The study of Islamic Azad University faculty members' job satisfaction

Saeed Ahmadi a, Abdollah Keshavarzi b*

a Department of Educational science, Firoozabad Branch, Islamic Azad University, Firoozabad, Iran
b Department of English language, Firoozabad Branch, Islamic Azad University, Firoozabad, Iran

Abstract

The goal of this research was to study the Islamic Azad University faculty members' view of the effective factors in job satisfaction. The instrument employed in this study to collect information was Hertzberg's Standard scale, the reliability and validity of which had previously been calculated. The statistical population and sample were all faculty members of Firoozabad Islamic Azad University since they were not large in number. The analysis of data indicated:

1. The greatest faculty members' job satisfaction was with their knowledge of their job and their lowest satisfaction was related to their salary.
2. There was significant difference between female and male faculty members in respect to job satisfaction.
3. There wasn’t a significant difference between assistant professors and instructors in respect to job satisfaction.
4. There wasn’t significant difference between faculty members in respect to their work experience.

Keywords: Job Satisfaction, Faculty Members, Islamic Azad University;

1. Introduction

Since organizations managers possess restricted financial and human resources, and at the same time, they expect their organization be highly efficient and effective and their employees be satisfied with their job, it seems necessary that organizations members be evoked to perform their duty and to help the organizations to reach their goals; thus doing, both the needs of the members and the organizations are met and responded.

So far different theories concerning employees' provocation have been offered, in which there has been attempts to answer this question: what factors provoke the individuals to perform their duty? One of the theories that have dealt with the effective elements of job satisfaction or job dissatisfaction and have caused follow up researches is called Two-factor theory or Motivator-hygiene theory, introduced by Herzberg. The present study is based on Herzberg's theory to observe the effective factors in Islamic Azad university faculty members' job satisfaction or dissatisfaction. The aim is to study this group's job satisfaction level, the group which plays a significant role in cultural and national development. Through understanding their level of job satisfaction, the society can attempt to satisfy them more to lead to ideal education.

Herzberg and his colleagues reviewed more than 3000 sources of 55 years (1900-1955) concerning job approaches, and prepared the necessary background for their own research through "Critical Incidents Technique". The main study of Herzberg and his colleagues was formed in Pittsburgh psychological center by analyzing the

* Abdollah Keshavarzi. Tel.: +989171121026
E-mail address: abdollaksh123987@yahoo.com
responses of 203 engineers and accountants, describing their own situation when they had been asked about their own feelings at their workplace (Nayeli 1994). Each employee was first asked to think about the time he had felt a special feeling with his job, to describe the situation leading to this feeling, and to estimate how long this feeling had been effective in his work efficiency. Then each employee was asked to think about the time when he had felt a negative feeling with his job, to describe the situation leading to this feeling, and to estimate how long this feeling had been effective in his work inefficiency. The results revealed to Herzberg that when people talked about their good feelings and job satisfaction, they referred to mental factors present at their workplace such as achievement, recognition, work itself, responsibility, and advancement. Herzberg called these factors, the sources of satisfaction motivators because they are necessary for essential progress in job performances. He also mentioned that when people talk of job dissatisfaction, they talk of elements related to work, such as company policy and administration, supervision, interpersonal relationship, work condition, and salary. He called these factors, hygiene or maintenance sources because they are present in work environment and cause to maintain work healthy and good and are essential to keep out dissatisfaction, which leads to decrease in function. Herzberg was also interested to reveal the union of these factors with public hygiene (Saatchi 1991; Dessler 1989; Nayeli 1994; Kazmayer 1989; Hoy & Miskel 1991; Tusi 1991; Cartwright et al 1993; Anderson & Kyprianou 1994; Baro & Greenberg 1990).

Herzberg believes that job satisfaction and dissatisfaction originate from two different sets (Baron & Greenberg 1990). According to Herzberg, these two sets do not stand in two different dimensions and against each other, but they are two separate items, like hearing and seeing. He believes that factors which create job motivation and are related to job satisfaction are completely different and distinguished from those related to job dissatisfaction. In other words, according to him, when people feel dissatisfied with their own work, their dissatisfaction is related to the environment where they work. On the contrary, when people feel satisfied, this is related to their satisfaction with the work itself (Hersey & Blanchard 1993). Therefore, motivating and hygiene factors are not a continuum, as people think.

According to Baron & Greenberg (1990), Herzberg's theory can be considered as a necessary framework for understanding job satisfaction because it provides a proper framework to describe the condition in which people find satisfaction and dissatisfaction. Besides, this theory has basically paid attention to important factors such as recognition, responsibility, and advancement. In John Locke's view, Herzberg's theory is regarded of main motivation theories which emphasizes both internal characteristics and environmental ones in which people live, and effective managers should realize that just environmental characteristics cannot motivate, but its absence can become the cause of lack of motivation. Positive motivation originates from individual's internal psyche; therefore, man should be provided with this internal satisfaction that he will be able to get it naturally from work.

