

Job Satisfaction amongst Academic Staff: A literature Review

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Abstract

Job satisfaction assumed as a one of the main factor amongst academic staff and placed as a basic inner feeling for them. Moreover, the purpose of present literature review was to brilliant the role of job satisfaction at university; also, illustrated this inner organizational feeling as a principle positive motivator amongst academic staff. Lack of consideration to the presence of job satisfaction creates numerous difficulties at university, low level of job satisfaction likewise emerges some insufficient behaviors and reactions among academic staff. In other word, the existence of job satisfaction as basic human needs can develop and support performance of academic staff and conduct their organizational behavior in the accurate way. In general, the current literature review focused on the key role of job satisfaction at university and mentioned its effectiveness on performance, behavior, and reactions of academic staff at educational system.

Key Words: Job Satisfaction, Academic Staff, University, Educational System

Introduction

University is one of the principle and imperative organizations for growing science and education amongst individuals in every society. According to the increasing movement of academic staff at university and developing the number of educational system such as university, considering to effective factors that increase university outcomes is very critical. Furthermore, recognizing and applying these factors enlarged the amount of university

outcomes and support academic staff's performances (Ghafoor, 2012). Job satisfaction is one of the main factor that has great contribution in improving university outcomes (Noordin & Jussof, 2009). In reality, this basic human need appeared by different factors and has a key role in the growth of staff abilities and performances. Moreover, job satisfaction as a vital factor should be considered in each organization. On the other word, existence of this positive organizational feeling is very differently among academic staff but providing the

accurate way for improving and monitoring it as one of the main organizational policies should be protected by university (Dawal & Taha, 2006).

Indeed, job satisfaction assumed as one of the major organizational factor that has the effective role on academic staff attitude and feeling; likewise, this factor conducts staff's behavior and reaction at university (Strydom, 2011). This inner feeling assumed as main organizational instrument which has a direct impact on staff presentation. Absolutely, there are various factors that effect on job satisfaction and modify the level of it at work environment (Hussin, 2011). In view of environmental psychology, there are some items that lead to job satisfaction and cover behaviors, status of emotions, attitudes, performances of staff at workplace (Wang & Lee, 2009). The presence of this basic human need is so essentially at university; furthermore, considering on academic staff feeling and enhancing their behavior toward others is very valuable that should be assess by managers; also, providing suitable condition for develop of this positive feeling among academic staff at university.

Terminology of Job Satisfaction and Its Central Role

Regarding to the widespread role of job satisfaction amongst staff and its high valuable effect, there is no final definition for this feeling; furthermore, in this part focused on main descriptions

of job satisfaction that refers to nature of human need. Job satisfaction refers to individual feeling toward his or her job for to say satisfied with his or her job (Emdady & Bagheri, 2013). As matter of fact, job satisfaction is a combination of psychological, physiological and environmental conditions that appear as a feeling of individual. Truly, job satisfaction influenced by various internal and external factors that exist at workplace (Worrell, 2004).

In other word, job satisfaction defined as influential factor that effect on staff feeling toward their work and its environment (Vroom, 1964). In line with, Aziri (2011) explained job satisfaction is a combination of positive and negative feelings of staff toward their job and show different reactions at work environment. As well, job satisfaction defined as a main factor among staff which cause of various organizational behaviors and change the staff mood at work (Eslami & Gharakhani, 2012). Job satisfaction combined five facets that each of them can cause of job satisfaction in low or high levels. These factors included work, coworker, supervision, pay, and promotion (Khera & Gulati, 2012).

Regarding to the definitions of job satisfaction and its brilliant role at university; should be determined the main features of job satisfaction. These remarkable features included 1) guided the human resources by university (in this feature the university has great responsibility in providing acceptable

condition and facilities for staff), 2) the behavior and reaction of staff that depends on the amount of their job satisfaction that affected by internal and external factors, and finally 3) job satisfaction assumed as an organizational indicator at university and enhancing the process of staff performance at work environment (Devi & Nagini, 2013; Saari & Judge, 2004).

Job Satisfaction: Theory

In the content of job satisfaction's theories, Herzberg's motivation-hygiene theory concentrated on this factor and determined job satisfaction appeared by several factors (Tan & Waheed, 2011).

Based on Fredrick Herzberg (1959) as developer of Herzberg theory, job satisfaction and job dissatisfaction are two unique topics at work that depends on diverse factors (Herzberg, 1964). As a matter of fact, each of these two states or feeling among staff drives from separate factors. In this theory referred to the motivator factors that have positive influence on recognition, understanding, and personal development. In reality, these positive motivators improve the level of job satisfaction at workplace and propose some actual opportunities for staff. These items comprised removing the direct control of managers, creating, and developing the whole unit for staff and providing regular feedback directly to staff instead of through their supervisors or managers, and finally encouraging

staff to do new activity and challenge at workplace (Herzberg, Mausner, & Snyderman, 1959).

