

Unveiling Job Satisfaction: A Comprehensive Study of Teaching Staff at a Sudanese University

Amel Farage Rmadan

Gezira University, Sudan

*Corresponding Author: amelfarag99@gmail.com

<http://doi.org/10.33650/ijess.v1i2.3556>

Received: August 2022, Accepted: October 2022, Published: December 2022

Abstract:

The purpose of this study was to assess the level of job satisfaction among teaching staffs at Gezira University, and to analyze gender differences in the level of job satisfaction among the staff of the Gezira University. The study employed survey research approach by using a questionnaire developed from the Minnesota Satisfaction Questionnaire (MSQ) and Lester (1987) Teacher Job Satisfaction Questionnaire (TJSQ). 209 participants were taken through simple random sampling techniques. The results indicate that the staffs of the Gezira University are satisfied with promotion and supervision and coworkers system. The staffs of the Gezira University demonstrate low level in work itself, pay, and work condition dimensions of job satisfaction. The study found no statistically significant difference between the male and female groups in the level of job satisfaction in the Gezira University. The study also indicates that there is no difference in the level of job satisfaction related to academic rank in the Gezira University. The study recommended that the Gezira University must improve the work condition for the staff by providing work facilities and improving the work environment as whole.

Key Words: *job satisfaction, Teaching Staff, Promotion, Supervision*

INTRODUCTION

Job satisfaction is one factor that contributes to the success of an organization particularly in managing human resource. Job satisfaction is an important research topic that captured the attention of many scholars in organization and management disciplines (Luthans, 2005). Some workers may be satisfied with certain aspects of their work and feel dissatisfied with other aspects (Munir et al., 2012). In this regard, Nnadi (1997) defined job satisfaction as composed of the reaction, attitude or perception of an individual to work. Locke (1976) stated job satisfaction as—a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience. Similarly it is described by Luthans (1994) as an attitude developed by an individual towards the job condition and job itself. This results from the perception that an employee's job actually provides for what he or she values in the work situation. These include recognition, pay, supervision, professional development, autonomy, decision-making and co-worker interrelationships.

For the success of an organization, two factors are fundamental; they are effective leadership and job satisfaction of an employee. Employees who have

high job satisfaction do more effort in order to perform their assigned tasks and to pursue the interests of an organization. An organization with employees who have high job satisfaction can retain and attract employees with the skills that it needs. Bavendum (2000) argues that increasing job satisfaction is important for its humanitarian values and for its financial benefits due to its effect on employee behavior. He notes that employees with higher job satisfaction believe that the organization will be satisfying in the long run, care about the quality of their work, are more committed to the organization have higher retention rates and are more productive. Woods and Weasmer (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves.

Moreover, Positive and favorable attitudes towards the job are strong predictors of job satisfaction; while negative and unfavorable attitudes towards the job are strong predictors of job dissatisfaction (Akhtar et al., 2010). In this regard, Sisungu (2002) found that teachers with high job satisfaction exhibited characteristics such as: (i) low in turnover, (ii) always present in school, (iii) highly efficient and effective and (iv) friendly to the administration. On the other hand, teachers with low job satisfaction : (i) had apathy, (ii) worked towards promotions to other positions with better prospects or quit their jobs resulting in high teacher education costs (iii) were hostile to the administration (iv) had reduced academic performance (v) valued material rewards (vi) made frequent transfer requests (vii) and were regular absentees.

A lot of researchers agree that satisfied university staff can contribute to organizational effectiveness, and motivation of staff can trigger better results in student performance, the development of strong organizational culture, better image of the institution and even higher numbers of talented students and faculty members (Jamali et al., 2022). Kumar (2013) identified the factors which impact the level of satisfaction of teachers in Haridwar (Uttarakhand) India. Research shows that female university teachers are more satisfied with their job rather than male teachers and income per annum is an important factor impacting the level of job satisfaction. Nirmala and Mpho (2015) investigated job and career satisfaction amongst university employees. The findings indicate that employees are not satisfied with the training they receive.

Fessehatsion and Bahta (2016) carried out study to examine the factors affecting faculty job satisfaction in institutions of higher education in Eritrea. The analysis finds that research, co-workers relations, and training and development have strong positive and significant contributions to job satisfaction of the faculty in institutions of higher education in Eritrea Duong (2016) in his study examined the effects of demographic, internal and external university environment factors on faculty job satisfaction in Vietnamese higher education. The results showed that most respondents were satisfied with their jobs, and that faculty job satisfaction varied with age and discipline. The present study also found that job satisfaction was significantly influenced by demographic and internal and external university environment factors.

