

RESEARCH PAPER

ASSESSING JOB SATISFACTION OF PUBLIC UNIVERSITIES IN GHANA: A CASE STUDY OF KNUST

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ABSTRACT

Job satisfaction affects employee performance. Still, the level of job satisfaction of various categories of staff within an organisation, its motivation factors and implications on the management of human resources demand an in-depth study to uncover issues that have not been adequately addressed. This paper probes into these factors affecting job satisfaction of various categories of staff at KNUST to improve job satisfaction and work performance. The study adopted the quantitative approach to research, using stratified and simple random sampling techniques to collect data and SPSS to analyse the data. The study revealed a significant statistical relationship between the category of staff and the level of job satisfaction. It was also found that the factor which mainly contributes to job satisfaction of junior staff is an achievement. For senior staff, it is relationships, while for senior members, it is the work itself. The study further revealed that improving teaching and working conditions is the preferred way of improving job satisfaction. The study, therefore, recommends placement of emphasis on the provision of a congenial environment and the requisite tools and facilities, among others, to improve the job satisfaction of staff.

Keywords: Job satisfaction, productivity, achievement, relationships, advancement

INTRODUCTION

The satisfaction that employees experience in carrying out their work has engaged the attention of researchers. Among these is the finding by (Owusu, 2014), which postulates that the more people are satisfied, the more they are likely to stay in their current job. Job satisfaction, provides the basic conditions for increasing productivity, commitment to the organisation, ensuring physical and psychological health, acceleration of new occupational skills and increasing individual mentality (Mamun & Hasan, 2017).

Organisations have seen the need to create the enabling conditions for job satisfaction to derive the maximum benefits from it. However, what satisfies employees with their jobs depends on several factors, which may not be the same for all employees as needs differ depending on environmental, social and cultural factors. There are different facets to job satisfaction, and the challenge of understanding job satisfaction and its effects on an organisation is easier said than done. In a study by Essiam *et al.* (2015) of a public university in Ghana, it was found that there was a positive relationship between role ambiguity and job satisfaction and that role overload contributed positively but had a small effect on the variance in job satisfaction.

Even though there have been some studies on job satisfaction, there are inconsistencies in the findings. Christen, Iyer, & Soberman, (2006) revealed that the causes of this are a result of the inconsistencies in the definition of constructs across studies that do not fully account for the relationships among constructs. Bineham (2006) talked about sampling errors as the cause of inconsistencies in findings, which calls for further studies to address the grey areas.

A study by (Kaarna, 2007) revealed that employee satisfaction with work tends to increase with staff category. However, staff

categorisation can take various forms, including age, gender and rank and one should not expect the same results from studies on categories of employees and their job satisfaction.

Apart from the inconsistencies in some of the findings on job satisfaction, the three major categories of university staff comprising junior staff, senior staff and senior members in public universities in Ghana are distinct and have different service conditions. The salaries and conditions of service for senior members in public universities in Ghana are relatively better than senior staff, while senior staff are better than junior staff. The differences have implications for motivation and job satisfaction theories as Herzberg's two-factor theory indicates that intrinsic and extrinsic factors such as working conditions and salary are significant elements of job satisfaction.

Also, they have implications for job satisfaction and productivity and can affect the management of human resources of the nation and therefore need an in-depth study. It is in the light of the above that the study seeks to identify the needs of junior staff, senior staff and senior members in higher educational institutions and probe into these to establish the levels of their job satisfaction, the motivating factors affecting job satisfaction and the differences in job satisfaction among these categories of staff to come out with recommendations on how to address issues relating to their job satisfaction, using Kwame Nkrumah University of Science and Technology as a case study. When the factors inhibiting job satisfaction are identified and dealt with appropriately, workers are more likely to be satisfied with their jobs. This could go a long way to reduce or solve most of the problems associated with job satisfaction, including absenteeism, apathy, and low productivity, affecting not only universities in Ghana but other institutions in Africa and the world.

LITERATURE REVIEW

There are several definitions of job satisfaction. Generally, job satisfaction can be defined as a positive feeling of the appraisal of one's job (Ali, 2016; Osakwe, 2014). Wages and salaries are important factors which help both personnel attain their basic needs and are instrumental in providing upper-level needs satisfaction (Aydin *et al.*, 2012). Another factor influencing job satisfaction is promotion possibilities (Brunges and Foley-Brinza, 2014). Also, providing good physical working conditions enables employees to carry out their jobs easily, comfortably and efficiently.

