000).

Whereas Nestor and Leary (2000) found no relationship between gender and job satisfaction, Riggs and Beus (1993) found that as the number of areas of responsibility increased for female agents, job satisfaction increased as well. The opposite was true for males. When their areas of responsibility increased, their job satisfaction levels decreased. However, males with more areas of responsibility were more satisfied with their colleagues than were female agents. It was also found that both male and female agents alike who had fewer areas of responsibility and fewer children living at home were more satisfied. Bowen et al. (1994) as well found a relationship between job satisfaction

and gender. They discovered that female Professional Staff were more satisfied with their jobs than male agents.

Theoretical Framework

Job satisfaction is one of the most complex area facing today's managers when managing their employees (Aziri, 2011). According to the Lise and Timothy 2004; employee surveys, can be used effectively for improving employee attitudes and making organizational changes. Warsi et al (2009) found that job satisfaction, work motivation and organizational commitment were positively correlated each other. Job dissatisfaction also appears to be related to other withdrawal behaviours, including lateness; unionization, grievances, and drug abuse, and decision to retire. (Lise & Timothy, 2004). Moser (1997) has stated that absence of job satisfaction leads to lethargy and reduced organizational commitment.

Locke (1976) described job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is associated with job enrichment, good supervision, and clear roles and met expectation (Mitchell et al, 2001). According to the Luthans (1998) there are three important dimensions to job satisfaction as emotional response to a job situation, how well meet or exceed expectations, and related attitudes about important characteristics of the job (work itself, promotion, opportunities, supervision and co-workers)

There are several theories of job satisfaction. The Herzberg two factor theory of satisfaction is the one of the most famous theory of job satisfaction that proposed a theory about job factors that satisfy & dissatisfy employees. He concluded those factors of company policy, supervision, interpersonal relations, working conditions and salary as factors creating job dissatisfaction. He found five factors; achievement, recognition, the work itself, responsibility and advancement as strong determiners of job satisfaction. According to the Affect theory satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job.

Hackman and Oldham's (1976) job characteristics theory describes the relationship between job characteristics and individual response to work. This theory is probably the most well-known and widely discussed effort to explain the relationship of job characteristics to job satisfaction. The job characteristics theory was originally tested with the intentions of diagnosing jobs to determine if and how they should be redesigned to improve employee motivation and productivity and then later to be used to evaluate the effects of job changes on employees. At the most basic level, five core job characteristics lead to a number of personal and work outcomes that are beneficial to the individual (Hackman & Oldham, 1975; 1976).

A job characteristic is an attribute of a job that creates conditions for high work motivation, satisfaction, and performance (Hackman & Oldham, 1980). According to a job characteristics theory proposed by Turner and Lawrence (1965), employers should build into employees' jobs certain characteristics that create satisfying conditions. Hackman and Oldham (1980) revised this theory and proposed five core job characteristics that should be included in any job. These characteristics include skill

variety, task identity, task significance, autonomy, and feedback. However, because people respond differently to the same job, employers must take into consideration both job characteristics and the work context of the job itself when redesigning work for their employees.

Hackman and Oldham (1980) also defined the four personal and work outcomes of the job characteristics theory. These outcomes include internal work motivation, growth satisfaction, general satisfaction, and work effectiveness. Internal work motivation indicates an employee's satisfaction when performing well on the job because it is rewarding and satisfying to do so, thus serving as an incentive for continuing to do so well. Growth satisfaction indicates employee satisfaction when employees have enriched opportunities for personal learning and growth at work. General satisfaction indicates employee satisfaction when employees indicate how satisfied they are with their jobs and how frequently they think of quitting their jobs. These three affective outcomes combine to form the personal satisfaction constructs. Finally, work effectiveness indicates an employee's satisfaction in both the quality and quantity of goods or services produced (Hackman & Oldham, 1974; 1980).

– The job satisfaction levels of the academicians were found to be moderately high. Social status was ranked as the highest and compensation was ranked as the lowest of the examined items. The results of the study indicated that professors reported a higher level of job satisfaction as compared to instructor and research assistants. Nonetheless, among the demographic variables age, length of service in present university and in higher education as a whole were significantly related to job satisfaction. Marital status and gender were not significantly related to job satisfaction. (Boran Toker, 2011)

How satisfied individuals are with certain aspects of their work context may affect their willingness to respond positively to work enrichment. Those who are relatively satisfied with job security, pay, co-worker relations, and supervision tend to respond more positively to jobs rating high on the job characteristics, thus having a higher level of context satisfaction. These four aspects of work context combine to form the context satisfaction constructs (Hackman & Oldham, 1980).

