

Predictors of Job Satisfaction of Faculty Members of Al Ghad International Colleges for Health Sciences

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Abstract - The study determined the predictors of job satisfaction of faculty members of Al Ghad International College for Health Sciences. Demographic characteristics such as age, civil status, educational attainment and length of experience and the level of job satisfaction in terms of intrinsic factors, extrinsic factors and general factors were assessed. Significant correlation between these variables and predictors of the level of job satisfactions were identified. This study is a descriptive correlational survey involving faculty members from female Dammam, KSA campus who have stayed in the said college for one year. Intrinsic, Extrinsic and General Job Satisfaction Scale of the Minnesota Satisfaction Questionnaire (MSQ) and open-ended interview were the primary tools utilized for data collection. The results of the study revealed educational attainment as the demographic characteristic significant to all job satisfaction scale: intrinsic, extrinsic and general factors. The predictors of the level of job satisfaction of faculty members are the intrinsic factors focused on meaningful use of time at work, collegial relationship, work values, chances and opportunities and work independence. The study concluded the importance of work cohesion and collaboration, work independence and values among faculty members. Salary and quality of tasks performed is regarded as essential components of the overall satisfaction of faculty members. Managerial implications were also endorsed defining the importance of involvement of the human resource department.

Keywords: Job Satisfaction, Faculty Members, Predictors

INTRODUCTION

Job is not only considered as the main source of income of many but also an important component of one's life. Further work itself is a large aspect of any worker contributing to their social and community standing. Because job is the core to many people's life, satisfaction with one's job is a significant component of overall well being.

Employee satisfaction is supremely important in an organization because it is what productivity depends on [1]. Employees who are satisfied produce superior quality performance in optimal time and lead to growing profits. They become creative and innovative to come up with breakthroughs that allow any organization to grow and change positively with time and cope with the challenges in the changing global markets.

In the academia, improving educational performance ranks high on the national agenda. This is particularly true in Saudi Arabia, with educators and policy makers focusing on reforming the quality of

education through curriculum enrichment and focus on teacher quality and other related concerns. A high quality teaching staff is the cornerstone of a successful educational system. For the development of quality teaching staff one has to understand factors associated with job satisfaction. Understanding of factors affecting teacher's satisfaction at the workplace is of paramount importance for a successful educational system.

Interest in explaining job satisfaction has long been a major concern of organizations. Over decades, various studies on the impact of job satisfaction to the effectiveness of the organization have been conducted. These studies identified strong predictors and significant determinants that influence anticipated turnovers and retention among employees. Among the strongest predictors were good pay and reward systems [2], work itself and advancement [3]-[4], and adequate recognition and feeling of accomplishment [5]. Further, Baloch [6] revealed job satisfaction brings a

pleasurable emotional state that often leads to a positive work attitude. A satisfied worker is more likely to be creative, flexible, innovative, and loyal while Cavanagh and Coffin^[7] attested its influence to the morale and productivity of workers. These factors led to greater impact to different organizations worldwide.

Conversely, there were fewer studies conducted specific for colleges of health sciences and limited literature on job satisfaction of employees working in newly established educational institutions. Al Ghad International Colleges for Health Sciences is a fast growing educational institution aiming for quality and excellence. Since its existence, there is no research conducted to identify predictors of job satisfaction among faculty members. To attain the college's aim for quality and excellence there is a need to sustain and establish its current management system. It is based on this premise that this study is explored.

The purpose of the study is to determine the predictors of job satisfaction of faculty members of Al Ghad International College for Health Sciences. To address this problem, the following research objectives were formulated:

1. To describe selected demographic characteristics of faculty members.
2. To describe the level of job satisfaction of faculty members in terms of intrinsic factors, extrinsic factors and general factors.
3. To describe relationships between faculty members' level of job satisfaction and their demographic characteristics.
4. To describe the predictors of the level of job satisfaction of faculty members.