Research indicates that school teachers experience burnout and decreased job satisfaction (Goswami, 2013; Hakenen *et al.*, 2011). Maele and Houtte's (2012) research on the role of teachers and faculty trust in forming teachers' job satisfaction highlights the social dimension of improving the quality of teachers' social relationships in the workplace to enhance their job satisfaction. The analysis results indicate the job satisfaction rate of 85.2% of teachers of Agricultural High School in Mazandaran province. Also, according to the research results, there is a significant and positive correlation between environmental factors and job satisfaction. According to Love and Edwards (2005), job satisfaction is a match between the rewards offered by working conditions and the individual's preferences for those rewards. Findings by Alderman (2004) and Aguba (2009) show that irrespective of gender, teachers, (academic staff) are more productive, satisfied with their job and healthier physically, emotionally, socially, and academically when motivated. Soni *et al.* (2017) have stated that if an organisation's employees are not satisfied with their jobs, that can result in many things such as lower production, delayed growth, high attrition rate, lack of creativity and innovation and negative work environment.

A study by Malik (2011) shows that faculty members at the University of Balochistan were generally satisfied with their jobs. However, male faculty members were less satisfied than female faculty, and the factor "work itself" was the most motivating aspect. The least motivating aspect of faculty members' jobs was the 'work conditions'. The findings imply that, those faculties were most satisfied with the content of their job and least satisfied with the context in which their job was performed. Some studies show that satisfied employees tend to be more productive, committed to their organisation and settled in their job (Strachota *et al.*, 2003; Al-Hassami, 2008). Rad and Moraes (2009) and Martins and Proença (2014) have found that job satisfaction amongst male employees is significantly higher than amongst female employees. Married employees reported higher job satisfaction than single employees. Also, there was a strong correlation between employees's job satisfaction and their age, years of work experience, organisational position and received salaries. They also found in their study that variables such as employees' age, gender, marital status, work experience managerial position, and received wages and benefits significantly affected their job satisfaction. Education level was the only demographic variable that did not show a statistically significant association with employees' job satisfaction. Another study showed that promotion opportunities were another significant predictor of job satisfaction among participants.

Research results indicated that faculty members of the status of professors were more satisfied than other age groups. On the other hand, faculty members of the status of lecturers had the lowest job satisfaction. In terms of significance of these differences, the result indicated a significant statistical difference among academics and their overall job satisfaction. There was a significant difference among the categories of professor

and lecturer (Amarasena *et al.* 2015). Singhai *et al.* (2016) indicate that many factors, including working conditions, workload, stress level and financial reward from part of work performance and that employees with high satisfaction levels tend to contribute more qualitatively. According to Robins and Judge (2013), A person with a high level of job satisfaction holds positive feelings about his job while a person with a low level holds negative feelings.

Theoretical framework

Herzbergs two-factor theory.

According to Herzberg (1959), intrinsic elements of the job are related to the actual content of work, such as achievement, recognition, the work itself, responsibilities, and advancement. He referred to these as "motivational" factors and are significant elements in job satisfaction. Herzberg considered extrinsic factors associated with the work environment, such as working conditions, wages, supervision, company policy, and interpersonal relationships. These were referred to as "hygiene" factors related to job dissatisfaction. Herzberg concluded that satisfaction and dissatisfaction are not on the same continuum. As a result, he argued that intrinsic motives, such as seeking opportunities for professional growth through compatible work activities and colleagues, are crucial to job satisfaction. Herzberg identified hygiene and motivating factors related to peoples' attitudes to work. He states that hygiene factors or "dissatisfiers" are those factors that affect job dissatisfaction. Although their absence causes job dissatisfaction, they do not impact job satisfaction. On the other hand, motivators such as achievement, recognition, promotion, responsibility and work promote motivation and subsequently satisfaction. Once hygiene factors are met, the motivation factors will boost job satisfaction.

The theory has been admired as the most useful model for studying job satisfaction (Khan *et al.* 2010). However, a review of the literature revealed criticisms of the motivator-hygiene theory (Malik & Naeem, 2013). It is, therefore, important to look at these indicators of job satisfaction to find out whether they contribute to job satisfaction in Public Universities in Ghana and the extent of contribution.

