

Factors Affecting Job Satisfaction of Faculty Members

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Received 01 September 2013

Revised 23 October 2013; Accepted 15 December 2013

Abstract: The purpose of this study is to determine the overall level of job satisfaction, and to examine factors affecting job satisfaction of faculty members at University of Agriculture and Forestry Ho Chi Minh City (UAF). A descriptive-correlational survey research design was applied to answer the research questions and test the study hypotheses. Frequencies, percentages and appropriate summary statistics were computed for the demographic characteristics, factors of job satisfaction. Correlation coefficients were calculated to assess relationships between the selected characteristics. The descriptive analysis of the data indicates that the mean for the overall level of job satisfaction is 3.97 with a standard deviation of .909. The median and mode score is four. This is indicative of an above average level of satisfaction; it appears as though the majority of the employees in the sample are satisfied with the nature of their job. A stepwise multiple linear regression was performed to determine the best predictor of the dependent variable - overall job satisfaction. The result showed that our independent variables (fiscal resources, personal growth and satisfaction, policy and administration) have accounted for 59% of the variance in the overall job satisfaction of faculty member.

Keyword: Job satisfaction; Job factors; Faculty member.

1. Introduction

The economic development of nation has the close relationship with higher education and education fosters principles of equality and socialism in the context of Vietnam. Education forms a support system for talents to excel in life. It is the backbone of society. Education gives us the knowledge of the world around us. Education equips us with all that is needed to make our dreams come true. Schools and universities (higher education institutions)

define the basic framework of education. Today's higher education institution is an extremely complex social organization. In effect, successful schools and universities lay on the important contributions of effort, involvement, of all teachers, tutors, or lecturers - a key resource within higher education institutions and his major role in achieving the objectives of the institution. Moreover, lecturer's roles are broad and challenging. They not only have to give lectures, they are also expected to provide professional consultations, to conduct academic researches and to publish their findings so that the

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university would benefit. They also need to keep up with new knowledge, new technologies and new techniques in order to deliver the best to their students.

As humans, lecturers are also subject to problems of dissatisfaction at workplace. If they are not satisfied, they may not be committed to deliver the best. In addition, there is a possibility that their job performance may not achieve the target. This would of course lead to other adverse effects to students and finally to the university. Therefore, lecturer's job satisfaction is crucial to effective schools (academic institutions).

The socio-economic changes have put high pressure on Vietnam's higher education system. It led to an increase in social demand for higher education to prepare students for jobs in new and modern sectors. When the demand for skilled labor grew rapidly many academic staffs left the profession to take up jobs elsewhere in the public and private sector. Demand for academic staff in higher education has been increasing and been expected to continue to increase. Academic staffs are the most important group of professionals for one nation's future. Therefore, it is crucial to find out if a large number of academic staffs are satisfied with their jobs.

Faculty members had varying needs and motivators and are needed determined. When these needs and motivators are determined, school administrators can design and implement development plan to help meet the needs of faculty member, which will increase employee satisfaction and student satisfaction (Wittenauer, 1980).

The purpose of this study was to explore the following general questions:

What is the overall level of job satisfaction of faculty members?

What are the differences in job satisfaction levels among faculty members based on biographical variables such as age, gender, highest degree earned, years of employed?

What relationships existed between the selected job factors and overall job satisfaction of faculty members?

What measures to improve faculty member's job satisfaction would be realistic?

2. Methodology

The research methodology used in the study was basically quantitative. Specifically, a descriptive-correlational survey research design was applied. According to Babbie (1998), the survey method's purpose is to generalize from a sample to a population so that inferences can be made about some characteristics, attitude, or behavior of this population. The survey was conducted at the University of Agriculture and Forestry located in Ho Chi Minh City, Vietnam. The population of the study comprises of faculty members from all departments.

Since only one organization was surveyed, the researcher's place of employment, generalizability from this convenience sample to employees outside of the target population is not recommended because of the lack of statistical random sampling in various organizations.

Data were collected by using a questionnaire. The questionnaire consisted of two independent sections including socio-demographic profile questions, job satisfaction questions. Job satisfaction questionnaire was adapted from Castillo and Cano's (1999), Three Factor Job Satisfaction Scale.