Objectives

The study was focused to determine what demographic factors were related to the level of job satisfaction of Senior University Staff. The specific demographic factors addressed in this study were:

- Gender
- Indigineship
- Age
- Marital Status
- Education
- Previous position(s) with other University

- Current positioning the University

Methods and Procedures

Population

The population for this descriptive correlational study was all Senior University staff employed by the Olabisi Onabanjo University in Ago-Iwoye on April 2014 ($N = 1535$). This included Academic, technical Staff, and Professional Staff. All 1535 were included in the study. The University is State owned whereas some of the employed staff are not indigenes of the State. The non-indigenes are by convention not consider for positions that are consider vital especially the Principal Officers position.

Study Instrument

Senior University Staff level of job satisfaction was obtained utilizing a modified version of the Job Diagnostic Survey developed by Hackman and Oldham (1980). However, the Job diagnostic Survey was modified such that only three of its seven sections were used in this study. Demographic information were elicited through additional section containing 10 questions created by the researcher to the instrument.

Statements in two of the sections were rated on a 7-point rating scale ranging from strongly disagree to strongly agree. These two sections were used to measure two (internal work motivation and general satisfaction) of the seven aspects of job satisfaction. Also called job satisfaction constructs. Items in the third section were rated on a 7-point scale ranging from very dissatisfied to very satisfied. This section yielded scores for the remaining five job satisfaction constructs (growth satisfaction, satisfaction with job security, satisfaction with pay, satisfaction with co-worker relations, and satisfaction with supervision) (Hackman & Oldham, 1980). The last section consisted of questions that asked the participants pertinent demographic information.

Scale scores for the job satisfaction constructs were computed for each agent utilizing the scoring key provided by Hackman and Oldham (1980). Upon calculating scores for the seven job satisfaction constructs, the first three, internal work motivation, growth satisfaction, and general satisfaction, were categorized as personal satisfaction. The last four, satisfaction with job security, pay, co-worker relations, and supervision, were categorized as context satisfaction (Hackman & Oldham, 1980).

Reliability and Validity

Hackman and Oldham (1974) established internal consistency reliabilities of each of the scales measured by the Job Diagnostic Survey. Oldham, Hackman, and Pearce (1976) later reported reliabilities for two job satisfaction scales not addressed in the initial study, satisfaction with job security and satisfaction with pay. Reliability coefficients for the job satisfaction constructs ranged from .56 (satisfaction with co-worker relations) to .84 (growth satisfaction) (Hackman & Oldham, 1974; 1975).

The median of the correlations between the items composing a given scale and all the other items that are scored on different scales of the same general type, often called

off-diagonal correlations, provide one indication of the discriminant validity of the items included in the Job Diagnostic survey. For the job satisfaction constructs, the median off-diagonal correlations ranged from .23 (satisfaction with co-worker relations) to .28 (growth satisfaction) (Hackman & Oldham, 1974).

Data Collection

Data collection was accomplished through distribution of questionnaire. Prior to data collection, the Researcher addressed the Senior Staff through their Unions notifying them that they would be asked to participate in the study and encouraged them to participate.

Of the 1535 staff invited to participate in the study, 1324 responded to the survey for an overall response rate of 86.2%. Due to incomplete data or to participants choosing not to participate, 1243 surveys were usable, making the final usable response rate 80.9%.

Data Analysis

Data were analyzed using the Statistical package for the Social Sciences (SPSS® Version 13 for Windows). Descriptive statistics, including means and standard deviations, were used to summarize the data. Frequencies and percentages were reported for the demographic data.

