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**A Study of Personal Characteristics and Job Satisfaction of Senior Staff
Employees in University of Education, Winneba, Ghana**

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Abstract

This study reports on the perceptions of senior staff employees' job satisfaction and its relationship to their personal characteristics in a higher education institution. Using descriptive case study design, 155 senior staff employees comprising 70 female and 85 male who were selected randomly from five departments of the University of Education, Winneba, participated in the study. A job satisfaction questionnaire was used to gather data, which were analysed using t-test, one-way ANOVA and post hoc analysis. The findings revealed that several factors promote job satisfaction of senior staff employees. In addition, while no significant difference found between gender and job satisfaction of senior staff employees, their age, rank and work experience made significant difference in their job satisfaction levels. Factors that promote high level of job satisfaction are critical for enhancing work performance in the UEW and other higher education institutions.

Keywords: *Personal characteristics, job satisfaction, senior staff employees; higher education institutions, University of Education, Winneba (UEW)*

Introduction

Job satisfaction, in any organisation, plays an important role in employees' work performance and productivity. This makes job satisfaction an important issue among employees in higher education institutions and other organisations. Job satisfaction is a major determinant of job performance, manpower retention and employee well-being in higher education institutions, (Al-Rubaish, Rahim, Abumadin, & Wosornu, 2009; Osagbemi, 2000). In many institutions, some employees may be satisfied with a few aspects of their work but dissatisfied with all other aspect. Thus, organisations, which promote high level of satisfaction of their employees, are likely to improve performance, reduce absenteeism and turnover (Mullins, 2002). Sufficient evidence exists to suggest that job satisfaction or dissatisfaction have positive or

negative consequences for employees, productivity, absenteeism and turnover. Clearly, what is lacking is the perception of employees about job satisfaction in the higher education institution context where several factors are likely to affect job satisfaction. In the context of education, the factors that lead workers to hold positive or negative perceptions of their jobs include pay, 'work itself', promotions, supervision, and working conditions (Arnold & Feldman, 1996; Baron & Greenberg, 2003; Locke, 1976).

Studies of job satisfaction of employees tend to approach the ways employees' job satisfaction is affected in a number of ways. These studies treat employees' job satisfaction largely as a function of a number of variables namely: pay, compensation package, job security, work responsibilities, promotional opportunities, variety of task, working condition, relationship with co-workers, the work itself and demographic characters (Herzberg, 1959; Oshagbemi, 1996; Schulze, 2006). Indeed, the survival of higher education institutions rests heavily on their ability to attract and retain qualified employees who are satisfied with their jobs. This makes job satisfaction an important issue in higher education institutions, particularly in Ghana. Any institution that mistreats its personnel will have difficulty in drawing the best people to staff its positions (Vecchio, 1991). As Vecchio argued, the issue of staff

motivation, which is a pre-condition to job satisfaction, has not received serious attention in most institutions. However, lack of job satisfaction is a key factor for the occurrence of labour turnover in an institution (Musah & Nkuah, 2013). This means that one way of reducing employee turnover in an institution is to ensure that they are satisfied with their jobs. Thus, public institutions of higher learning need to be aware of the factors influencing job satisfaction in their institutions to be able to address issues relating to labour turnover and job performance. Notably, one of the factors that promote employees' job satisfaction is personal characteristics, yet little is known about these factors from the perspectives of senior staff employees in UEW.

Despite an increased interest in job satisfaction of employees in higher education institutions, it is surprising that few empirical studies are actually available on the topic, especially from the perspectives of senior staff employees in Ghana. Job satisfaction research in higher educational settings is not only scarce but also focused little on senior staff employees. The few studies (Amos, Acquah, Antwi, & Adzifome, 2015; Ankomah & Amoako-Essien, 2002; Bame, 1991) available have not focused on what personal characteristics senior staff employees have, what factors senior staff employees perceive to promote job satisfaction, and how their job satisfaction differ based on their

personal characteristics in higher education institutions. This appears to be a gap in knowledge in the light of the claim that personal characteristics of employees are responsible for differences in employees' job satisfaction or dissatisfaction (Herzberg, 1959). This study, therefore, attempts to fill this gap and provide a unique contribution to scholarly literature, by investigating the senior staff employees' perception on the factors promoting job satisfaction, particularly in Ghanaian public higher education institution as a case.