Regards to Herzberg's motivation-hygiene theory, job satisfaction is correctly caused of motivators that exist at work environment and plays positive role among staff. Also, the absence of these motivators does not lead to job dissatisfaction while lead to low level of job satisfaction. According to the predictor role of job satisfaction, the presence of job satisfaction is essential in any workstations and has direct relation with work outcomes (Khalifa & Troung, 2010). In this coverage theory attention to the motivator factors that change the amount of job satisfaction and refers to external factors or content factors at work such as salary, supervision, policies of workplace, and interpersonal relationships. As well, in this theory debated toward intrinsic factors or job content that accurately refers to individual characteristics and self (Dhanapal, Alwie, Subramaniam, & Vashu, 2013).

The outcomes of this theory are work condition, salary, status, and security that are so brilliant in providing job satisfaction. In Herzberg's motivation-hygiene theory reported the absence of motivators does not lead to job dissatisfaction and just change the level of job satisfaction amongst staff (Berghe, 2011). In this theory referred to individual that mentions his or her feeling about job and its condition (Wang & Lee, 2009). In Herzberg's

Motivation-hygiene theory explained intrinsic factors are motivators that have strongly relation with inner individual's characteristics. Totally, the motivators that have influence on job satisfaction are either intrinsic or extrinsic factors that have main role in the amount of job satisfaction among academic staff (Furnham, Petrides, Jackson, & Cotter, 2002).

Theoretical Framework

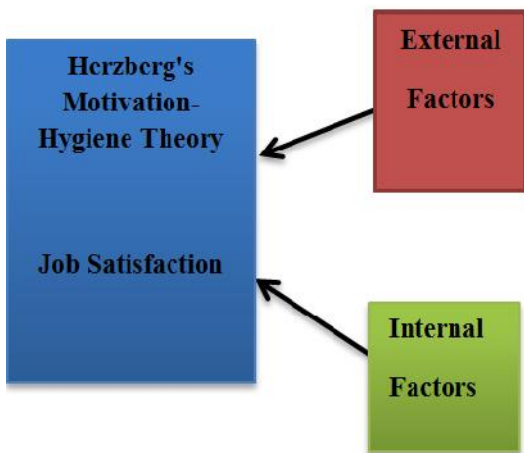


Figure 1: Theoretical Framework

Role of Job Satisfaction amongst Academic Staff

University is one of the main educational systems that attract lots of academic staff, and they occupy there for numerous years. Based on growing number of academic staff at universities, satisfying their requirements and support those in an accurate way is so significant and vital.

Additionally, distinguishing staff's needs and providing suitable condition for realizing this fact by university is very noteworthy (Ahsan, Abdullah, Gun Fie, & Alam, 2009). Certainly, there are different factors that influence on job satisfaction of academic staff at university and controlling them by managers of university that seems to be very noticeable. These factors comprised internal and external factors that lead to job satisfaction. Job satisfaction is one of the main industrial factors that related with staff's performance and increases the level of their activities and attendance at place of work (Olorunsola, 2012).

The health of an educational system especially university depends on some factors such as job satisfaction of staff. Truthfully, each facet of job satisfaction (work, coworker, pay, supervision, and promotion) support staff needs and should be improve by university (Gebremichael & Prasada, Rao, 2013). In point of fact, the university should be aware about the factors that satisfied staff at workplace and increase the level of their job satisfaction. Understanding facets of job satisfaction and offering them timely to the staff can be so effective in growing of job satisfaction's level. The presence of this inner feeling creates organizational happiness for staff and motivates them toward their job (Kellison & James, 2011).

Concerning the effectual role of academic staff at university, providing

the primary and main needs of staff is purely necessary and the university carries out this great organizational responsibility (Lamprey, Boateng, & Antwi, 2013). In line with, Santhapparaj and Alam (2005) explained that the existence of job satisfaction among academic staff lead to remaining them within university for long time and they become more productive at work. In fact fully, the importance of job satisfaction among staff mentions positive and negative staff's attitudes toward their job and some factors such as efficacy, productivity, relative between staff, absence, and exhaustion derives from diverse level of job satisfaction. In general, this inner feeling supports the staff's health at university.

Conclusion

Low levels of job satisfaction at university lead to several problems amongst academic staff. These difficulties appear as some negative organizational behaviors and reactions at educational system and have

insufficient results on university outcomes. The main important negative behavior is lowest level of job satisfaction that leads to absence, turnover, burnout, improper relations with others at workplace, reduction activities among staff etc. The principle role of university is distinguishing requirements of academic staff based on work condition and meeting them according to organization's policies.

In reality, universities should have adequate awareness and information for preparing and developing appropriate atmosphere amongst academic staff and understand their tendencies and needs from workplace.

Consequently, all of these educational systems need to provide appropriate facilities and situation for their staff. In the main, the present literature review explained the necessity factors that influence on staff's job satisfaction and can improve and increase the levels of it and applying effective factors to achieve job satisfaction amongst academic staff by university.

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