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## **Job Satisfaction among Academic Faculty at Qatar University: A Quantitative, Correlational, Cross-Sectional Survey Study**

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### **Abstract:**

*The purpose of this correlational, cross-sectional survey study was to demonstrate the relationship between intrinsic motivators and extrinsic hygienic factors and to quantitatively correlate those factors with job satisfaction. The results were quantified using Herzberg's two factor theory. The study presented 248 full-time faculties at Qatar University (QU) with a 62-item questionnaire. The questionnaire assessed whether intrinsic factors, extrinsic factors or both contributed to full-time faculty job satisfaction and/or job dissatisfaction. After the data were collected they were analyzed utilizing multiple regression, ANOVA and descriptive statistics. The analyzed data supported a dual-factor concept and exhibited that the primary factor which contributed to full-time faculty job satisfaction were hygienic factors and the factors that contributed to full-time faculty job dissatisfaction were split between both motivator and hygienic factors. The real-time statistical results that indicated that hygienic factors were primarily responsible for job satisfaction contradicted Herzberg's two-factor paradigm. Herzberg's two-factor paradigm categorized motivator factors as those attributed to job satisfaction, and lack of hygiene factors as the reason for job dissatisfaction. There have been many different reasons why this study contradicted Herzberg's two-factor paradigm, with the most commonly likely being the limited sample size and narrow cultural background. While there are limitations to this study, it provides a baseline of the factors that have directly influenced job satisfaction and/or job dissatisfaction of the full-time faculty at Qatar University.*

**Keywords:** *Hygiene/extrinsic factors, job satisfaction, job dissatisfaction, motivation, motivator/intrinsic factors*

### **1. Background**

Employee satisfaction has always been at the top of the priority list for top success-oriented organizations. Highly satisfied employees perform better, and more efficiently (Al-Hinai & Bajracharya, 2014). Job satisfaction has been proven to be of critical importance within the education field. When high-level educators face work-related stress, they become exhausted and burn out; which can have detrimental effects on one's job and associated job satisfaction (Skaalvik & Skaalvik, 2015). Educational job satisfaction is imperative to retaining highly credentialed, enthusiastic tenure-track and tenured professors. The topic of job satisfaction and job dissatisfaction has become an area of significant research interest over the past decades. There have been motivating and hygienic factors that have specifically influenced job satisfaction among high-learning college level faculty. Based on Herzberg's two-factor theory, motivators are intrinsic factors involved in doing the job, and hygiene are extrinsic factors that define the job context. Those critical factors included: salary, teaching and research facilities, benefits and logistical services, professional reputation, career development and school management, and the work itself (Mehboob, Sarwar, & Bhutto, 2009; Ping Du, Lai, & Lo, 2010). According to Ping Du et. al., (2010), other organizational characteristics have also been linked to higher-learning faculty job satisfaction. Those factors included, but not limited to: type of University, academic field, evaluation orientation, overall management, and tuition increases (Altbach, 2007; Kainth & Kaur, 2010). Tuition increases proved to result in lower satisfaction levels among faculty (Altbach, 2007; Kainth & Kaur, 2010), and this result is addressed in the research produced by Ambrose, Huston, & Norman (2005); Chang, (2009); and Hong, (2010). According to Ambrose, et. al, tuition fee increases create unrealistic expectations on professors, which then create job dissatisfaction among dedicated and idealistic faculty. Direct relationships between increased tuition fees and faculty retention have been made. Faculty members are more likely to retire early or resign to work outside academia because of the undue, unrealistic expectations placed upon them when the customer (student) pays more for their service (academic courses) (Ambrose, Huston, & Norman, 2005; Chang, 2009; Hong, 2010).

### **2. Introduction**

The focus of this study is to evaluate job satisfaction among faculty members at Qatar University (QU). The goal is to determine which motivating and/or hygienic factors are responsible for the faculty members job satisfaction and/or job

dissatisfaction. These full-time faculty members' satisfaction and dissatisfaction levels were evaluated based on Herzberg's theory.

