

Demographic Variables as Correlates of Job Satisfaction of Lecturers in Tertiary Institutions in Bayelsa State

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Abstract

The study investigated age, gender and educational qualification as factors associated with lecturers' job satisfaction in Bayelsa State. Descriptive survey was applied. The sample was 352 lecturers from three tertiary institutions in Bayelsa state. Three research questions and three corresponding hypotheses guided the study. Questionnaire titled "Lecturers Job Satisfaction Questionnaire (LJSQ)" was used to gather data. Mean was used to answer the questions. One hypothesis was tested with independent sample t-test at 0.05 alpha level, while the remaining two were tested using ANOVA at 0.05 alpha level. Results reveal that younger lecturers were slightly more satisfied than older lecturers; however, age does not significantly influence job satisfaction. Males show more satisfaction than females, however, statistically, gender does not significantly influence job satisfaction. Lecturers with bachelor's degree show more satisfaction than their counterparts with master's and doctorate degrees. Educational qualification has significant influence on job satisfaction. Lecturers in Bayelsa State are moderately satisfied with their jobs. Based on the findings, recommendations and suggestions were made that more attention should be given to lecturers' welfare; offices, conveniences, lecture rooms etc should be provided, and lecturers should be sponsored to go for conferences, seminars and workshops.

Keywords: Lecturers, job, satisfaction, age, gender, educational, qualification

Introduction

The heart's desire of every worker is to gain satisfaction, and to be accepted and recognized both by his or her superiors and other co-workers. He or she will want to work in an environment that is conducive and that will provide comfort. In institutions of higher learning today, it is observed that some lecturers transfer their services from one institution or organization to another, and at other times, it is observed there is lack of dedication to the job, and rendering of poor services. At other times some lecturers complain of one lapse or the other concerning their institutions of practice, while others

give satisfactory commendations about the same institutions. The observations made here agree with the definition of job satisfaction as given by Sydney-Agbor, Ebeh, Nwankwo and Agu (2014:86), which says, “Job satisfaction refers to a collection of attitudes, which workers have about their job. It describes how content an individual is with his or her job.” These observations made by the researchers and contradictions amongst lecturers of same institutions concerning their job, motivated the researchers to embark on this study to find out factors that are really associated with job satisfaction and dissatisfaction among lecturers.

Job seekers are generally filled with much enthusiasm as they gain an employment and their expectations are usually very high, desiring to achieve the very best and to gain their full potentials. The aspirations get even higher if the job gained is that of becoming an academic staff of a higher institution. It is apparent that academic staff members of tertiary institutions are laden with the duty of grooming future leaders of any given nation, to inculcate in them the ability to attain leadership positions with dignity and responsibility. Job satisfaction according to Ahmad and Abdurahman (2015) is “basically related to how the employees perceive their job, whether it is a happy or unhappy one”. Abosede (2014) asserts that

Job satisfaction is a construct that has been widely discussed and extensively examined in related fields such as organizational behaviour, human resources management, administration and management of industrial and business organisations, psychology, sociology and education over the years. It is a generalised affective and cognitive orientation to all aspects of the job which simply means the extent of an individual’s feeling about the job and the extent of an individual’s satisfaction with a particular aspect of the job such as pay, pension arrangements, working hours and a host of others respectively.

Lecturers will naturally desire to do their work dutifully, but to achieve this, the issue of job satisfaction becomes necessary, as it can constitute a factor that can aid the lecturer to retain his job of dutifully training the nation’s future leaders. Lecturers can attain the goal of dutifully training students, if their satisfaction is guaranteed by their institutions. Doghonadze (2012) says “even in student-centered educational systems, teachers still remain important subjects of knowledge construction process, thus their satisfaction should be studied if efficient education process and healthy classroom environments are the goals”. In studying this topic, it is important to note that there are certain facets of the job from which one can deduce whether workers are satisfied or not, looking at whether the employers have really been able to meet up with the desires of the workers in these areas; six of these areas which will enable us determine job satisfaction of workers will include work, pay, welfare, promotions, supervision and

co-workers (these constitute independent variables), however they are only used to determine lecturers' satisfaction level.

The focus of this study is to ascertain the demographic variables that serve as correlates of job satisfaction of lecturers in higher institutions in Bayelsa State. The researchers ascertained the extent to which the demographic variables (the independent variables) correlate with job satisfaction of lecturers (dependent variable). The independent variables of this study are age, gender and academic qualification. Age constituted four categories (<40years, 40-45years, 46-50years and 51years and above), gender constitute male and female lecturers; academic qualification constituted B.Ed/B.A/B.Sc., M.Ed/M.A/M.Sc. and Ph.D. The dependent variable of this study is job satisfaction of lecturers.