A study of the perception of senior staff employees' job satisfaction and their personal characteristics, defined here as age of the employee, gender, rank and work experience of the employee (Herberg, 1959) is important for several reasons. First, understanding differences among personal characteristics and job satisfaction can help reveal the key attributes of senior staff employees in a higher education institution and management evaluate job satisfaction factors that influence employee performance and productivity. Second, a fundamental decision confronting all higher education institutions, defined here as institutions that offer education programmes beyond the secondary level, especially education at tertiary level (Samoff & Carrol, 2003), concerns the global competition among institutions to improve performance to remain competitive.

Thus, knowledge of senior staff employees' personal characteristics and job satisfaction can serve as an input to that decision. Finally, researchers have often higher education institutions exploring one or two personal characteristics, but their findings may have been implicitly over generalised to all higher education institutions.

Most of the research personal characteristics and job satisfaction has been conducted in the developed countries such as the UK and USA. Indeed, in the developing countries particularly Ghana, few studies have analysed job satisfaction in relation to gender, age, rank and work experience. Empirical analysis on the topic at the level of higher education institutions is very little or even missing. The extent to which research findings from the developed countries are applicable to the context of higher education institutions in a developing country has not been widely explored. The purpose of this paper, therefore, was to report on a study conducted to replicate earlier studies on personal characteristics and job satisfaction in the context of higher education institutions in Ghana. We argue that understanding the factors, especially personal characteristics of senior staff employees may deepen understanding of the factors that promote job satisfaction, for that matter, high morale, job performance, and institutional productivity at the UEW.

Our paper is mainly descriptive because we want to explore the views of senior staff employees on job satisfaction empirically. Therefore, we asked senior staff employees from the UEW to describe their perception with the help of questionnaire consisting of both closed-ended and open-ended items about it. Thus, our paper has two research questions and one main research hypothesis. The research hypothesis sought to test the differences in senior staff employees' gender, age, rank and work experience in relation to their levels of job satisfaction.

Research Questions

1. What factors, apart from personal characteristics, do senior staff employees perceive to promote their levels of job satisfaction at the UEW?
2. What is the difference between personal characteristics and the level of job satisfaction as perceived by senior staff employees at the UEW?

Research Hypothesis

H₀: There is no significant difference between senior staff employees' perception of job satisfaction and their personal characteristics at the UEW.

H_a: There is a significant difference between senior staff employees' perception of job satisfaction and their personal characteristics at the UEW?

This paper is structured in the following manner. The introduction is followed by a literature review, which will create a better understanding of job satisfaction and the factors that influence job satisfaction. This will be followed by the method of research and results, after which there will be an in-depth discussion and, lastly, a conclusion will be reached.

Literature Review

Concept of Job Satisfaction

The concept of 'job satisfaction' according to Locke (1976, p. 1304), is "the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values, provided the values are compatible with one's needs". Generally, viewed as an organizational outcome, not as a determinant (Holdaway, 1978), job satisfaction is described as the extent to which a person derives pleasure from a job (Muchinsky, 1991). Others described the concept as the constellation of a person's attitudes toward or about the job, thinking, feeling and action tendencies toward work, and that a person's level of job satisfaction is formed via experience (Organ and Bateman, 1991; Vecchio, 1991). Job satisfaction occurs when a job meets the expectations, values and standards of an individual and will influence their commitment and performance. The greater the degree of the expectations being met the higher will the level of job satisfaction be (Gordon, 1999).

Job satisfaction is a general term used to describe the attitudes and feelings of people at work.

Several authors (Bame, 1991; Greenberg & Baron, 2003; Mullins, 1996; Oshagbemi, 1996, 1998) agree that job satisfaction combines a complex set of psychological, physiological and ecological variables that affect a worker's attitude towards his or her work. Thus, for some people they may feel consistently satisfied with their jobs whilst others may be feeling quite dissatisfied. Hoppock (1968), however, identified six major components of job satisfaction. These include (1) the way the individual reacts to unpleasant situation, (2) the facility with which he/she adjusts himself/herself to other persons, and (3) his/her relative status in the social and economic group with whom he/she identifies himself/herself. The others are: (4) the nature of the work in relation to the abilities, interests and preparation of the worker, (5) security and (6) loyalty. Thus, in the context of higher education institutions, the components of job satisfaction are indeed a combination of factors that cause a person to say, 'I'm satisfied or dissatisfied with my job'.