The results of Kloep's & Tarifa's (1994) on teachers of different grades of Albania schools reveal that female teachers' job satisfaction is significantly more than their male colleagues. According to Baron & Greenberg (1990), a lot of reviews have reported that the role of gender in determining work is vanished. For example, Peter, in a study evaluating the efficiency of more than 600 male and female business administers and supervisors, did not observe any discrimination between males and females.

Moeny's studies (1993) on the teachers of Shiraz show that female teachers are more satisfied with their job than males. However, Pour Samad (1993) did not observe any difference between male and female teachers in respect to job motivation.

Scorcinnelli & Near, in their study, found out that faculty teachers' job satisfaction is not gender based, but is positively related with their academic degree. Bowen (1991) concluded that faculty members of agriculture department were generally satisfied with their job positions, but did not observe any relationship between their job satisfaction and academic degree. He induces that Herzberg's theory cannot be applied to faculty members of agriculture department because both motivation factors and hygiene factors lead to the description of faculty members' job satisfaction. Cowie, in his studies, also concluded that faculty members of agriculture and forestry departments in West Virginia were satisfied very much with their jobs (Bowen & Radhakrishna 1991).

Since higher education has a determining role in economic, social and cultural development, and is responsible to rear professional, committed, efficient, creative and motivated experts, it seems essential to pay
considerable attention to faculty members' job satisfaction. Satisfaction is an interfering variable between human needs and behavior, and is considered as the basic and effective factor of organizational behavior. As such, true understanding of employees' satisfaction in each organization, especially educational organizations which produce human resources and flourish talents, is necessary.

The aim of this study is to realize basic factors involved in job satisfaction among faculty members. The results of this study might be used by educational planners and policymakers. This will help them to recognize the satisfaction factors among members, and to create a favorite and challenging job situation.

2. Methodology

The statistical population includes all faculty members of Islamic Azad University, Firoozabad Branch. As the number of faculty members of the concerned population was restricted, the related sample was distributed to all, but those who returned the questionnaire were 35.

The instrument of data collection was a scale with 30 items which, based on Likert's scale, was graded from very much to very little, and was concerned with teachers' attitude toward job satisfaction. The validity of the scale, according to Behbahani (1996) and using material analysis has been reported 0.80, and its reliability 0.70 through Cronbach's alpha method.

3. Findings

Question 1: Which factor has the most and which one the least effect on job satisfaction: the nature of work, advancement, the relationship between employees, supervision, administrative policy.

To compare the mean of ten set aspects of job satisfaction, the analysis of variance for repeated measures was used.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work nature</td>
<td>4.02</td>
<td>2.10</td>
<td>35</td>
</tr>
<tr>
<td>Success in work</td>
<td>3.34</td>
<td>0.98</td>
<td>35</td>
</tr>
<tr>
<td>Advancement</td>
<td>3.13</td>
<td>1.46</td>
<td>35</td>
</tr>
<tr>
<td>Job knowledge</td>
<td>4.14</td>
<td>0.49</td>
<td>35</td>
</tr>
<tr>
<td>Responsibility</td>
<td>3.47</td>
<td>0.92</td>
<td>35</td>
</tr>
<tr>
<td>Salary</td>
<td>2.21</td>
<td>1.52</td>
<td>35</td>
</tr>
<tr>
<td>Work condition</td>
<td>2.80</td>
<td>1.58</td>
<td>35</td>
</tr>
<tr>
<td>Relationship</td>
<td>3.39</td>
<td>1.63</td>
<td>35</td>
</tr>
<tr>
<td>Supervision</td>
<td>2.93</td>
<td>1.74</td>
<td>35</td>
</tr>
<tr>
<td>Administrative policy</td>
<td>2.65</td>
<td>1.78</td>
<td>35</td>
</tr>
</tbody>
</table>

According to table 2, the highest level of teachers' job satisfaction is with their knowledge of work, and their least satisfaction is with salary which is at 0.001 level of significance.

Question 2: Is the significant difference between faculty members' job satisfaction gender based?

To analyze this question, t-test of independent groups was used.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Satisfaction mean</th>
<th>Standard deviation</th>
<th>Free degree</th>
<th>T</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>95.04</td>
<td>13.33</td>
<td>1</td>
<td>2.04</td>
<td>0.049</td>
</tr>
<tr>
<td>Female</td>
<td>105.6</td>
<td>14.98</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observing table 3, it is evident that females with job satisfaction mean of 105.6, compared to 95.04 for males, are more satisfied with their job, and this difference is significant at 0.04 level. Considering that the highest and lowest
teachers' satisfaction is respectively 145 and 29 (teachers' satisfaction mean is 87), the mean of both male and female teachers' satisfaction is higher than the medium.

Question 3: Is there any significant difference between faculty members' job satisfaction based on their academic degree?

Table 4: the results of t-test of independent groups – faculty members' job satisfaction based on academic degree

<table>
<thead>
<tr>
<th>Academic degree</th>
<th>Satisfaction level</th>
<th>Standard deviation</th>
<th>Free degree</th>
<th>T</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>104.83</td>
<td>11.71</td>
<td>1</td>
<td>0.73</td>
<td>0.08</td>
</tr>
<tr>
<td>Assistant prof.</td>
<td>110.80</td>
<td>13.20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that there is no significant difference between faculty members' job satisfaction based on their academic degree.