Data were analyzed using the Statistical Package for the Social Sciences (SPSS® Version 18.0 for Windows). Correlation coefficients were calculated to assess relationships between the selected characteristics. In this study, Pearson's r , sometimes called product-moment correlation, was used to determine the relationship between interval variables. *Point-biserial correlation* was used when correlating an

interval variable with a nominal variable (a true dichotomy). Multiple regression is a multivariate statistical technique that is used for studying the relationship between a single dependent variable and several independent variables. In this study, multiple regression analysis was also used to test relationship of OJS with selected job factors.

3. Result and discussion

3.1. The overall level of job satisfaction of faculty members

The overall level of job satisfaction of faculty members was assessed by using one-item statement in the questionnaire which is "Considering all aspects of my job as a faculty

member, my overall level of job satisfaction is...". A six-point Likert-Scale ranging from very dissatisfied (=1) to very Satisfied (=6) was used to record respondents feeling about their job. The value of overall level of job satisfaction was determined by calculating a mean score of all responses to the abovementioned item. Thus, the overall job satisfaction could range from 1 to 6.

The job satisfaction amongst the sample of 203 faculty members is depicted in Table 1. The result indicates the mean for the overall level of job satisfaction is 3.97 with a standard deviation of .909. The median and mode score is four. Hence, it may be concluded that the overall level of job satisfaction of the sample is moderate. The standard deviation is also not high, indicating that most faculty members experience moderate level of job satisfaction.

Table 1: Descriptive statistics (mean, std. deviation) of job satisfaction

	N	Mean	Std. Deviation
Overall level of job satisfaction	203	3.97	.91
Fiscal resources	203	2.92	.84
Policy and administration	203	4.12	.80
Personal growth and satisfaction	203	4.36	.57

3.2. The correlation of demographic variables with the OJS

Pearson' product moment correlation coefficients were calculated to measure the relationship between overall job satisfaction with demographic characteristics (age, years of work, educational level, position hold) of respondents. Significant positive correlation was found between position of faculty member and overall job satisfaction ($r=.141$, $p<0.05$). This indicates that the level of job satisfaction if faculty members increased as the faculty member's position in the university increased. There was no significant relationship between age and the OJS ($r=0.095$). This finding is in line with the study of agricultural education teachers in Ohio conducted by Cano and Miller (1992) which does not found a relationship

between age and job satisfaction. But, this is not in line with in Berns' (1989) study, he found that as the age of the teacher increased, so did his or her overall job satisfaction level.

There was no significant relationship between educational level and the OJS ($r=0.098$). This finding is not in line with Berns' study (1989). He reported that a teacher's educational level 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. While, Klein & Maher (1966), and Motowidlo et al. (1997) found negative relationship between education and job satisfaction.

There was no significant relationship between years of work and the OJS ($r=0.079$).

This finding is not in line with Grady’s (1985) study. He found that as the number of years of teaching experience increased, overall job satisfaction increased as well.

Point Biserial correlation coefficients were calculated to measure the relationship between overall job satisfaction and gender, there was also no significant difference found ($r=0.079$).

This finding is in line with the study of Castillo and others (1999) of Ohio Educational teacher, they found out that gender was not significantly related to overall job satisfaction. But, it is not in line with the study of Herzberg et al. (1957). Their findings indicate that males are more satisfied with their jobs, while others indicate that females are more satisfied.

Table 2: Relationship between OJS and demographic variables

Variable	Correlation coefficients (r)
Gender	0.079
Age	0.095
Years of work	0.079
Educational level	0.098
Position hold	.141*

3.3. *The relationship between selected job factors and the overall job satisfaction*

The relationship between faculty members’ level of overall job satisfaction and the selected job factors: policy and administration, personal growth and satisfaction, and fiscal resources were also calculated using Pearson Product

Moment Correlations (Table 4.17). The relationship between overall job satisfaction with fiscal resources, policy and administration and personal growth and satisfaction was substantial with correlation coefficient $r = .680, .564$ and $.629$ ($p<0.01$) respective.