METHODOLOGY

The case study research design was employed, and there was an administration of a questionnaire comprising open and close ended questions to elicit information on factors associated with job satisfaction. The dependent variable was job satisfaction, while the independent variable covered motivational factors. The target population was the staff of Kwame Nkrumah University of Science and Technology, comprising junior staff, senior staff and senior members. The study selected a sample of 346 from a population of 3,519 staff through a stratified sampling technique. The sample size was generated from the computer with confidence interval of 95%. In the study, a list of 3519 staff of the university was obtained.

The sample was made up of three categories of staff, comprising junior staff, senior staff and senior members, in proportion to the total number of staff in each category. As a result, 119, 118 and 109 were obtained for each category, respectively. This ensured that the sample was representative of the three categories of staff. These figures were randomly selected from each sub-group. The list from each category was serially listed. Cards with numbers written to match the list were randomly selected until the required sample size was obtained. The names which matched the numbers were ticked for staff bearing such names to be administered with the questionnaire.

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The study was carried out through the collection of primary and secondary data. A five-point Likert scale and a modified version of the Minnesota Satisfaction Questionnaire (MSQ) were used to measure some of the responses in the survey. The Likert scale shows the extent to which respondents agree or disagree with a statement (Joshi, Kale, Chandel, & Pal, 2015), while the MSQ provides more specific information on the aspects of a job that an individual finds rewarding than doing more general measures of job satisfaction. The primary data was obtained from the administration of the questionnaire, while the secondary data was obtained from statistics on Kwame Nkrumah University of Science and Technology staff and other sources. Using SPSS software, the reliability of the questionnaire was tested. The results showed an overall Cronbach's alpha of 0.784. This then made the questionnaire reliable

to be administered. The data were analysed with SPSS version 20. The results of the study were presented in frequency tables and percentages.

RESULTS AND DISCUSSION

Category of Staff and Job Satisfaction Status

The study examined job satisfaction among staff at the Kwame Nkrumah University of Science and Technology and established whether or not there is an association between the staff category and the chances of getting satisfied. A cross-tabulation was used to ascertain the distribution of the categories of staff and their job satisfaction status along with a Chi-Square test of independence. The result is shown in the table below.

Table 1: Category of Staff and Job Satisfaction

Are you satisfied with your job?

Category of Staff	Yes (%)	No (%)	Total (%)
Junior Staff	61 (60.4)	40 (39.6)	101 (100)
Senior Staff	73 (68.2)	34 (31.8)	107(100)
Senior Members	81 (79.4)	21(20.6)	102 (100)
Total (%)	215 (69.4)	95 (30.6)	310 (100)

From Table 1, 215(69.4%) respondents indicated that they were satisfied with their current jobs and 95(30.6%) indicated that they were not satisfied with their current jobs. This shows that most of the staff have job satisfaction. This is expected to be distributed across the various categories of jobs. A Chi-Square test of independence between the category of staff and job satisfaction at a

95% confidence level revealed that there is a significant statistical relationship between the category of staff and whether or not respondents were satisfied with their current job corroborated by a p-value of 0.013 which is less than a significance level of 5% and a Pearson Chi-Square value of 8.732a. This means that staff job satisfaction depends on the category to which a staff belongs.

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Also, from the cross-tabulation above, more senior members (81) were satisfied with their jobs than the senior staff (73). More senior staff (73) were also satisfied with their jobs than the junior staff (61). There were also more senior staff who were dissatisfied with their jobs than the senior members (21) who were dissatisfied with their jobs. The table also shows that more staff from each category were satisfied with their jobs than those from each category of staff who were not satisfied with their jobs.

The study revealed a significant statistical relationship between the category of staff and whether or not respondents are satisfied with their current job. The implication is that the higher your level or status among the staff, the more likely you will gain job satisfaction mainly because of the promotions or salary levels and other benefits associated with higher status.

Staff's status improves as they rise from a lower rank to a higher one. This can motivate some staff working at the University, since this is associated with prestige. This corroborated a study by Erbas *et al.* (2012), which showed a significant correlation between job satisfaction and job status, which confirms this finding.