Following the contradictory views of lecturers on their satisfaction level about the job, the researchers deemed it fit to carry out this study to ascertain the categories of lecturers who are satisfied and those who are not satisfied with the job in Bayelsa State. This study was therefore designed to ascertain how job satisfaction of lecturers in tertiary institutions in Bayelsa state correlate with the demographic variable (age, gender and academic qualification).

Numerous studies have been carried out to ascertain the relationship between job satisfaction and gender. Some of them were reviewed, both as it concerns lecturers (academics) and otherwise. Platsidou and Diamantopoulou (2009) found that gender had no significant effect on overall job satisfaction of Greek faculty members. Onukwube (2012) found that males had higher job satisfaction than their female counterparts. Bataineh (2014) found that male professors had a higher level of job satisfaction than their female counterparts, with means of 4.02 and 3.98 for males and females respectively. Bordhan (2015) in his study observed that female teacher educators were more satisfied with their jobs than their male counterparts. Ghosh (2013) found that female teachers had higher job satisfaction than their male counterparts. Abosede (2014) however found that there was no significant gender difference in the job satisfaction level of academic and non-academic staff of the university she studied. Female clerical staff were found to be more satisfied than male clerks in Yapa, Rathnayake, Senanayake and Premakumara (2014). Iroegbu (2015) discovered that females experienced higher job satisfaction than males. Gender according to Onuoha, Samuel and Ojo (2014) has no significant influence on the job satisfaction of library staff in private universities in Ogun State, Nigeria. Sabharwal and Corley (2009) recorded that men had significantly higher levels of overall job satisfaction than females. Ghaffor (2012) in his study found that male academic staff were more satisfied than female academic staff.

The demographic factor, educational qualification, in its relationship with job satisfaction has yielded contradicting results from varied scholars. No significant relationships were found between education and job satisfaction construct in Scott, Swortzel and Taylor (2005). No significant differences exist in job satisfaction level of different educational levels as recorded in Kardan and Rangnekar (2012). Undergraduate teachers in Ghosh (2013) had more favourable job satisfaction than graduate teachers. Bordhan (2015) in his study found that teachers with higher qualification were less satisfied than those having lower qualification. Sundar and Kumar (2012) found employees with higher qualification to be more satisfied with their jobs than those with lower qualification. Quantity surveyors with postgraduate degrees, in Onukwube (2012), were found to be significantly more satisfied than those with bachelor degrees. Lecturers with higher educational qualification, according to Eyupoglu and Saner (2009), were more satisfied with their jobs than those with lower educational qualification. Wong and Heng (2009) recorded that doctorate degree holders were more satisfied with salary than those with less educational qualification. Ghaffor (2012) found that job satisfaction increases with increase in level of education.

The relationship between job satisfaction and age has been studied by various scholars, with varying results. Onukwube (2012) found that older quantity surveyors in consultancy firms are more satisfied with their jobs than younger ones. Older employees of 45 years and above in Iroegbu (2015) recorded a higher job satisfaction level than the younger employees. Iwu and Ukpere (2012) in their study observed that workers who were between 38-43 years were more satisfied with their job than workers between 20-25 and 26-31 years.

Research questions

The following research questions were raised to guide the study:

1. To what level does age influence lecturers' job satisfaction?
2. To what extent does gender influence lecturers' job satisfaction?
3. To what extent are lecturers' job satisfaction influenced by educational qualification?

Hypotheses

The following hypotheses were postulated to guide the study at .05 level of significance:

Ho1: Age does not significantly influence job satisfaction of lecturers in Bayelsa State.

Ho2: Gender does not significantly influence job satisfaction of lecturers in Bayelsa State.

Ho3: Educational qualification does not significantly influence job satisfaction of lecturers in Bayelsa State.

Methodology

Descriptive survey design was adopted for this study. This design was appropriate for the study because it investigated a phenomenon that had already occurred, upon which the researchers have no influence. This agrees with the assertions of Shuttleworth (2008) about descriptive survey design, that it is a scientific method involving the observation and description of a behaviour without influencing it in any way.