Table 3: Correlation Matrix for selected job factors and the overall job satisfaction

		Overall level of job satisfaction	Fiscal resources	Policy and administration	Personal growth and satisfaction
Overall level of job satisfaction	Pearson Correlation	1	.680**	.564**	.629**
	Sig. (2-tailed)		.000	.000	.000
Fiscal resources	Pearson Correlation	.680**	1	.432**	.484**
	Sig. (2-tailed)	.000		.000	.000
Policy and administration	Pearson Correlation	.564**	.432**	1	.723**
	Sig. (2-tailed)	.000	.000		.000
Personal growth and satisfaction	Pearson Correlation	.629**	.484**	.723**	1
	Sig. (2-tailed)	.000	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed)

A stepwise multiple linear regression was performed to determine the best predictor of the dependent variable - overall job satisfaction. The regression model was run with the selected characteristics in the study, including personal growth and satisfaction, fiscal resources, policy and administration. Tests for multicollinearity

indicated that a very low level of multicollinearity was present (VIF=1.33 for fiscal resources, 2.26 for personal growth and satisfaction, 2,13 for policy and administration). Since the highest variance inflation factor (VIF=2.26) was under ten, high multicollinearity did not appear to be a problem.

Table 4: Multiple regression analysis of overall level of JS on selected Job Factors

The following table 4.24 indicates the result of the regression analysis

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	(Constant)	-.246	.316		
Fiscal resources	.516	.057	.474	9.052	.000
Personal growth and satisfaction	.462	.108	.292	4.270	.000
Policy and administration	.169	.075	.148	2.238	.026

R=.768; R²=.59, Adjusted R²=.583, F=95.3
a. Dependent Variable: Overall level of job satisfaction

Let's examine the output from this regression analysis in the above table. The constant is not significant indicating total dependence of overall job satisfaction on the explanatory variables. The beta value is a measure of how strongly each predictor variable influences the criterion variable. The beta is measured in units of standard deviation. Thus, the higher the beta value the greater the impact of the independent variable on the dependent variable. In this study, a beta value of .447 for fiscal resource variable indicates that a change of one standard deviation in the fiscal resource score will result in a change of .447 standard deviations in the OJS variable, given that all other variables in the model are held constant. The beta value of .292 for personal growth and satisfaction variable indicates that a change of one standard deviation in the fiscal resource score will result in a change of .292 standard deviations in the OJS variable, given that all other variables in the model are held constant. The beta value of .148 for policy and administration variable indicates that a change of one standard deviation in the policy and administration score will result in a change of .148 standard deviations in the OJS variable, given that all other variables in the model are held constant.

R is a measure of the correlation between the observed value and the predicted value of the dependent variable. In the present study, this is the correlation between the overall

levels of job satisfaction reported by our respondents and the levels predicted for them by our independent variables. R Square is the square of this measure of correlation and indicates the proportion of the variance in the dependent variable which is accounted for by our model - in this study the proportion of the variance in the job satisfaction scores accounted for by three independent variables (fiscal resources, personal growth and satisfaction, policy and administration). In essence, R Square is a measure of how good a prediction of the dependent variable we can make by knowing the independent variables. In this study, we have an R Square value of .59, we can say that our independent variables (fiscal resources, personal growth and satisfaction, policy and administration) has accounted for 59% of the variance in the overall job satisfaction of faculty member, even after taking into account the number of predictor variables in the model. Particularly, the analysis revealed that fiscal resources accounted for 46.2% of the variance in the level of overall job satisfaction of faculty members. When personal growth and satisfaction was added to the regression equation, 57.9% of the variance in overall job satisfaction was accounted for. Lastly, when policy and administration was added 59% of

the variance in the overall level of job satisfaction of faculty member was accounted for.

Thus, we have linear multiple regression equation:

$$\text{OJS} = 0.516 (\text{fiscal resources}) + 0.462 (\text{personal growth and satisfaction}) + 0.169 (\text{policy and administration})$$

4. Conclusion and recommendation

Job satisfaction of employees have always been important issues and should be taken into consideration for managers. In a university, faculty members or lecturers or teachers play an important role. As teacher determined much of the student satisfaction and has impact on student learning, University authorities must devote greater effort to enhance their capabilities and must not forget that the success and competing power of the university depend on committed and satisfied faculty members.

University authorities need to develop strategies to deal with the needs of those teachers who experience less job satisfaction by pay special attention to items that faculty member said dissatisfied .

University authorities must be concerned with the items aligned with the fiscal resources job factor when seeking to increase this aspect of faculty members' job satisfaction, such as: revision of faculty members' salary, increasing income through subsidization, providing monies supports for attending workshops, training and conferences, etc.).

University authorities must also be concerned with the items aligned with the personal growth and satisfaction job factor when seeking to increase this aspect of faculty members' job satisfaction, such as: the work itself and achievement. In order word, university authorities should promote the

faculty member by improving policy and administration, providing better condition for personal growth and satisfaction and paying fairly that increase job satisfaction, commitment.

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