Theories of Job Satisfaction

One theory that is relevant for this paper is the 'two-factor theory' developed by Frederick Herzberg in 1959. Herzberg's (1959) theory, also referred to as motivation-hygiene theory, was based on Abraham

Maslow's work, to provide a more sophisticated analysis of the significance of higher and lower order needs. He theorises that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors respectively. Explaining satisfaction and motivation in the workplace, Herzberg describes motivation as those intrinsic factors that really motivate or drive workers to expend effort. These intrinsic or motivating factors, according to him, are those aspects of the job that make people want to perform and provide people with satisfaction, for example, achievement in work, recognition, promotion opportunities. Hygiene factors, which Herzberg labels as extrinsic factors, include aspects of the working environment such as pay, company policies, supervisory practices and other working conditions, which do not lead to motivation but could prevent dissatisfaction. For Herzberg, job satisfaction and dissatisfaction are not on a single continuum but two unipolar variables depending on qualitatively different stimuli.

The second theory, considered relevant for this paper, is the 'range of affect theory' developed by Edwin Locke. Locke (1976) postulates that satisfaction is determined by a discrepancy between what a person wants in a job and what a person has in a job. His theory further states that how much a person values in a given facet of work (for example, the degree of autonomy in a position) moderates

how satisfied/dissatisfied he/she becomes when expectations are or are not met. For Locke, when a person values a particular facet of a job, that person's satisfaction is more greatly influenced both positively (when expectations are met) and negatively (when expectations are not met), compared to a person who does not value that facet of a job. This implies that if one senior staff employee values autonomy in a higher education institution and another employee is indifferent about autonomy, then the first would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to the second employee. In addition, Locke's theory states that too much of a particular facet of a job will produce stronger feelings of dissatisfaction the more an employee values that facet.

These theories, whilst generic, are useful in understanding some of the job satisfaction issues that senior staff employees face in higher education institutions. Herzberg (1959, 1966) depicted job satisfaction with two factors – intrinsic and extrinsic –, which affect the employee, and his/her work environment respectively, which lead to job satisfaction and prevention of job dissatisfaction. In addition, Herzberg identified age and experience as social economic factors that are related to intrinsic factors of motivation that facilitate workers satisfaction on the job. He pointed out

that the greater the age and experience, the more satisfied workers are, the less the expressed desire to leave the organization. However, in the Locke's (1976) theory, job satisfaction is characterized by an employee's value for and expectation from an aspect of his/her job such that if these are met then the employee will be satisfied with his/her job and vice versa. Notwithstanding, the criticism that Herzberg's theory may have been a methodological artifact (Hackman & Oldman, 1976) and that extrinsic factors are responsible for job satisfaction and dissatisfaction (Koning, 1974), we adapted these theories to hypothesize the job satisfaction levels of senior staff employees at the UEW. These theories provide an important theoretical foundation and framework for this paper to explicate the case of senior staff employees.

Employees' Personal Characteristics and Job Satisfaction

Personal characteristics of employees as one of the factors influencing the level of job satisfaction in an organisation have become a recent focus of research interest (Hickson & Oshagbemi, 1999). As Franek and Vecera (2008) noted, researchers have investigated individual correlates such as physical, mental, and dispositional differences. This notwithstanding, research studies designed to investigate personal characteristics such as gender, age, rank and experience and job satisfaction are

relatively few or absent, particularly, in the context of higher education institutions in Ghana. Thus, in our paper we focus on these personal characteristics to gain a better understanding from the viewpoints of senior staff employees at the UEW.

Several scholars (as cited in Olorunsola, 2012) indicated the influence of gender on job satisfaction. According to him, there was a significant difference in the job satisfaction of male and female administrative staff. While some studies found women to be more satisfied than men (Clark, 1997; Murray & Atkinson, 1981; Wharton, Rotolo, & Bird, 2000), other also found men to be more satisfied than women (Forgionne & Peeters, 1982; Weaver, 1974). For example, Clark (1997), in a paper, argued that female employees tend to report higher levels of job satisfaction more than men, contrary to what was found among Scottish workers (Ward & Sloanne, 2000). In addition, Booth, Burton, and Mumford (2000) argued that women are even less satisfied with their promotion prospects than men are, but they are, nonetheless, more satisfied with their earnings. Importantly, most of the studies report no significant differences between gender and job satisfaction (Eskildsen, Kristensen, & Westlund, 2003; Smith & Plant, 1982; Weaver, 1978).