Category of Staff and Level of Satisfaction

The researcher wanted to determine the level of job satisfaction and the differences among junior staff, senior staff and senior members in the public universities of Ghana. As a result, the researcher undertook a cross-tabulation of the staff category and overall level of job satisfaction accompanied by a Chi-Square test of independence between the two variables.

Table 2: Cross Tabulation of Category of Staff and Levels of Job Satisfaction

Category of Staff	Overall Level of Job Satisfaction					
	Highly Satisfied (%)	Satisfied (%)	Average (%)	Dissatisfied	Highly Dissatisfied	Total (%)
Junior Staff	18 (17.8)	28 (27.7)	20 (19.8)	22 (21.8)	13 (12.9)	101 (100)
Senior Staff	9 (8.4)	40 (37.4)	31 (29.0)	20 (18.7)	7 (6.5)	107 (100)
Senior Members	7 (6.9)	50 (49.0)	14 (13.7)	21 (20.6)	10 (9.8)	102 (100)
Total	34 (11.0)	118 (38.1)	63 (20.3)	63 (20.3)	32 (10.3)	310 (100)

Table 2, shows a total of 310 respondents. Of this number, 34(11.0%) of them were highly satisfied with their jobs, 118(38.1%) of them were just satisfied with their jobs and the remaining 63(20.3%) had average job satisfaction. The implication is that majority of the respondents who had job satisfaction were

just satisfied with their jobs. The table also shows that 63(20.3%) of the respondents were just dissatisfied, and the remaining 32(10.3%) were highly dissatisfied with their jobs. Ameth and Polkinghome's (2010) study on job satisfaction showed that most respondents

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indicated they were either very satisfied or satisfied with their jobs.

A Chi-Square test of independence between the category of staff and level of job satisfaction at a 95% confidence level indicated a significant statistical relationship between them, corroborated by a p-value of 0.010 (less than the significance level of 5%) and Pearson Chi-Square value of 20.045a. It can also be noticed that there are more junior staff 18(17.8%) who are highly satisfied than senior staff 9(8.4%) and senior members, 7(6.9%). There are, however, more senior members 50(49.0%), who are just satisfied than junior staff 28(27.7%) and senior staff, 40(37.7%), who are just satisfied with their jobs. It was found in the study that there is a significant statistical relationship between the category of staff and the level of job satisfaction. This implies that, job satisfaction level depends on the staff category. Also, it means that the distribution of the category of staff across the various levels of job satisfaction is not by chance. The factors which could account for this include conditions of service and salaries which are relatively better for senior members than senior staff and that of senior staff being better than the junior staff. The senior members have a pension scheme referred to as the Ghana Universities Staff Superannuation Scheme, which offers them a relatively better package for their retirement than the senior and junior staff who belong to the Social Security and National Insurance Trust. In terms of salaries and allowances in the universities,

the higher your status the better your salaries and allowances. Senior members, therefore, have better remuneration than the senior staff while that of senior staff is better than Junior Staff. A study by Toker (2011) showed a higher level of job satisfaction for professors compared to Research Assistants of lower rank or category of academic staff which confirms this study.

It can also be noticed that, more junior staff are highly satisfied than senior staff and senior members. There are, however, more senior members who are just satisfied compared to junior staff and senior staff who are just satisfied with their jobs and this level increases as one moves into a higher category. This means that even though the senior members and senior staff are satisfied, their satisfaction has not reached the level they wish; therefore, they expect more to be done to have optimum satisfaction. It could also mean that the senior members' expectations for their satisfaction are relatively higher than the senior and junior staff.

Senior Members and Job Satisfaction

It was also necessary to further establish whether job satisfaction depends on the category to which a senior member belongs. This was done using cross-tabulation and a chi-square test of independence at a 95% confidence level and a 5% significance level. The table below is a cross-tabulation of the category of senior members and their job satisfaction status.

Table 3: Cross Tabulation of Senior Members and Job Satisfaction

Do You have Job Satisfaction			
Senior Members	Yes (%)	No (%)	Total (%)
Teaching Staff	71(81.6%)	16(18.4%)	87(100%)
Administrative/Professional Staff	27 (61.4%)	17 (38.6%)	44(100%)
Total (%)	98 (74.8%)	33 (25.2%)	131(100%)

The Chi-Square test of independence established a significant statistical relationship between the category of senior members and job satisfaction validated by $\chi^2(1, N = 131) = 6.356a, p = 0.012$. Since the p-value of 0.012 is less than the significance level of 5%, job satisfaction also depends on the category of senior members to which a staff belongs. A p-value of 0.012 (which is less than 0.05) also means that the distributions in the table are not by chance but interrelated. Out of the 87 teaching staff who were senior members, 71 (81.6%) had job satisfaction and 16(18.4%) had no job satisfaction. Of 44 administrative and professional staff who were senior members, the majority of them 27(61.4%) had job satisfaction and relatively few of them 17(38.6%) had no job satisfaction.