METHODS

The study was a descriptive-correlational survey method. The participants of the study were one hundred percent (100%) faculty members from five different departments of Al Ghad International Colleges for Health Sciences Dammam Female Campus namely: Nursing, Medical Laboratory, Emergency, Health Services Management, and Imaging. The participants are those who have stayed in Al Ghad for at least one year and above to reliably measure the level of satisfaction towards their job. Ten percent (10%) of faculty members participated in the interview. They were those who were willing to participate in the study, gave their time and honest response to the questions.

The Minnesota Satisfaction Questionnaire (MSQ) in its short form was used to address the main

objectives of the study. It includes 20-item questions where employees can answer by themselves. This standard questionnaire assessed intrinsic, extrinsic and general factors on job satisfaction on a 5-point Likert scale with responses varying from 1 (not satisfied) to 5 (extremely satisfied). The short form MSQ consists of three scales: Intrinsic Satisfaction, Extrinsic Satisfaction and General Satisfaction. These three scales of the short-form MSQ consist of the following items:

Intrinsic Satisfaction items:

1,2,3,4,7,8,9,10,11,15,16,20

Extrinsic Satisfaction items: 5,6,12,13,14,19

General Satisfaction items:

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20.

For this research, items numbers 17 and 18 were explored only as a general satisfaction scale which was not identified as an intrinsic nor extrinsic satisfaction scale.

On the other hand, the interview tool comprised of four open-ended questions formulated to obtain additional data for qualitative analysis of the results of the study. This tool validated quantitative results to triangulate collected data for in-depth analysis.

The questions included for qualitative analysis are as follows:

1. What is it that you like most in your job right now?
2. What is it that you are not comfortable in your job right now?
3. What do you need to improve your performance and productivity?
4. Give at least three suggestions to improve the work environment in this college?

RESULTS AND DISCUSSION

Demographic Characteristics of Faculty Members

Faculty members of Al Ghad International Colleges for Health Sciences are 26-30 years old, married with Master's degree and have stayed at the college for 3-4 years. These results are not surprising in the academia as most of the literature provided strong relationship between the demographics of the workers to job satisfaction. The results suggest that faculty members are considerably young. A good educational future could be expected for Al Ghad College since in general young workers are known to value their work, are assertive towards their job and

have a strong desire to grow and developed. Attested by the study of Board of Governors of the Federal System in the US ^[8], young workers value job stability. Given the choice, young workers generally prefer steady employment (67 percent) to higher pay (30 percent). With this result, it is imperative that any institution should provide strategies in order to keep young workers in their job. Education, work experiences and job opportunities are the main drivers of young workers outlook about their job future. Young workers with higher levels of education, work experience and job opportunities are more likely to be optimistic about their job. In addition, Loughlin & Barling ^[9] posited that young workers are influenced by work-related values, attitudes and behaviors specifically to relative to family influences and work experiences. It implies that these opportunities should be available to develop young workers of Al Ghad.

Literature also attested the importance of marital status in determining job satisfaction among employees. In Al Ghad, almost all respondents who participated in the study are married. Various factors may influence the level of job satisfaction of these faculty members particularly in the nature of their work in an educational institution. Majority of the literature pointed out that married employees are less satisfied with their job than those who are single [10]. The study of Paton, Jackson and Johnston [11] found that organizations which provide an inclusive work family culture and have policies and procedures that are conducive to work and family, employees experience less incidences of work-family conflict, therefore, less turnover intent and are more satisfied to their job. Therefore, policies and procedures in Al Ghad could be directed towards satisfying married faculty members by balancing family and work to avoid personal and professional conflicts. However, Babaijide ^[12] also found that there was no significant difference between single and married workers' turnover intention and job satisfaction.