The population of this study comprised all lecturers from the five State-owned tertiary institutions in Bayelsa State. They include Niger Delta University (NDU), at Amassoma; Isaac Jasper Boro College of Education (IJBCOE), Sagbama; College of Health Technology, Ogbia; Bayelsa State School of Nursing (BAYSSON), and Bayelsa State College of Arts and Science, situated in Elebele. Three of these institutions were randomly selected for this study. The total population of lecturers in the three selected institutions is one thousand, one hundred and sixteen (1,016); Niger Delta University (seven hundred and sixty-eight), Isaac Jasper Boro College of Education (one hundred and fifty-eight), as at June, 2015, and from College of Health Technology, Ogbia (ninety), as at August, 2015 (figures as gotten from the administrative units of the institutions). The study applied convenience sampling, and three hundred and fifty-two lecturers were assessed thus: Niger Delta University, Amassoma (216), Isaac Jasper Boro College of Education, Sagbama (84) and College of Health Technology, Ogbia (52).

A questionnaire titled Lecturers' Job Satisfaction Questionnaire (LJSQ) was developed and used for the study; it consists twenty-two (22) positively worded items. The items were generated using a four-point Likert scale rating from Extremely Satisfied (ES), Satisfied (S), Dissatisfied (D) to Extremely Dissatisfied (ED), with ratings as ES –4, S –3, D–2 and ED–1. The questionnaire has two sections; Section A requested the respondents to provide demographic data on their institution of work, gender, marital status, years of experience, academic qualification, age, and job status. Section B consists of twenty-two positively worded items to be responded to. In determining the scores, 22 is the least obtainable, while 88 is the highest obtainable. The lower the score the less satisfied the respondent, and vice versa. The reliability of the instrument was analysed, using SPSS and the reliability co-efficient of the instrument was 0.77. For the purpose of answering the questions, and testing the hypotheses, the Statistical Package for Social Sciences (SPSS) was used for analyses. Descriptive statistics such as frequencies, mean, and standard deviation were applied to answer the research questions. Hypotheses 1 and 3 were tested using Analysis of Variance (ANOVA), while hypothesis 2 was tested with independent sample t-test.

Presentation of results

Research Question 1: To what extent does age influence lecturers’ job satisfaction?

Table 1: Descriptive statistics showing influence of age on lecturers’ job satisfaction

Age	N	Mean	Std. Deviation
(< 40)	103	55.1262	9.27011
(41-45)	109	54.3853	8.75585
(46-50)	73	53.2329	9.29235
(51+)	56	53.5179	9.52316
Total	341	54.2199	9.14531

From table 1, it is evident that age category of lecturers below 40 are more satisfied with their job with a mean value of 55.13, followed by lecturers of 41-45years bracket with mean value of 54.39, while 51+, and 46-50 had mean values of 53.52 and 53.23 respectively. Hence, it can be said that younger lecturers show higher level of job satisfaction than older lecturers. In the age category, lecturers below 40 represent 30.2% of the sample, lecturers between ages 41-45 represent 32%, 46-50 represent 21.4% and those above 50 years represent 16.4%

Ho1: Age does not significantly influence job satisfaction of lecturers

Table 2: Analysis of variance (ANOVA) output

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	186.305	3	62.102	.741	.528
Within Groups	28250.199	337	83.828		
Total	28436.504	340			

Table 2 shows that the computed F .741 is not statistically significant at .528 level, which is greater than chosen alpha of 0.05, hence the null hypothesis that age does not have significant influence on lecturers’ job satisfaction is retained. $F(3, 337) = .741, p > .05$. Hence, age has no significant influence on lecturers’ job satisfaction.

Research Question 2: To what extent does gender influence lecturers’ job satisfaction?

Table 3: Descriptive statistics showing influence of gender on lecturers’ job satisfaction

	N	Mean	Std. Deviation	Std. Error Mean
Male	228	55.0219	9.60197	.63591
Female	123	53.2764	9.24644	.83372

Table 3 above shows a mean value of 55.02 for male lecturers and 53.28 for female lectures indicating that male lecturers are more satisfied with their jobs than their female counterparts. Male lecturers constitute 65% of the sample, while females constitute 35%.

Ho2: Gender does not significantly influence job satisfaction of lecturers in Bayelsa State.

Table 4: Independent t-test analysis of the influence of gender on lecturers’ job satisfaction

Groups	N	Mean	SD	df	T	t_{critical}	p
Male	228	55.02	9.60	349	1.65	1.96	0.10
Female	123	53.28	9.25				

The result indicate that the difference is not statistically significant, hence the null hypothesis that gender has no significant influence on lecturers’ job satisfaction is retained as $t(349) = 1.646, p > .05$. Therefore, the result indicates that gender does not significantly influence lecturers’ job satisfaction.

Research Question 3: How are lecturers’ job satisfaction influenced by educational qualification?