The study revealed a significant difference in job satisfaction among senior members, with the majority having job satisfaction, which could be attributed to contextual factors such as work environment and treatment by

supervisors (Narayanan, 2011). It was also found that more teaching staff (over 80%) have job satisfaction than non-teaching staff (61.4%). The factors which could account for this include poor relationships and perception of unfairness in dealing with these two categories of staff welfare. A study by Schelze (2016) also confirms that most academic staff (over 80%) have job satisfaction.

Contributory Factors to Job Satisfaction

One of the key objectives of the study was to ascertain the factors contributing to the job satisfaction experienced by some of the staff. After identifying that 215 out of 310 respondents were satisfied with their job, it was necessary to assess the factors that account for job satisfaction among the university staff. The table below is a cross-tabulation of the category of staff and factors contributing to job satisfaction in the public universities of Ghana.

Table 4: Category of Staff and Factors Contributing to Job Satisfaction

Motivating Factors for Job Satisfaction										
Category of Staff	Achievement (%)	Advancement (%)	Recognition (%)	Responsibility (%)	Work Itself (%)	Relationship (%)	Policy (%)	Salary (%)	Supervision (%)	
Junior Staff	37 (28.9)	22 (23.2)	21 (19.8)	28 (23.5)	35 (25.0)	29 (22.8)	19 (33.3)	21 (24.4)	17 (23.9)	
Senior Staff	35 (27.3)	29 (30.5)	36 (34.0)	43 (36.1)	42 (30.0)	49 (38.6)	19 (33.3)	30 (34.9)	28 (39.4)	
Senior Members	56 (43.8)	44 (46.3)	49 (46.2)	48 (40.4)	63 (45.0)	49 (38.6)	19 (33.4)	35 (40.7)	26 (36.6)	
Total (%)	128 (100)	95 (100)	106 (100)	119 (100)	140 (100)	127 (100)	57 (100)	86 (100)	71 (100)	

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It was realised that most of the respondents obtain job satisfaction largely because of the category of work 140(65.1 %) they do. Of 215 respondents, 128(59.5%) indicated that achievement contributed to job satisfaction. These staff derive their satisfaction from the accomplishment of their assigned tasks. A sizable number of respondents 127(59.1 %), indicated that the relationships between themselves and others contribute significantly to job satisfaction. These staff gain a reasonable amount of job satisfaction by virtue of a good and comfortable relationship with their fellow workers in the university. The least contributing factor to job satisfaction among staff in the public universities of Ghana was policy 57 (26.5%). From the study, most respondents obtained job satisfaction mainly because of their work, achievement and relationships. It is interesting to note that most of the factors which contribute over 50% to job satisfaction including the two highest factors belong to motivational factors which Herzberg (1959) considered as significant to job satisfaction while most of the factors contributing to less than 50% of job satisfaction, including the lowest two belong to hygiene factors associated with job dissatisfaction.

Category of Staff and Factors Contributing to Job Satisfaction

From Table 4, it can be seen that there are more senior members 56 (43.8%) who derive job satisfaction by virtue of achievement than junior staff 37 (28.9%) and senior staff 35(27.3%).Of 95 respondents who indicated advancement in their knowledge and career speciality contributed to their job satisfaction, there were more senior members 44 (46.3%) than junior staff 22 (23.2%) and senior staff 29 (30.5%). It can also be seen that again more senior members 49 (46.2%) than senior staff 36 (34.0%) and junior staff 21(19.8%) gain job satisfaction when their efforts and hard work are recognised and applauded.