Faculty members of Al Ghad obtained higher level of education qualifications. This is expected since in any academia in Saudi Arabia a minimum requirement is a master's degree. Employees with higher degree of education are in general expected to perform well in their job. However, Gazioglu ^[10] claimed that employees with degree and post graduate degrees have lower levels of job satisfaction than individuals with lower level of education. This is particularly challenging to Al Ghad since differential dissatisfaction could be experienced by most of faculty members. Less satisfied workers tend to resign

while the more satisfied ones tend to stay. Oshagbemi ^[13] claimed that academic workers' length of service is related to their level of job satisfaction. The overall job satisfaction of university teachers was significantly correlated with the length of service in their present university. However, three to four years of service could have a remarkable impact in the job. Faculty members who have stayed less than five years are expected to seek other job opportunities. The impact is great to any organization because finding new staff to fit in a specific job is difficult. This should be one of the focus areas of Al Ghad since it has direct influence on organizational effectiveness and its financial stability.

Level of Satisfaction of Faculty Members

Faculty members of Al Ghad International colleges for Health Sciences are very satisfied intrinsically in terms of making use of their time, harmonious relationship with colleagues and doing right things based on their values and principles. Meaningful use of time for work was regarded as the best intrinsic factor to satisfy the academic staff. They value productivity and time at work. Duong ^[14] claimed work time as a significant factor to the job satisfaction of academic members in the universities. In organizational perspectives, adequate workload and appropriate tasks are provided to staff to accomplish. These activities allow them to manage and organize their work and give them opportunities to enhance their skills. On the other hand, collegial relationships were also regarded as an important factor to satisfy faculty members intrinsically. This aspect is well known and identified by most of the literature. Micalinos ^[15] pointed out supervisory support and team cohesion to positively associate with academics' job satisfaction and Daly ^[16] identified building supportive communication networks to improve faculty retention while Ryan ^[17] considered perceived lack of support as key predictor for faculty to leave the academe. It is common factor why most employees stay in their job even if not satisfied with some organizational factors. Another factor worthy to note, faculty members clearly identified that the nature of their work in Al Ghad is in accordance to their values and principles in life. They are not force to perform their work against their conscience and to do their job with ease without feelings of guilt and fear. Gutierrez ^[18] found out work values to demonstrate job satisfaction among nursing faculty.

The academic staff members claimed that they are somewhat satisfied with pay and the amount of work

they do. In contrast with the previous discussion that academic staff members are satisfied with the adequacy of work, they perceived that without appropriate pay, dissatisfaction may be experienced. Pay has been considered to remarkably play a vital component in dissatisfaction of faculty such as Spivey^[19] showed that global satisfaction was associated with higher salary level while Siddiqui^[20] attested fringe benefits. Chinweuba^[21] recommended that employers and government should provide adequate teaching facilities, proper remuneration and promotion opportunities. However, Finkelstein^[22] postulated that when faculties think about changing their jobs they do not think extrinsic factors like salary and financial benefits but consider growth and opportunities for promotion as important factors and compensation is insignificant to both male and female faculty^[23].

Extrinsic factors also contributed to the overall satisfaction of faculty members. Faculty members were very satisfied in terms of independence towards work. The college allows them to try various methods to make their work easy and give them sense of fulfillment and accomplishment. This was also verbalized by some of the participants during interview. One participant said “the college allows us to plan and develop ways to improve our classroom tasks.” Syed^[23] posited work freedom as an important factor in the job satisfaction of faculty members in universities, as Boe & Gilford^[24] emphasized professional autonomy to increase charisma of teaching work.

Ranked lowest in extrinsic factors are concerns on company policies and supervisory support. Some participants mentioned “the college does not have clear policies and procedures in some organizational areas” and “support from heads and other non-academic staff is not evident.” Duong^[14] added that academic members were found less satisfied in terms of institution’s regulations. Policy makers and management universities need to reexamine their current institutional policy and make the necessary changes to enhance job satisfaction. In addition, supervisor behavior is considered as a significant predictor of faculty job satisfaction.

Faculty members are somewhat satisfied in terms of giving them freedom in using their own judgment. This finding is in contrast with other results, very satisfied in trying own methods of doing job, but could be attributed to the extrinsic factors involving supervisory support or way their boss handles his/her work.