Franek and Vecera (2008) wrote that numerous studies had investigated age

and job satisfaction and noted that age differences are greater than those associated with gender. For example, Rhodes (as cited in Franek & Vecera, 2008) observed that job satisfaction was positively and linearly associated with age. They noted that the age-satisfaction relationship is typically explained based on changing needs, mellowing process, and changing cognitive structure associated with age. Similarly, Robins (2001) was of the view that job satisfaction declines with increasing age. However, Olorunsola's (2012) study revealed that age does not significantly influence the job satisfaction of administrative staff in the universities. Saleh and Otis (as cited in Olorunsola, 2012) found out that job satisfaction increased with age up to the age of 50–59 when length of experience decreases. As reported in Franek and Vecera (2008), the nature of the relationship between age and job satisfaction was curvilinear. Clark (1997) found that younger and older workers are more satisfied than those middle aged. However, this is not the case in the US where low levels of job satisfaction among young employees were observed (as cited in Franek & Vecera, 2008).

Evidence from studies investigating rank and job satisfaction seems to suggest that rank is a predictor of job satisfaction. Thus, employees at higher ranks are generally more satisfied with their jobs than employees at lower ranks are (Clark, 1996; Miles, Patrick,

& King, 1996, Near, Rice, & Hunt, 1978). For example, Near Rice and Hunt reported that the strongest factors predicting job satisfaction among several others were rank and age. Clark also examined differences in job satisfaction between managers and regular workers and observed that managers reported higher levels of job satisfaction than regular workers. According to Miles, Patrick, and King (1996) rank or job level was a significant predictor of employees' level of job satisfaction. In a recent study, Olorunsola (2012) found that job satisfaction of administrative staff in South West Nigeria Universities was high.

While research studies designed to investigate working experience or length of service and level of job satisfaction are few, they established a connection between employees' working experience and job satisfaction. Working experience, as used in this paper, refers to the number of years an employee has spent working. In a study, Ronen (as cited in Oshagbemi, 2003) examined the relationship between job satisfaction and length of employment in a particular job to confirm the hypothesis that the change in job satisfaction with length of service resembles a U-shaped curve. The study suggested that intrinsic satisfaction with a job is a major contributor to changes in the overall satisfaction of workers over time. Thus, referring to Ronen, Oshagbemi (2003) noted that the length

of service is related to job satisfaction and dissatisfaction. As Robins (2001) stated, increase in job satisfaction with length of experience may be due to social and remunerative advantages of staying and advancing on the job. However, Olorunsola (2012) found that working experience does not significantly influence job satisfaction, hence performance of administrative staff in the universities.

Notwithstanding the importance of job satisfaction of workers to organisational performance, existing research on staff job satisfaction in Ghanaian higher education institutions largely ignored the factors promoting job satisfaction. In addition, it is not known what factors senior staff employees perceive are promoting their job satisfaction and how their level of job satisfaction is influenced by their personal characteristics. This paper, therefore, aims at describing factors promoting high level of job satisfaction of senior staff employees in one public higher education institution in Ghana. Suggestions are made on how higher education institutions could ensure high level of job satisfaction of senior staff employees. In this paper, we report an investigation into the differences in senior staff employees' perception on factors promoting job satisfaction to provide a better understanding of how the personal characteristics influence on job satisfaction in the UEW.

The UEW is one of the public higher education institutions in Ghana, established in September 1992 as a University College under PNDC Law 322. The University was upgraded on 14th May 2004 under the University of Education Act, Act 672 to the status of a full University. The University, located in the Central Region of Ghana, provides the workforce needs to propel the development of the country. In particular, the university is responsible for teacher education and producing professional educators, and therefore, spearheads the national vision of education that aims at redirecting the country's efforts along the path of rapid economic and social development. The University operates from campuses, located at Kumasi, Mampong-Ashanti, Ajumako, and Winneba with the main administration located on the Winneba Campus and admits people into Certificate, Diploma, Degree, Masters and PhD programmes. The University trains educators and scholars whose knowledge responds fully to the realities and exigencies of contemporary Ghana and the West African sub-region. Thus, the senior staff employees who work to support the training of tutors for colleges of education and other tertiary institutions need to be satisfied with their jobs to increase the university's performance.