Of 119 respondents who indicated that they derive job satisfaction when they are allowed the opportunity to act independently and take decisions regarding their work without unnecessary authorisation, 48 (40.4%) were senior members. Of 140 respondents who indicated that they derived their job satisfaction from work, 63(45.0%) were senior members. It can also be seen from the table, in terms of percentage, that there are an equal number of senior staff, 49 (38.6%) and senior members 49 (38.6%) who indicated relationships in their workplace contribute to their job satisfaction. An equal number of junior staff 19, (33.3%),senior staff, 19 (33.3%) and senior members, 19 (33.4%), indicated that the university policy contributed to their job satisfaction. It should be noted that out of 86 respondents who indicated that salary contributed to their job satisfaction, senior members were 35 (40.7%), followed by senior staff 30 (34.9%) and then followed by junior staff 21 (24.4%). Finally, there are more senior staff, 28 (39.4%), than senior members, 26 (36.6%) and junior staff, 17 (23.9%) who indicated that they derive job satisfaction from supervision.

The factor that primarily contributes to junior staff's job satisfaction is achievement. For senior staff, it is a relationship, while for senior members, it is work itself. A study by Malik (2011) showed that the factor work itself was the most motivating aspect of their job. The least motivating aspect of faculty member's jobs was the work conditions.

RECOMMENDATIONS

The focus of the study was to examine the job satisfaction level of staff of public universities in Ghana. However, it is expected that when a research is conducted to examine a social problem, the output should provide appropriate policy options to solve the research problem to promote societal development. The following tentative

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recommendations are to help improve the job satisfaction of staff in the public universities of Ghana. The recommendations have been put into thematic areas to enable the researcher to elaborate widely on how to achieve them

Improved Teaching and Working Environment

The interaction between staff and their working environment has many implications on their job satisfaction and how secure they feel about the demands of their work. In order to improve job satisfaction, the management of the university should make a conscious effort to improve the teaching and working conditions of staff in the university. For the teaching staff, management should provide decent personal offices, enough classrooms, lecture theatres and teaching aids such as projectors and other equipment for effective and convenient transmission of knowledge by staff. In the case of the senior staff, their offices and conditions at their places of work should be improved and be made more comfortable. Also, the equipment needed for effective and efficient delivery of work should be provided. The junior staff should be provided adequate tools and equipment in their workshops, operations and laboratories. This will enable them to discharge their assigned duties to their satisfaction and that of management.

Recognition and Motivation of Staff

When motivated, employees regain enough energy, interest and strength and authorities and peers also recognise their efforts. This makes them develop more passion for their jobs and contribute better to the overall objectives of their organisation. This is also very applicable to the staff of the university. Therefore, management at all levels should engineer motivational mechanisms for their staff and recognise the effort of the hardworking ones among the pool and reward them accordingly. This has the highest chance

of quelling job dissatisfaction and improving upon job satisfaction

Improved Quality of Promotion Process

Promotion in organisations indicates how well employees have performed and serves as a reward for their career development. When this process is bedevilled with cronyism, nepotism favouritism as well as unfair and biased criteria, it places individuals of equal qualification in different ranks, and that becomes a recipe for breeding hatred, distrust and job dissatisfaction. Owing to the concerns that there are delayed promotions in the university, job satisfaction can be improved if the quality of staff promotion process is improved. The improvement should be characterised by the unhindered promotion of qualified staff, a transparent promotion process and timely award of promotions. The condition of work of promoted staff should also be improved to reflect their rise in career advancement

Improved Working and Management-Staff Relationships

Concerns were raised that some levels of management in the university do not have a harmonious relationship with staff in their departments. Besides, it was reported that grievances were not adequately addressed and that work politics tend to dominate the working environments in most departments, creating cliques and divisions within the pool of staff. Therefore, management at the highest level should consciously improve the management-staff relationships in their working environments. The staff should also be encouraged to behave properly towards one another irrespective of differences in political religious and ethnic affiliation and to collaborate in the conduct of research to improve lives in the society. There should also be a long-term possibility of making staff feel

safer in their working environment and freely sharing their knowledge with colleagues to enhance work output. Steps should also be taken to improve staff participation in the university's decision-making. When these are sustained, they can improve job satisfaction

Improved Levels of Salaries and Allowances of Staff

Some sentiments were spelt by some staff, particularly junior staff and some sections of the senior staff and senior members, that their salaries and allowances were insufficient and accounted significantly for their job dissatisfaction. Most junior staff, for instance, indicated that their salaries did not commensurate with their work demands and that their salaries were not even enough to cater for the basic needs of their families, especially in these times when the prices of all economic resources have increased. Therefore, management should make an effort to improve the staff's remuneration to live comfortably in the difficult economic times. This will give staff the required peace of mind and facilitate their job satisfaction