Question 4: Is there any significant difference between faculty members' job satisfaction based on their teaching experience?

To analyze this question, the analysis of unilateral variance was used.

Table 5: the results of mean and standard deviation of teachers' job satisfaction based on their experience

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>Satisfaction mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>111.92</td>
<td>7.55</td>
</tr>
<tr>
<td>4-10</td>
<td>113.74</td>
<td>5.81</td>
</tr>
<tr>
<td>11-15</td>
<td>118.90</td>
<td>3.96</td>
</tr>
<tr>
<td>More than 15</td>
<td>108.16</td>
<td>0.79</td>
</tr>
</tbody>
</table>

Table 6: the results of variance analysis – teachers' job satisfaction based on their experience

<table>
<thead>
<tr>
<th>Variance source</th>
<th>Free degree</th>
<th>Sum of squares</th>
<th>F</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>28.55</td>
<td>0.27</td>
<td>0.84</td>
</tr>
<tr>
<td>Within groups</td>
<td>31</td>
<td>1076.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>1140.88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 6, the highest level of satisfaction belongs to teachers with 11-15 years of teaching experience and the lowest level belongs to those with more than 15 years of experience, but no significant difference was seen between groups. Considering that the highest and lowest teachers' satisfaction is respectively 145 and 29 (teachers' satisfaction mean is 87), teachers' satisfaction is generally more than the medium, based on their teaching experience.

4. Analysis of the results

Question 1: Which factor has the most and which one the least effect on job satisfaction: the nature of work, advancement, the relationship between employees, supervision, administrative policy.

The results of the studies have shown that the highest level of teachers' satisfaction is with their familiarity with their work and their lowest satisfaction with their salary. Familiarity with the nature of work has confirmed the employees' success, and is considered as feedback for their advancement. The results of the studies of Anion, Schmitt, Stivensky and Nayeli are indicatives of the correlation between job knowledge and satisfaction.

Since faculty members' work nature is respected by different people of the society, and it possesses a valuable social status, the highest mean of satisfaction belongs to this aspect. Besides, familiarity with the nature of work is the effective factor of job satisfaction, so that when the organization positively understands the individual's function and appreciates him to some extent, and the individual knows confidently and knowledgeably his position in the organization, job satisfaction moves toward high, and vice versa.

From Herzberg's point of view, salary is considered as a job dissatisfaction element. Salary is considered one of the most important conditions which affect job satisfaction. Greenberg claims that money seems to have different meanings for different people, and is probably more important for those who cannot gain satisfaction from any other aspects of their job. Rawler, by studying previous researches, found out that salary is that aspect of job with which most employees are dissatisfied.
Question 2: Is the significant difference between faculty members’ job satisfaction gender based?

Gender based studies revealed that female faculty members were rather more satisfied than male ones. In this respect, it can be referred to Parsa’s (1996) study in which the mean of total, intrinsic and extrinsic job satisfaction scores of female teachers has been reported higher than male ones, and also to Shah Sani’s (1996) study in which the mean of female teachers’ job satisfaction is higher than male teachers. Also, Syeds (1990) concludes from his own researches that female teachers, compared to male teachers, are more satisfied with their own salary; therefore, they are less willing to quit their jobs (quoted by Rohani 1994). Since in a lot of societies, men have to tolerate the burden of family expenses, this issue makes men work overtime or find a second job or work as tutors in their extra times. As such, they will lose their efficiency in their teaching, and they cannot spend enough time on research and study. However, female teachers have much more time to study and perform research studies. The results of a group of scholars – including Delos (1994), Richard (1983), and Karen (1994) – shows that male teachers look for second jobs more than female ones. Kirby & Grissmer’s (1993) findings also reveal the higher rate of changes of job in men than in women teachers (quoted by Bozorgi 1996).

Question 3: Is there any significant difference between faculty members’ job satisfaction based on their academic degree?

In studying the factor of teachers’ academic degree in their job satisfaction, the results of the study indicated that there was no significant difference of job satisfaction between instructors and professor assistants. Since differences between academic ranks are not evident in universities, and the motivation and hygiene factors mentioned in this study function similarly or with a little difference, there is no essential difference in this respect.

Question 4: Is there any significant difference between faculty members’ job satisfaction based on their teaching experience?

The results showed that the highest level of satisfaction belonged to teachers with teaching experience of 11-15 years, and the lowest belonged to teachers with more than 15 years of teaching experience. The difference between teachers’ satisfaction based on their experience was not meaningful.

As a matter of fact, job dissatisfaction is multi dimensional which is evident in all levels and academic ranks as well as with different years of experience. Although faculty members might be different in some job aspects, the studied factors in this research follow the same method for all faculty members. This issue causes no significant difference to be found between their job satisfactions.

References

Gohari Bebhanani, Gh. (1996). Analytical review of Herzberg’s two-factor theory among faculty members of Shiraz University and Shiraz Medical University. Shiraz University.
Abstracts, 2, 2.