Table 5 shows lecturers with Bachelor’s degree having a mean of 56.71; those with Master’s degree have a mean of 53.61 and Doctorate degree holders having a mean of 53.65. Hence, one can say that lecturers with lower educational qualification are more satisfied with their jobs than their counterparts with higher qualifications. Bachelor’s degree holders made up 22.8% of the sample, Master’s degree holders 39.2% while Doctorate degree holders were 38%.

Table 5: Descriptive statistics showing influence of education qualification on lecturers' job satisfaction

Qualification	N	Mean	Std. Deviation
B.A	79	56.7089	7.58567
M.A	136	53.6103	9.79431
PhD	132	53.6515	9.24640
Total	347	54.3314	9.18923

Ho3: Educational qualification does not significantly influence job satisfaction of lecturers in Bayelsa State.

Table 6: ANOVA analysis of influence of educational qualification on lecturers' job satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	578.269	2	289.134	3.473	.032
Within Groups	28638.619	344	83.252		
Total	29216.888	346			

Table 6 shows that the computed F (3.473) is statistically significant at .032 level which is less than chosen alpha of 0.05, hence the null hypothesis that educational qualification does not significantly influence lecturers' job satisfaction is rejected. $F(2, 344) = 3.473, p < .05$. Hence, educational qualification has significant influence on lecturers' job satisfaction.

Discussion of findings

Age and job satisfaction

The findings on influence of age on job satisfaction revealed that younger lecturers are more satisfied, those below 40 had a mean of 55.13 while 41-45 had a mean of 54.39 as against means of 53.23 and 53.52 for 46-50 and over 50 respectively. This finding disagrees with Onukwube (2012), Iroegbu (2015) and Iwu and Ukpere (2012) who in their studies found that older workers were more satisfied with their jobs than their younger counterparts. The satisfaction of younger lecturers over their older counterparts can be as a result of their having fewer responsibilities than their older

counterparts, and many of them may just be too new in the system to begin to note lapses that the older ones have noted about the system.

Gender and Job Satisfaction

The findings reveal that gender does not have any statistically significant influence on job satisfaction. However, male lecturers with a mean of 55.02 show more job satisfaction than their female counterparts with a mean of 53.28. The no statistical significant influence agrees with the findings of Aboosedo (2014), Platsidou and Diamantopoulou (2009) and Onuoha, Samuel and Ojo (2014). The findings are also in agreement with Sabharwal and Coley (2009), Onukwube (2012), Ghaffor (2012) and Bataineh (2014) who in their different studies, found that males had more job satisfaction than females. However, the findings disagree with Ghosh (2013), Yapa, Rathnayake, Senanayake and Premakumara (2014) and Bordhan (2015). The males being more satisfied than their female counterparts can result from the fact that most positions are occupied by the male lecturers, thereby making them have some advantage over the female lecturers.

Educational Qualification and Job Satisfaction

The result of the study reveals that educational qualification has a significant influence on job satisfaction. Lecturers with lower educational qualification show more job satisfaction; lecturers with Bachelor's degree (with a mean of 56.71) are more satisfied with the job than their counterparts with Master's degree (53.61) and PhD degree (53.65). This findings disagree with the findings of Eyupoglu and Saner (2009), Wong and Heng (2009) and Sundar and Kumar (2012). The study is in agreement with the findings of Ghosh (2013). The result also contradicts the findings of Scott, Swortzel and Taylor (2005) who found no significant relationship between education and job satisfaction. The satisfaction of lower degree holders over those with higher degrees may be as a result of those having higher degrees aspiring for higher job remuneration than those with lower degrees.

Conclusion

The study has shown that, generally, lecturers in Bayelsa State are satisfied with their job. Males are more satisfied than the females, the less educated than those with higher educational qualifications. The younger lecturers are more satisfied than their older counterparts. Job satisfaction to an extent depends on how an individual feels towards the job, especially as it borders on what he gets in comparison with what his desires are. For example, if he looks forward to having a conducive office with at least a good desk, chair and well-ventilated, and he gets it, he will show satisfaction in this aspect of the job, but if it turns out otherwise, he will show dissatisfaction. This is what the responses of the lecturers have revealed, that they are satisfied, though not extremely satisfied.

Recommendations

Based on the findings of the study, the following recommendations have been made:

- ❖ The administrative sector of the tertiary institutions should ensure it provides appropriate and good working conditions to raise the level of job satisfaction of the lecturers.
- ❖ Equal job opportunities should be given to both male and female lecturers in the areas of appointments; the female lecturers should be given equal opportunities as their male counterparts.
- ❖ Having ascertained the satisfaction of younger lecturers, the need for employment of more graduate assistants cannot be overemphasized.

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