To better understand the focus of this study, the different intrinsic and extrinsic factors must be defined. Motivator factors are defined as intrinsic and hygiene factors are labeled as extrinsic. Motivator factors (intrinsic) included: recognition, the work itself (including the actual teaching and/or research, which was found to be a primary source of satisfaction, as well as autonomy, flexibility, a sense of belonging, and the fairness of promotions) (Guarino, Santibañez, & Daley, 2006; Platsidou & Diamantopoulou, 2009). Other motivators that produced satisfaction were advancement, responsibility, and achievement. Hygiene factors included working conditions, pay, interpersonal relations, job security, company policies, and administration (if any is absent, it leads to dissatisfaction). Extrinsic (Hygienic) or External factors included: lack of financial rewards, unpredictable promotion and tenure policies; as well as poor work conditions resulted in dissatisfaction among academic professionals. Other factors that seemed to result in job dissatisfaction, according to Pan, Sheh, Yang and Wang (2015) included: stress associated with time constraints and an unattainable work load. These stressors have been seen across continents affecting the United Kingdom, Australia and China. According to Pan et. al., (2015), higher psychological distress among professors indicated a very low level of satisfaction. The high stress levels were blamed on rapid economic development and expansion in universities and were even linked to depression-associated symptoms among faculty from excessive pressure from teaching, research, writing, publication expectations and regular evaluations of their performance. According to Umbach, Mau, Ellsworth, and Hawley (2008), male faculty members were significantly more satisfied with job autonomy, pay, and opportunities for promotion than female faculty members, while other studies contradict this correlation (Mau et al., 2008). There seems to be no consensus regarding the role of age on satisfaction and dissatisfaction among college professors, although in general, most researchers perceive age as a non-predictor of satisfaction levels.

While there have been multiple studies focusing on the influence of job satisfaction and success of the corresponding organizations, there have been very few studies that have focused on higher-learning, especially at the collegiate level. This gap in the literature encourages further scientific evaluation of job satisfaction, so that policymakers and administrators may better address the needs of their faculty and encourage retention (Seifert & Umbach, 2008).

There has been a notable shift associated toward faculty job dissatisfaction. This shift can be measured in the levels of tenure, the number of prestigious higher-educators retiring or resigning and being replaced with less than experienced faculty, and the international origins of female faculty (Sabharwal & Corley, 2009). Because of this shift, there is a need for unbiased research to determine the factors that contribute to these changes in job satisfaction and how they can be addressed. The purpose of this study was to understand and analyze the motivators (intrinsic/internal) and hygiene (extrinsic/external) factors of the faculty members employed by the Doha-based Qatar University and the direct relationship of these factors to job satisfaction. It was important to look closely at QU because aside from being the country's oldest state-run University (established in 1977), it had not yet been the focus of a research study of this caliber. Qatar University is considered a prominent institution of higher education in the nation, and it has an ongoing commitment to fostering an excellent intellectual and scholarly community dedicated to quality teaching and characterized by the free and respectful exchange of ideas and rigorous inquiry that serves the needs of the community (Qatar University, 2012a).

### 3. Methods

A quantitative, correlational, cross-sectional survey was conducted that focused on understanding and analyzing the intrinsic (motivators) and extrinsic (hygienic) factors, and their influence on full-time Doha-based Qatar University faculties' job satisfaction and dissatisfaction. The data was collected utilizing an Arabic-English, bilingual instrument study; the "Faculty Satisfaction Survey". The survey was the primary means to assess each individual faculty members job satisfaction and job dissatisfaction and how that correlated with either intrinsic or extrinsic factors. The Faculty Satisfaction Survey was administered using Survey Monkey (San Mateo, CA). The cross-sectional survey was developed solely by the primary researcher.

The Faculty Satisfaction Survey was a 62-item Likert-Style questionnaire and it was based on a variety of other questionnaires that focused on job satisfaction. The questionnaire was developed and individualized to assess the job satisfaction of the faculty at Qatar University. The survey was sent via the Institutional Research Office at Qatar University to those Qatar faculty members who agreed to participate.

The participants were asked to rate several factors that could influence job satisfaction utilizing the 4 level Likert scale, which included the categories: strongly satisfied, satisfied, dissatisfied and strongly dissatisfied. The questionnaire was divided into three sections, including: demographic data, motivator factors based on Herzberg's factors and hygiene factors based on Herzberg's factors. The first one-third of the questionnaire focused on the demographics of each participant. Demographic data included gender, nationality, marital status, college and department, faculty rank and years of experience teaching at Qatar University. The remainder of the questionnaire focused on benefits and compensation, educational support services, working environment, campus facilities and the performance evaluation system. The independent variable was job motivator factors and/or job hygiene factors. The dependent variable was job satisfaction and/or dis-satisfaction. Each of these variables were measured using the modified WVQ.