Shafi et al. (2016) aimed in their study to assess the job satisfaction of 150 randomly selected teachers from Government Colleges (Male and Female). Teachers are not satisfied their job because of factor considered for promotion is fully dissatisfied of teachers and working place, training and outcomes of training only satisfied issue of teachers. On payment issues, teachers are very dissatisfied. Mateko and Nirmala (2017) stated that Understanding the factors that affect academic performance is pivotal for satisfactory levels of performance by higher education institutions. The findings of the study highlighted salaries as a factor influencing job satisfaction.

Jawabri (2017) aimed to examine the job satisfaction of academic staff in higher education as well as private universities in UAE. The study concludes that the academic staff of the private universities in UAE has been significantly satisfied with their jobs. It also found that only few factors have positively influenced job satisfaction, especially, supervisor support, promotion and support from colleagues. Araújo, Miranda, and Pereira (2017) conducted study to identify the prevalence of satisfaction among accounting professors in Brazil throughout their careers. It was found that levels of satisfaction are higher among individuals with more experience, in that in their first years in the job (one to three years), professors have lower satisfaction rates; the highest levels of satisfaction are found in the final stage (over 35 years).

The administrative practices in the public universities that have direct relation with job satisfaction need to review and reveal reasons for dissatisfaction of staff in these academic institutions. To reflect financial factors related to wages and incentives do not provide job satisfaction compared with the wage and salary. The psychological factors that stimulate the staff members to work at these institutions are not adequate. The training of the staff members have not been considered enough in the public universities and so led to job instability (Okolocha et al., 2021), Accordingly, the staff of the Gezira University have been expressed their dissatisfaction of various issues related to the job satisfaction like low payment, bad work environment, absence of incentives etc. therefore, the researchers have provoked to conduct current study by seeking to answer the following research questions: 1) What is the level of job satisfaction among the teaching staff at Gezira University?, 2) Is there a significance differences in the level of job satisfaction among the staff of the Gezira University due to (gender, academic rank)?

RESEARCH METHODS

The study employed survey research designs. Creswell (2012) stated that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Therefore, the quantitative data was collected through a standardized questionnaire and analyzed based on what the quantitative data required.

In this study, the teachers of Gezira University were selected to conduct the research. The researchers selected 209 teaching staff out of 1229. The teachers were selected through simple random sampling technique because it allows the researcher to select the participants from each category that leads to create sample representative of a given population, and to compare the responses of participants from different categories of the population.

The questionnaire for this study was developed from the Minnesota Satisfaction Questionnaire (MSQ) and Lester (1987) Teacher Job Satisfaction Questionnaire (TJSQ); for measuring the satisfaction of individuals having twenty items divided into five dimensions (the work itself, the pay, promotion, the work condition, supervision and coworkers) with five points scale (5= Very Satisfied, 4= Satisfied, 3= Natural, 2= Dissatisfied, 1= Very dissatisfied).

The reliability of the questionnaire was assessed by using Cronbach's Alpha coefficient, and the result of the reliability for the overall job satisfaction was found to be (0.879) greater than 0.8 which was acceptable to use the questionnaire for data gathering tools.

RESULTS AND DISCUSSION

1. Demographic characteristics of respondents

The demographic information of the respondents has been presented and analyzed using descriptive statistical. This has been displayed in table 1 below.

Table 1. Background Information of the Respondents

Variables		Frequency	Percent
Gender	Male	123	58.9
	Female	86	41.1
	Total	209	100.0
Age group	21 – 30	40	19.1
	31 – 40	111	53.1
	41 – 50	37	17.7
	More than 50	21	10.0
	Total	209	100.0
	Academic rank	Professor	5
Associate professor		53	25.4
Assistant professor		41	19.6
Lecturer		82	39.2
Teaching Assistants		28	13.4
Total		209	100.0
Experience	1 – 5	70	33.5
	6 – 10	54	25.8
	Over 10	85	40.7
	Total	209	100.0

From Table 1 the distribution of participants according to sex shows there were (123) out of total (209) represented (58.9%) were males, while females counted (86) represented (41.1%). According to age, the majority of the study

sample (111) represented (53.1%) more than half of the sample ranged between 31-40, there were (37) teachers, represented (17.7%) ranged between 41-50, and (40) teachers, represented (19.1%) between 21-30, then (21) teachers, represented (10.0%) their age above 50. In terms of academic rank, the majority of the staff was lecturers (39.2%), associate professor (25.4%), then assistant professor (19.6%). The fewer respondents were teaching assistant (13.4%), and full professor (2.4%). Most of teachers (40.7%) their years of experience were above 10 years, (33.5%) their experience range (1-5) years, and (25.8%) of teachers their experience between 6-10 years. The study sample characterized by good level of demographic information.