Capacity Building and Career Advancement Programmes

Some of the staff indicated that the university is not making an effort to help them advance their career development and to be able to perform well along the pace of modernity and the technological advancement. They believe that they continue to use their old skills in the changing trends of their works and cannot be expected to derive job satisfaction. In order to address this, management at all levels should institute capacity building and career advancement programmes for their staff to enable them cope with the changing pattern and developments of their working environments. This can come in the form of seminars, courses, expert talks and further studies.

Prioritisation of the Welfare of Staff

Job satisfaction has a positive relationship with the output of work of staff, therefore, when left unattended to, it has the potential of negatively affecting the overall performance of the university. Consequently, the study recommends that management should make the welfare of staff one of the top priorities to improve upon the quality of service delivery by staff in their respective departments. This has the potential of providing comfortable lives and peace of minds for most workers in the university. This will also in turn improve the quality of teaching and service delivery in the university

Establishment and Implementation of a Comprehensive Welfare Policy

Job satisfaction is a multifaceted and management needs to be guided by a carefully established comprehensive welfare policy to improve the standards of welfare services or it should enact and implement a more comprehensive and improved welfare policy capable of meeting the needs of all categories of staff in the university. The policy should be designed in a manner that will make room for all the above tentative recommendations and many others, towards providing a more improved teaching and working conditions in the university as espoused by the two-factor theory of motivation and job satisfaction.

CONCLUSION

The study revealed that most of the staff have job satisfaction. Majority of the respondents who have job satisfaction are just satisfied with their jobs. Also, of the respondents who have no job satisfaction, most of them are just dissatisfied and the remaining are highly dissatisfied with their jobs. It can be concluded that most of the respondents who have job

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satisfaction are just satisfied while those with job dissatisfaction are just dissatisfied with their jobs.

On the differences in the level of job satisfaction among junior staff, senior staff and senior member, the study revealed that there is significant statistical relationship between the category of staff and the level of job satisfaction. This implies that the higher the level or status among the staff, the more likely the staff will gain job satisfaction largely because of the promotions or salary levels and other benefits associated with higher status.

The study revealed that majority of the respondents obtained job satisfaction largely because of the work itself, achievement and relationships out of 10 factors comprising work itself, achievement, relationships, advancement, responsibility, policy, supervision, work condition, salary and recognition. When the choice of staff is restricted to 5 comprising salary increase, promotion, recognition, leave and motivational talks; generally, salary increase, promotion and recognition are the three most critical factors that motivate all categories of staff for job satisfaction. The fact that various categories of staff have different motivating factors of job satisfaction suggest that specific measures should be taken to motivate the various categories of staff. In the study for instance junior staff are mostly motivated by achievement, therefore things that will enable them achieve results should be improved upon to promote their job satisfaction. In the case of senior staff, the most important factor for job satisfaction is relationships, therefore there is the need to improve upon the human relations among themselves, subordinates and superiors to enhance job satisfaction. Senior members on the other hand are motivated by the work itself which shows that their motivation is largely intrinsic. In view of these findings, the various categories of staff should not be lumped together in adopting measures to improve job

satisfaction but measures should be tailored to meet the needs of each category.

There is also the need to develop policies that address any unfavourable situation militating against maximization of job satisfaction while at the same time dealing with the challenges confronting those who do not have job satisfaction. The thematic area which most respondents offered suggestions to improve upon job satisfaction is improvement of teaching and working condition. The second in order of frequency is establishment and strict implementation of satisfactory policies. The next in terms of the number of responses is improved salaries and allowances. This is followed by motivation and recognition of individual and group effort, improvement in promotion exercise, improved staff and management relationship, participation of staff in university decision making and improvement in capacity building. This calls for further research into the needs, concerns of the categories of the staff for better understanding of their job satisfaction, especially how the segments within each category derive job satisfaction, to enhance productivity.

Even though a number of findings have been made in this study which will be useful in management of human resource in higher educational institutions, there are some limitations in the study including collection of sample from one educational institution and limited scope of the study due to limited resources. The study, however, can be built upon by conducting comparative studies and expansion of its scope.

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