Thus, we refer Senior Staff Employees as middle level workers who support top-level management, academic and technical staff in their various fields of operation.

In UEW, senior staff employees provide a strong support system for effective operation of the university to achieve its vision and mission. We categorized them into five different groups based on the job they performed; namely, administrative, academic, technical and professional staff. We hope that the insights from this paper would be useful to not only UEW in particular, but also public and private higher education institutions in general in Ghana.

Method

This study used descriptive case study design to investigate the perception of senior staff from one public university to describe the influence of job satisfaction on employee performance. The design holds that data can be gathered at a particular point in time to describe the nature of existing conditions or identify standards against which existing conditions can be compared or determine the relationship that exist between specific events (Cohen & Manion, 1994). Thus, the design helped to gather information of the influence of job satisfaction on performance from a relatively large number of senior staff employees at a particular time and institution with the intention to describe the nature of existing personal characteristics, job satisfaction factors, and perception of the employees (Cohen & Manion, 1994; Fraenkel & Wallen, 2003).

The study targeted 255 senior staff from all the three campuses –

Winneba, Kumasi and Ashanti Mampong – of the University of Education, Winneba. Using a multi-stage sampling of cluster, stratified and simple sampling procedures, 155 senior staff employees were sampled as respondents for the study. The use of these sampling procedures was to ensure proportional representation of the respondents across the three campuses. The four sub-groups of senior staff employees selected for the study were the Administrative, Academic, Technical and Professional Staff of the University.

The data collection instrument used was the questionnaire with closed-ended and open-ended questions because they are easy to analyse statistically and allow for a greater variety of responses from participants respectively (Jackson, 2009, p. 89). Notwithstanding the strengths of the questionnaire, the nature of the items seriously limited the responses that the participants could give and the difficulty of analysing the open-ended items statistically unless coded or reduced in some manner.

Using a four-point Likert-type scale of very satisfied to very dissatisfied, the items on the questionnaire elicited information from the respondents on the factors promoting job satisfaction at the workplace. The numerical scores associated with the four-point Likert type scale ranged from 4 to 1 respectively. Prior to administering the instrument, the content validity and

reliability of the instrument were determined with the help of experienced research experts and through pilot testing respectively.

The instrument was self-administered to and retrieved from the respondents in the three campuses of the University. The response rate of the instrument retrieved was 95%. Data collected were analysed using quantitative methods with the help of Statistical Package for Social Sciences (SPSS) software. Based on the research questions, frequency counts, percentages, means and standard deviations were used as descriptive statistics to present results. Inferential statistics, namely, Independent sample *t*-test, ANOVA and Tamhane T2 test were used to determine the level of significance in difference mean values and a *post hoc* analysis using Tamhane T2 test was used to determine where the differences occurred. Finally, the study complied with appropriate ethical requirements in research by respecting the respondents' right to full information and withdrawal from the study.

Results

Personal characteristics of senior staff employees

In investigating the personal characteristics of the senior staff employees, four demographic characteristics were considered. Table 1 illustrates the personal characteristics of the respondents. More than 54% of the respondents were male; more than

71% of the respondents were between 26-40 years. Regarding rank or position, more than 65% were administrative staff and more than 49% of the respondents had a job experience of between 6-10 years. Table 1 presents the background of the respondents.

Table 1 - *Background of respondents*

Personal Characteristics		Frequency	Percentage
Gender	Male	85	54.8
	Female	70	45.2
Total		155	100.0
Age	18-25	10	6.5
	26-40	111	71.6
	41-60	34	21.9
Total		155	100.0
Rank/Position	Administrative	101	65.2
	Academic	23	14.8
	Professional	17	9.0
	Technical	14	11.0
Total		155	100.0
Job Experience	1-5 years	27	17.4
	6-10 years	77	49.7
	11-15 years	46	29.7
	16 years and above	5	3.2
Total		155	100.0

Source: Survey Data, 2010, n=155

Factors promoting levels of job satisfaction

The first research question was, 'What factors do senior staff employees perceive to promote job satisfaction in the University?' To answer this research question, we asked senior staff employees about the factors that promote high levels of job satisfaction based on several factors. Based on their mean responses, it was apparent that senior staff employees perceived some factors to be high level and the others as low-level factors. The mean of means of senior staff employees' responses is 2.82. Thus, a mean score of 2.82 above indicated a high level job satisfaction (satisfaction) and below 2.82, a low level job satisfaction (dissatisfaction).