The total number of faculty members that met participation criteria as well as agreed to participate was 248. The same size was defined for the cross-sectional study as 248 Qatar University Faculty Members. The participants were statistically analyzed based on the G\*power analysis. Each faculty member was analyzed demographically, and pertinent information was gathered to better understand what influenced their decision-making process in regards to job satisfaction. The data were analyzed utilizing the Kolmogorov-Smirnov and Shapiro-Wilk tests. These tests evaluated the distribution of the data and allowed for inferential statistics. Data were also analyzed to determine the differences among the faculty member groups utilizing a hierarchical multiple linear regression test, one-way ANOVA, one-tailed t-test, independent samples t-test and correlation analysis. SPSS was utilized to analyze the data and address the research questions and hypothesis.

To better understand what factors truly influenced faculty job satisfaction, it was empirically necessary to develop research questions and hypotheses. Below are the research questions and hypotheses for this cross-sectional study that focused on the relationship between respondents' countries of origin, departments they represented, number of years in the academia and rankings:

### 3.1. Research Questions

Research questions and hypotheses have been developed to understand the factors contributing to job satisfaction and dissatisfaction among the faculty members of Qatar University and to capture the relationship among these factors.

- Q1. What are the hygienic and motivator factors that contribute to job satisfaction among qatar university faculty members?
- Q2. What are the motivators and hygienic factors that contribute to job dissatisfaction among qatar university faculty members?
- Q3. Is there a difference between qatari faculty members and non-qatari (foreign) Faculty members on motivators and hygienic factors of satisfaction?
- Q4. Are there differences between qu faculty members on job motivators and hygiene Factors of satisfaction based on their rank?
- Q5. What is the relationship between motivator and hygiene factors with job satisfaction?
- Q6. What are the influences of motivators, hygiene and moderator variables (gender, Nationality, marital status, years of experience and faculty rank) on job satisfaction?
- Hypotheses: this research offers the following hypotheses as a reference point in the conduct of the study:
- H10. There are no motivators and hygienic factors that contribute significantly to job Satisfaction among qu faculty members.
- H11a. there are motivators and hygienic factors that contribute significantly to job Satisfaction among qu faculty members.
- H20. There are no motivators and hygienic factors that contribute significantly to job Dissatisfaction among qu faculty members.
- H2a. There are motivators and hygienic factors that contribute significantly to job Dissatisfaction among qu faculty members.
- H30. There are no significant differences between qatari faculty members and non-qatari or foreign faculty members on motivators and hygienic factors of satisfaction.
- H3a. There are significant differences between qatari faculty members and non-qatari or foreign faculty members on motivators and hygiene factors of satisfaction.
- H40. There are no significant differences on motivators and hygiene factors of Satisfaction among qu faculty members based on their rank.
- H4a. There are significant differences on motivators and hygiene factors of satisfaction Among qu faculty members based on their rank.
- H50. There is no significant relationship between (motivator and hygiene) factors and job Satisfaction.
- H5a. There is a significant relationship between (motivator and hygiene) factors and job Satisfaction.
- H60. There are no significant influences of (motivators and hygiene) factors and Moderator variables (gender, nationality, marital status, years of experience and faculty rank) on job satisfaction.
- H6a. There are significant influences of (motivators and hygiene) factors and moderator Variables (gender, nationality, marital status, years of experience and faculty rank) on job satisfaction.

## 4. Results

The data were analyzed utilizing the above statistical information through the SPSS program. Seventy percent of voluntary participants in the survey were male and most were non-Qatari (85%). A significant number of participants were in the arts and sciences (38%), engineering (17%) and the foundation programs (17%). The sample was an equally distributed

among lecturers, assistant and associate professors. Few participants held either a full professorship or were teaching assistants. The population percentages were: Professor 13%; Associate Professor 23%; Assistant Professor 31%; Lecturer 24% and Teaching Assistant 9%.

Inferential statistics tested the normality of the distributed motivators, hygiene and job satisfaction. Cronbach's Alpha was used to test the reliability and validity of motivators, hygiene and job satisfaction. The average correlation among all of the constructs was above 0.85, which indicated a strong internal consistency and reliability of scale. Cronbach's Alpha for Part1: Motivators was 0.833 and Cronbach's Alpha for Part2: Hygiene factors was 0.840. Because normality was achieved for this data set, the t-test and ANOVA statistical tests could be compared utilizing the population mean between both groups when relating them to motivators, hygiene factors and how they correlate with job satisfaction.