2. What is the level of job satisfaction among the staff at Gezira University?

Mean score and one sample t-test analysis was conducted to determine the level of job satisfaction at Gezira University.

Table 2. One sample t-test of the level of job satisfaction among the staff in the Gezira University

Factors	N	Test value	Mean	Std. Deviation	t	Sig. (2-tailed)
Work itself	209	12	11.6983	2.59086	-1.683-	.094
Pay	209	12	8.0370	3.37261	-16.987-	.000
Promotion	209	12	14.0395	2.84950	10.347	.000
Work Condition	209	12	11.6007	2.89622	-1.993-	.048
Supervision and Coworkers	209	12	15.8517	2.81855	19.756	.000
Overall staff job satisfaction	209	60	61.2273	9.72394	1.825	.069

Df= 208

As it is clearly indicated in Table 2, the mean scores of the respondents in promotion, and supervision and coworkers were (14.0395, 15.8517), this indicated that, these values are significantly higher than the expected mean 12. The meaning is that the staff of the Gezira University was demonstrating high level of job satisfaction in these two dimensions. This indicates to the staff of the Gezira University are satisfied with promotion and supervision and coworkers system. This result is congruent with Mateko and Nirmala (2017) revealed high level of job satisfaction in factors; Promotion, and Supervision and Coworkers. Fessehatsion and Bahta (2016) revealed that co-workers relations, and training and development have strong positive and significant contributions to job satisfaction of the faculty in institutions of higher education in Eritrea. The result of current study differ from result of Shafi M, Memon AS, Fatima H (2016) who found that teachers are not satisfied their job because of factor considered for promotion is fully dissatisfied of teachers and working place.

Table 2 shows also, the mean scores of the respondents in work itself, pay, and work condition dimensions of job satisfaction were (11.6983, 8.0370, 11.6007) respectively. This indicates that, the values are significantly lower than the

expected mean 12. This indicates that there is statistically significance difference on the respondents' response regarding mentioned dimensions of staff job satisfaction which can be described as low level. This result agreed with Mei Tai (2014) who explored the levels of job satisfaction among staff of public and private universities in Taiwan and how they differ in their satisfaction levels regarding salary, work environment, and others. Hanaysha (2016) found that work environment and organizational learning have significant positive effects on job satisfaction. Mateko and Nirmala (2017) highlighted salaries as a factor influencing job satisfaction. Further, insufficient financial resources to support teaching, learning and research at the NUL impacted job satisfaction.

Moreover, the mean score of the overall staff job satisfaction was (61.2273), this value is higher than expected mean (60), and the meaning is that the teaching staffs of the Gezira University are satisfied as general. Supporting this result, Boyer et al. (1994) explored that in 14 countries among other factors; the professors had a high sense of satisfaction with their intellectual lives and the courses they taught as well as their relationships with colleagues. Duong (2016) showed that most respondents were satisfied with their jobs, and that faculty job satisfaction varied with age and discipline. The result of current study differ from result of Shafi M, Memon AS, Fatima H (2016) who found that teachers are not satisfied their job because of factor considered for promotion is fully dissatisfied of teachers and working place.

3. Is there a significance differences the level of job satisfaction among the staff of the Gezira University due to (gender, academic rank)?

Gender difference in the level of job satisfaction

Mann-Whitney U test was computed to examine whether there is a significant difference in the level of job satisfaction with reference to gender. To see differences between male and female participants in their overall job satisfaction and in five dis-aggregated satisfaction dimensions; the results were summarized and presented in Table 3.

Table 3. Mann-Whitney U Statistic for gender differences in the level of job satisfaction

Variable	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Work itself	Male	123	101.41	12473.00	4847.000	.298
	Female	86	110.14	9472.00		
	Total	209				
Pay	Male	123	104.04	12797.50	5171.500	.780
	Female	86	106.37	9147.50		
	Total	209				
Promotion	Male	123	102.61	12621.50	4995.500	.492
	Female	86	108.41	9323.50		
	Total	209				
Work Condition	Male	123	102.62	12622.00	4996.000	.493
	Female	86	108.41	9323.00		

	Total	209				
Supervision and Coworkers	Male	123	102.46	12603.00	4977.000	.464
	Female	86	108.63	9342.00		
	Total	209				
Overall Job Satisfaction	Male	123	102.37	12591.00	4965.000	.451
	Female	86	108.77	9354.00		
	Total	209				

As shown in Table 4, the results reveal that the values of Mann-Whitney between 4847.000 and 5171.500 are significant, where the sig. > 0.05 for all sub-dimensions, and overall job satisfaction. This indicates no statistically significant difference between the male and female groups in the level of job satisfaction in the Gezira University. This can be explained by fact that the male and female work in the same work conditions, and receive the same salaries. The result of the study opposite to Kumar (2013) shows that female university teachers are more satisfied with their job rather than male teachers and income per annum is an important factor impacting the level of job satisfaction. Mehboob and Bhutto (2012) observed that faculty members were generally satisfied with their job however female faculty members were more satisfied with their jobs compared to male faculty members.