Computation was done for Means and standard deviations as revealed by the statistics for the job satisfaction constructs. Relationships between the job satisfaction constructs and gender, Indigene/Non Indigene, marital status, and whether or not the participant had held a previous position to other Universities prior to his or her current position were determined using point-biserial correlation coefficients (r_{pb}). The rank-biserial correlation coefficient (r_b) was calculated to determine the relationships between the job satisfaction constructs and age, while the Spearman's rho correlation coefficient (r_s) was calculated to determine the relationship between the job satisfaction constructs and age, while the Spearman's rho correlation coefficient (r_s) was calculated to determine the relationships between the job satisfaction constructs and education. Significant relationships were determined with an a priori alpha level of .05.

Results

Population Description

The largest percentage (41.2%) of the participants identified themselves as Administrative Staff, while 32.2% were classified as Academic. Technical and Professional staff accounted for 26.6% of the participants.

Gender

As reported in Table 1, low significant relationships were found between gender and three of the job satisfaction constructs, growth satisfaction ($r_{pb} = .32$), satisfaction with job security ($r_{pb} = .29$), and satisfaction with pay ($r_{pb} = .33$). After examining the

scatter plots for the relationships between gender and these three constructs, it was found that females rated growth satisfaction, satisfaction with job security, and satisfaction with pay higher than males. All other relationships were low as well except for the one between gender and satisfaction with co-worker relations ($r_{pb} = .09$), which was negligible.

Indigene/Non-Indigene

Low significant relationships were found between Indigene/Non Indigene and two of the job satisfaction constructs, general satisfaction ($r_{pb} = .32$) and satisfaction with supervision ($r_{pb} = .34$) (Table 1). After examining the scatter plots for the relationships between Indigene/Non Indigene and these two constructs, it was found that Non Indigenes rated general satisfaction and satisfaction with supervision lower than other Indigene/Non Indigenes. Negligible relationships were found between Indigene/Non Indigene and internal work motivation ($r_{pb} = .05$) and between Indigene/Non Indigene and satisfaction with pay ($r_{pb} = .09$).

Age

No significant relationships were found between age and the job satisfaction constructs. Satisfaction with job security ($r_b = .13$) and satisfaction with pay ($r_b = .11$) were the only two job satisfaction constructs having low relationships with age. All other relationships were negligible.

Marital Status

No significant relationships were found between marital status and the job satisfaction constructs. Only two low relationships were found. These relationships were found between marital status and internal work motivation ($r_{pb} = .11$) and between marital status and satisfaction with pay ($r_{pb} = .12$). All other relationships were negligible.

Education

Again, no significant relationships were found between the demographic factor and the job satisfaction constructs. The only low relationship found was between education and satisfaction with pay ($r_s = .24$). All other relationships were negligible.

Held a previous Position with other Universities

No significant relationships were found between whether or not a participant had held a previous position with the another University and the job satisfaction constructs. All relationships were negligible, except for the low relationship with satisfaction with supervision ($r_{pb} = .21$).

Table 1. The Relationships Between the Job Satisfaction Constructs and gender and Indigine/Non Indigine for All staff (N = 1243).

Job satisfaction construct	r_{pb}	
	Gender ^a	Indigine/Non Indigine
Personal Satisfaction Construct		
Internal Work Motivation	.15	.05
Growth Satisfaction	.32*	.16
General Satisfaction	.10	.32
Context Satisfaction Construct		
Job Security	.29*	.11
Pay	.33*	.09
Co-Worker Relations	.09	.10
Supervision	.17	.34*

^a1 = Female; 2 = Male

^b1 = Indigine; 2 = Non Indigine

* $p < .05$

Current Position

Job satisfaction means for all staff ranged from 4.30 to 6.80 (table 2). Professional and Technical staff rated the job satisfaction construct of satisfaction with co-worker relations the highest ($M = 6.80$), while Administrative Staff rated the job satisfaction construct of satisfaction with pay the lowest ($M = 4.30$). The means among the staff groups were alike for six of the seven job satisfaction constructs. A significant difference was found between Academic and Professional and technical Staff (Scheffe Mean Difference = .3427, $p = .032$) regarding how each group rated satisfaction with co-worker relations. Academic rated this construct significantly lower than Professional Staff.