Because the Likert-scale rates satisfaction on four discreet points, a comparison was made between the mean of each item and the test value 2.5 (the midpoint). A one-sample t-test was performed for motivator factors and one-sample t-test was performed for hygiene factors. The information gathered from the questionnaire, indicated that if the calculated mean was greater than 2.5 then it was statistically significant and contributed to job satisfaction. This statistically significant finding was deemed contributory for both motivator and hygienic factors as they influence job satisfaction. Utilizing the above criteria, two motivator factors contributed most strongly to job satisfaction. Q1/H1: (a) that the salary and the academic qualification are linked and (b) that the college provides career development opportunities. Of the remaining motivator factors, 10 had the potential to lead to job dissatisfaction (Q2/H2). These factors included: (a) whether the school tuition allowance is sufficient to pay for school fees, (b) whether the annual appraisal is justified, (c) whether the direct manager provides motivation for career development, (d) whether the development opportunities are suitable for the level of qualifications, (e) whether there is encouragement to conduct research, (f) whether there is encouragement to participate in the research conducted by the research center, (g) if the performance appraisal reflects the research contribution of the individual, (h) involvement in strategic decision making of the department, (i) involvement in the strategic initiatives of the department of the department, and (j) the workload given.

There were a significant number of hygienic factors that contributed to job satisfaction or dissatisfaction. A total of 17 hygienic factors were found to contribute to job satisfaction: (a) reasonable air ticket allowance, (b) comprehensive health insurance benefits, (c) adequate emergency plans and assembly points, (d) sufficient security staff, (e) very well maintained office space, (f) provision of healthcare services, (g) availability of clinic services and activities, (h) wired internet access, (i) availability of a wireless network, (j) a favorable work environment, (k) adequate services to perform work, (l) adequate lecture halls for teaching, (m) well equipped lecture halls, (n) effective support from supervisors, (o) good reputation of the university in the community, (p) good channels for communication between management and staff, and (q) the programs are at par with international institutions. While there were a significant number of hygienic factors that contributed to job satisfaction, there were almost as many hygienic factors found to contribute to job dissatisfaction. There was a total of 12 hygienic factors that contributed to job dissatisfaction. Those 12 hygienic factors that contributed to job dissatisfaction included: (a) the availability of an adequate daycare center, (b) that all faculty are treated fairly and equally, (c) there is job security, (d) having the freedom to express oneself, (e) clear and comprehensive rules and regulations for research, (f) nondiscrimination, (g) research administration staff have sufficient experience to supervise research, (h) high quality services are offered by the research division, (i) sufficient services are offered by the research administration in the college, (j) clear and comprehensive sabbatical leave policy, (k) clear and fair performance reviews, and (l) clear and fair promotion systems.

After reviewing the data, it was determined that the null hypotheses were rejected. Both motivators and hygienic factors affect job satisfaction (H1a) and dissatisfaction (H2a). Of the motivating factors that were found to contribute to job satisfaction, the item from the questionnaire that scored the highest in regards to job satisfaction was "a salary equivalent to the degree." Job dissatisfaction was most influenced by the motivating factor, "lack of sufficient school tuition allowance and insufficient motivation by the individual's manager for career development. Of the hygienic factors, "air ticket allowance for work-related travel" was the one factor that contributed the most to faculty job satisfaction; and the hygienic factor that contributed most to the faculty job dissatisfaction was, "inadequate availability of a daycare center to host the children."

The one-way analysis of variance proved statistically significant. The data supported the alternate hypothesis (H1a). Both motivator factors and hygienic factors influence job satisfaction. Determining the factors that influence satisfaction and dissatisfaction allows for greater opportunity within the human resource department to provide competitive packages to perspective employees so that high-quality, tenure-potential faculty can be hired and remain on staff to teach those thirsty to learn.

## 5. Conclusion

The alternate hypothesis was true: job satisfaction and/or job dissatisfaction was a combination of both motivator and hygienic factors. While there were limitations, they did not create a bias that would interfere with the legitimacy of the cross-study. This study filled a gap within the literature. The results provide human resource departments with the motivator and hygienic factors that contribute to job satisfaction. Having that knowledge can help create a work environment that focuses on professionalism and reduces the turn-over rate within the organization. The findings provide a practical framework

to modify and refine human resource strategies to increase productivity and create a work environment that will increase faculty retention.

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