Differences in Job Satisfaction With Reference to Academic Rank

In order to assess whether degree of job satisfaction is significantly different in terms of their academic rank, one-way analysis of variance (ANOVA) was computed, and the result shown in Table 4.

Table 4: ANOVA analysis for differences among staff in terms of academic rank

Variable	Source	Sum of Squares	Df	Mean Square	F	Sig.
Work itself	Between Groups	23.898	4	5.975	.888	.472
	Within Groups	1372.311	204	6.727		
	Total	1396.209	208			
Pay	Between Groups	104.145	4	26.036	2.348	.056
	Within Groups	2261.754	204	11.087		
	Total	2365.899	208			
Promotion	Between Groups	59.485	4	14.871	1.862	.118
	Within Groups	1629.408	204	7.987		
	Total	1688.893	208			
Work Condition	Between Groups	40.477	4	10.119	1.211	.307
	Within Groups	1704.240	204	8.354		
	Total	1744.717	208			
Supervision and Coworkers	Between Groups	13.996	4	3.499	.436	.783
	Within Groups	1638.406	204	8.031		
	Total	1652.402	208			
Overall Job Satisfaction	Between Groups	295.313	4	73.828	.777	.541
	Within Groups	19372.143	204	94.961		
	Total	19667.456	208			

Table 5 shows that the results of *F* between .436 and 2.348, and there is no difference in the level of job satisfaction in all sub-dimensions and overall job satisfaction among teaching staff according their academic rank as ($\text{sig} > 0.05$). This indicates that there is no difference in the level of job satisfaction related to academic rank in the Gezira University. This may be due to the teaching staff of the Gezira University are working in the same work circumstances and condition, as they work under one academic leadership, and they had follow the same promotion system.

CONCLUSION

This study aimed to assess the level of job satisfaction among the staff at Gezira University, and to analyze gender differences in the level of job satisfaction among the staff of the Gezira University. The study employed survey research approach by using a questionnaire developed from the Minnesota Satisfaction Questionnaire (MSQ) and Lester (1987) Teacher Job Satisfaction Questionnaire (TJSQ).

The results indicate that the staffs of the Gezira University are satisfied with promotion and supervision and coworkers system. The staffs of the Gezira University demonstrate low level in work itself, pay, and work condition dimensions of job satisfaction. The study found no statistically significant difference between the male and female groups in the level of job satisfaction in the Gezira University. The study also indicates that there is no difference in the level of job satisfaction related to academic rank in the Gezira University. The study recommended that the Gezira University needs to provide opportunities for the staff to develop themselves, the Gezira University also should looking for sources to increase the income for its staff members. The Gezira University must improve the work condition for the staff by providing work facilities and improving the work environment as whole. In order to promote teacher satisfaction, university' leaders ought to create open and collegial climate in their institutions in which teachers can freely express and share their opinions and collaborations on important decisions.

The main limitation of this study is that the data were gathered in the Gezira University only. Therefore, the findings of the study cannot be generalized to other Sudanese universities.

REFERENCES

- Okolocha, C. B., Akam, G. U., & Uchegara, F. O. (2021). Effect Of Job Satisfaction on Job Performance of University Lecturers in South-East, Nigeria. *International Journal of Management Studies and Social Science Research*, 3(1), 119-137.