Table 2: Means of the Job satisfaction Constructs for All senior University Staff (N = 1243)

Job Satisfaction Construct	M		
	Academic	Administrative Staff	Professional Staff
Personal Satisfaction Construct			
Internal Work Motivation	5.59	5.86	5.98
Growth Satisfaction	5.88	6.15	6.29
General Satisfaction	6.20	5.44	5.27
Context Satisfaction Construct			
Job Security	5.80	6.49	6.72
Pay	4.76	4.30	4.85
Co-Worker Relations*	6.25	6.53	6.80
Supervision	4.80	5.21	5.22

Note: Means of two job satisfaction constructs (internal work motivation and general satisfaction) were derived from a combination of items contained in two of the sections of the Job Diagnostic Survey. Means of the remaining five job satisfaction constructs (growth satisfaction, satisfaction with job security, satisfaction with pay, satisfaction with co-worker relations, and satisfaction with supervision) were derived from items contained in another section of the Diagnostic Survey. Academic differed from Professional Staff. Technical Staff did not differ from the other two groups * $p < .05$.

Findings and Discussion

The results of this study indicate a low relationship were observed between gender and the job satisfaction constructs of growth satisfaction, satisfaction with job security, and satisfaction with pay. Females rated all three of these constructs higher than males, indicating a higher level of satisfaction with personal learning and growth opportunities at work, job security, and compensation. Previous studies have shown similar findings (Bowen et al., 1994; Riggs & Beus, 1993). However, even though the literature indicates a relationship between gender and job satisfaction, some studies are inconclusive regarding whether males or females are more satisfied (Herzberg et al.,

1957). In contrast, other studies have shown that gender is not related to job satisfaction (Cano & Miller, 1992a; Cano & Miller, 1992b; Castillo & Cano, 1999; Castillo et al., 1999; Nestor & Leary, 2000).

Our findings in this study revealed that age was not related to any of the job satisfaction constructs for Senior University Staff in Ago Iwoye. While this finding contrast with the conclusions of some earlier researchers like Bowen, et.al (1957) and Nestor & Leary (2000), it is consistent with other studies carried out by Castillo, et al. (1999) and Castillo & Cano, 1999.

Indigineship had low relationships with the job satisfaction constructs of general satisfaction and satisfaction with supervision among the population for the research because all of them rated both of these constructs low. indicating a lower level of satisfaction with their jobs in general and with the supervision that they receive.

While several studies like Bowen, et al. 1994 and Fettsch & Kennington, 1997 Marital status was not related to any of the job satisfaction constructs for Senior University Staff. This conclusion is consistent with other studies (Herzberg et al., 1957). While several studies indicated that married or divorced staff are more satisfied with their jobs than remarried, never married, or widowed staff as evidence of a relationship between marital status and job satisfaction, this study indicate that marital status was not related to any of the job satisfaction constructs for this set of University staff. This conclusion is consistent with earlier study by Adekola, 2012.

This study reflected that Education was not related to any of the job satisfaction constructs for Senior University Staff. Earlier researchers like (Bowen et al., 1994; Cano & Miller, 1992a; Cano & Miller, 1992b; Castillo & Cano, 1999; Castillo et al., 1999 have found this same conclusion. However, some studies do indicate that increasing one's educational level increase his or her level of job satisfaction (Andrews, 1990; Berns, 1989).

When the means of the job satisfaction constructs of the three groups are compared, it revealed that for the most part, there was no difference among the three groups regarding how satisfied each group was with the seven job satisfaction constructs. A significant difference was found between Academic and Professional and Technical Staff regarding how satisfied each group was with their co-worker relations. Academic rated this construct lower than Professional and Technical staff, indicating a lower level of satisfaction with their relationships with their co-workers. However, having held a previous position with other Universities was not related to any of the job satisfaction constructs for Senior University Staff.

Conclusion & Recommendations

Understanding the factors that contribute to the job satisfaction level of members of the University Community is very fundamental if we are expecting to get the best from them

in terms of productivity. It is therefore our suggestion that that the results of this kind of study must be made available to University administrators to make them aware of which demographic factors that was related to the level of job satisfaction of Senior University Staff. It is suggested that management should design in-service and trainings to help male Senior University Staff increase their level of satisfaction with personal learning and growth opportunities at work, job security, and compensation. There is a need to encourage University Staff who are non- indigene to increase their level of satisfaction with their jobs in general and with their supervisors. Since Academic indicated a lower level of satisfaction in their relationships with their co-workers as compared to other Staff, University Management should find a means of enlarging Academic' job duties in to include some aspects that can make them build better relationships with their co-workers.

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