Relationships between Faculty Members’ Level of Job Satisfaction and their Demographic Characteristics

Significant relationship was noted between intrinsic job satisfaction and the faculty members’ educational attainment and length of service. Higher level of education and the length of stay in the college are determinants of enhancing intrinsic job satisfaction. Those faculty members with higher level of education and long years of experience are satisfied intrinsically in their job. Derby-Davis^[25] posited that highly educated, experienced nursing faculty reported having more intent to stay in academe. Further, time period in teaching profession significantly affects both male and female faculty job satisfaction. Faculty members with more time period in teaching profession are much happier than new comers with minimum duration^[23].

Aside from educational attainment, civil status was identified as significant to extrinsic job satisfaction and relevant determinant to job satisfaction. Married faculty members are extrinsically satisfied with their job. One aspect consistent with the literature is the female married faculty members’ satisfaction with their job. Spivey^[19] highlighted that female faculty members were likely to be less satisfied if they have limited time for their family because of work but family responsibilities were not a factor in the intent to stay^[25]. Consistent with both intrinsic and extrinsic factors is educational attainment hence a vital demographic characteristic to consider in enhancing job satisfaction.

Another essential factor to influence job satisfaction is age. In general, faculty members’ age predicts the level of their job satisfaction. Sharma & Jyoti^[26] attested that faculty between age 30 years and 50 years have different level of satisfaction, with compare to the faculty below thirty years of age and above fifty years of age. Consistent with both intrinsic and general job satisfaction length of service is length of service.

All factors, intrinsic, extrinsic and general factors are relative to educational attainment. Chinweuba^[21] recommended nurse educators should endeavor to attain a higher level of education for higher job satisfaction and productivity.

1. The Predictors of the Level of Job Satisfaction of Faculty Members

Intrinsic factors are identified to be the predictor of faculty members’ level of job satisfaction. These factors include meaningful use of time at work,

collegial relationship, work values, chances and opportunities and work independence. Baker^[27] identified psychological empowerment to demonstrate the strongest positive correlation with job satisfaction. Perrie & Baker^[28] attested that female faculty members' level of satisfaction is less related to salary and fringe benefits. Focus on sense of achievement with their job is common among faculty members and contributes to the largest dissatisfaction towards work^[10]. Identification and provision of appropriate strategies to enhance these factors are crucial to job satisfaction of faculty members and their intent to stay or leave the college.

CONCLUSION AND RECOMMENDATION

The study provided strong evidence on the importance of intrinsic factors in the job satisfaction of faculty members at colleges and universities. The findings are similar to most literature as the study provided significant evidence on work cohesion and collaboration among faculty members as relevant predictors of job satisfaction. But it also proves additional significant factors such as work independence and values. Salary and quality of tasks performed should also be regarded as essential component of the overall satisfaction of faculty members. Further, the study intensified the influence of higher degree of education to job satisfaction and the intent of the faculty members to stay or leave the organization.

The evidences of this study are basis for the improvement of the existing policies and programs of Al Ghad College. Results on educational attainment should provide confidence to the college in terms of recruitment. The human resource department should hire faculty members with higher degree of education and qualifications preferably at least Master's degree holder. Faculty who are currently members of the college should be given opportunities to pursue higher education and other related career-enhancement training. Intrinsic job satisfaction factors should be given the greatest focus in the improvement of faculty members. The culture of teamwork, collegial relationship and psychological support between faculty members should be maintained by providing them activities to enhance work cohesion and collaboration. Developing strategies to establish work independence and autonomy should be included in the college's faculty development plan. Provision of organizational activities to increase sense of worth as a member of the college and the community should also be considered. These should include ways to

improve faculty members' relationship and role with their families. Further, salary and other fringe benefits should also be noted as secondary factors to enhance job satisfaction. The human resource department and the higher management should develop clear procedures in the classification and ranking of faculty members relative to the pay they received and the quality of work they provide. This should be specifically stipulated in the faculty manual.

Al Ghad International College for Health Sciences should ensure that faculty members are satisfied because it highly influences organizational commitment and organizational performance.

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