- Araújo, T. S., Miranda, G. J., & Pereira, J. M. (2017). Satisfaction Among Accounting Professors in Brazil. *Revista Contabilidade & Finanças*, 28(74), 264-281. <https://doi.org/10.1590/1808-057x201703420>
- Bavendum, J. (2000). *Managing Job Satisfaction*, New York. New York Research Inc.
- Creswell, John W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* / John W. Creswell. — 4th Ed.
- Duong, M. Q. (2016). The Effects of Demographic, Internal and External University Environment Factors on Faculty Job Satisfaction in Vietnam. *Journal of Educational Issues*, 2(2), 113-130. <https://doi.org/10.5296/jei.v2i2.9985>
- Fessehatsion, M. P. W., & Bahta, M. D. T. Factors Affecting Academic Job Satisfaction in the Public Institutions of Higher Education, Eritrea.
- Israel, G. D. (1992). Determining sample size. University of Florida.
- Jawabri, A. (2017). Job Satisfaction of Academic Staff in The Higher Education: Evidence from Private Universities in Uae. *International Journal of Human Resource Studies*, 7(4), 193-211. <https://doi.org/10.5296/ijhrs.v7i4.12029>
- Kumar, S. Job Satisfaction Among University Teachers: A Case of Haridwar (Uttrakhand).
- Lee-Kelley, L., Blackman, D. A., & Hurst, J. P. (2007). An Exploration of the Relationship Between Learning Organizations and the Retention of Knowledge Workers. *The Learning Organization*, 14(3), 204-221. <https://doi.org/10.1108/09696470710739390>
- Lester, P. E. (1987). Development and factor analysis of the Teacher Job Satisfaction Questionnaire. *Educational and Psychological Measurement*, 47(1), 223-233. <https://doi.org/10.1177/0013164487471031>
- Locke, E. A. (1976). The Nature and Causes of Job Satisfaction. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 1297-1349). McNally Chicago, IL: Rand.
- Luthans. (2005). *Organizational Behavior*. New York: McGraw-Hill.
- Moloantoa, M. E. and Dorasamy. N. (2017). Job Satisfaction Among Academic Employees in Institutions of Higher Learning. *Problems and Perspectives in Management*, 15(3), 193-200. [https://doi.org/10.21511/ppm.15\(3-1\).2017.03](https://doi.org/10.21511/ppm.15(3-1).2017.03)
- Munir, Rahman, Malik & Ma'amor. (2012). Relationship Between Transformational Leadership and Employees' Job Satisfaction Among the Academic Staff. *Procedia-Social and Behavioral Sciences*, 65, 885-890. DOI: 10.1016/j.sbspro.2012.11.215. <https://doi.org/10.1016/j.sbspro.2012.11.215>
- Dorasamy, N. and Letoane, M. K. (2015). Job and Career Satisfaction in Higher Education Institutions: A Case Study of University "A" in South Africa. *Problems and Perspectives in Management*, 13(4-1), 259-270.

- Okpara, J.O. 2006, 'Gender and the Relationship Between Perceived Fairness in Pay, Promotion, and Job Satisfaction in a Sub-Saharan African Economy', *Women. Management Review*, 21, (3), pp. 224-240. <https://doi.org/10.1108/09649420610657407>
- Roodt, G., Rieger, H. S., & Sempane, M. E. (2002). Job Satisfaction in Relation to Organisational Culture. *Sa Journal of Industrial Psychology*, 28(2), 23-30. <https://doi.org/10.4102/sajip.v28i2.49>
- Shafi M, Memon AS, Fatima H (2016). Job Satisfaction in College Teachers: a Survey Based Study of Government Colleges of District Hyderabad, Sindh, Pakistan. *J Hotel Bus Manage* 5, 124. <https://doi.org/10.4172/2169-0286.1000124>
- Jamali, A., Bhutto, A., Khaskhely, M., & Sethar, W. (2022). Impact of Leadership Styles on Faculty Performance: Moderating Role of Organizational Culture in Higher Education. *Management Science Letters*, 12(1), 1-20.
- Syed, A. A. S. G., Bhatti, N., Michael, S., Shaikh, F. M., & Shah, H. (2012). Job Satisfaction of Faculty Members of University in Pakistan: A Case Study of University of Sindh-Jamshoro. *Modern applied science*, 6(7), 89-95. <https://doi.org/10.5539/mas.v6n7p89>
- Wagner, S., Parker, C. P., & Christiannsen, N. (2003). Employers That Think and Act Like Owners: Effects of Ownership, beliefs and behaviors on organizational effectiveness. *Personnel Psychology*, 56, 847-871. <https://doi.org/10.1111/j.1744-6570.2003.tb00242.x>
- Woods, A. M., & Weasmer, J. (2002). Maintaining Job Satisfaction: Engaging Professionals as Active Participants. *The Clearing House*, 75(4), 186-189. <https://doi.org/10.1080/00098650209604928>
- Yousif, M.A. (2004). The Impact of Job Satisfaction on Staff' Performance in Higher Education. Sudan University Of Science And Technology (Mater' Thesis).
- Zembylas, M., & Papanastasiou, E. (2004). Job Satisfaction Among School Teachers in Cyprus. *Journal of Educational Administration*, 42(3), 357-374. <https://doi.org/10.1108/09578230410534676>