Table 2 presents responses of respondents on factors, which promote job satisfaction.

Table 2 - *Senior Staff Employees' list of factors promoting levels of job satisfaction*

Factors of Job Satisfaction	Responses	
	Mean	St. Dev.
Nature of job	3.19	0.774
Accomplishing a given task	3.14	0.694
Interpersonal relationship with co-workers	2.97	0.350
Relationship with head of Department	2.87	0.600
Recognition of efforts by superiors	2.87	0.621
Opportunities for creativity and innovativeness	2.86	0.777
Supervision style of Head of Department	2.83	0.520
Clearly defined tasks	2.78	0.550
Level of responsibility the job gives	2.77	0.622
Acquisition of new skills (through in service training)	2.75	0.677
Opportunities for promotion	2.75	0.761
Level of participation in decision making process	2.74	0.635
Flow of communication in the university	2.72	0.619
Opportunities for further training and development in the university	2.71	0.624
My present salary	2.63	0.799
Work environment	2.62	0.696
Mean of Means	2.82	0.52

Source: Survey Data, 2010, n=155

From Table 2, nature of job, accomplishing a given task, interpersonal relationship with co-workers, relationship with head of department, recognition of efforts by superiors and supervision style of head of departments constitute factors that promote high level of job satisfaction at the UEW.

Our second main aim was to answer the research question, "What is the difference between personal characteristics of respondents and their level of job satisfaction?" This research question sought to find out whether there exist any differences between the demographic characteristics (gender, age, rank and experience) of the respondents and their level of job satisfaction in the university. To answer research question, the independent sample t- test and the one way ANOVA were used. The key results are in Table 3 showing the analysis of the differences between job satisfaction variables and gender of the respondents. Based on the demographic characteristics of the respondents four hypotheses were tested.

Hypothesis 1: There is no significant difference between gender and job satisfaction among senior staff employees.

To test this hypothesis, an analysis was also done to find out whether there exist any differences between personal characteristics of the respondents and their perception on levels job satisfaction. The independent sample t-test and the one way ANOVA were used.

Table 3 - Job satisfaction and gender of respondents

Variables	Sex	N	Mean	Std. Dev.	t-value	Sig.
Job satisfaction levels	Male	85	2.87	0.44	1.068	0.287
	Female	70	2.78	0.61		

Source: Survey Data, 2010, $p < 0.05$

In Table 3, a comparison of male and female job satisfaction indicated that there was no significance difference ($\alpha = 0.05$, $t = 1.068$ and $p = 0.287$). The results also reveals that male respondents were more satisfied ($n = 85$, $M = 2.85$, $SD = 0.44$) with their job than their female counterparts ($n = 70$, $M = 2.78$, $SD = 0.61$).

Hypothesis 2: There is no significant difference between age and job satisfaction among senior staff employees.

On the issue of whether there exist any differences between job satisfaction and age of respondents, the one way ANOVA was used to answer the item. Table 4 shows one way ANOVA between job satisfaction and age of respondents in the UEW.

Table 4 - *One Way ANOVA between job satisfaction and age of respondents*

Variables	Age (Year)	N	Mean	SD	F-value	t-value
Job satisfaction levels	Below 25	10	2.13	0.18	17.487	0.001
	25-40	111	2.80	0.53		
	41-60	34	3.12	0.33		

Source: Survey Data, 2010, $p < 0.05$

Table 4 reports that there exist a significant difference ($\alpha = 0.05$, $F = 17.487$ and $p = 0.001$) between job satisfaction and age groupings of respondents. To locate exactly where the differences are occurring, the Tamhane T2 multiple comparison was used. Thus, Table 5 presents the comparison between job satisfaction and age.

Table 5 - *Tamhane T2 Multiple Comparisons between respondents' job satisfaction and age*

Variables	Rank	N	Mean	SD	F	Sig.
Job satisfaction levels	Administrative	101	2.86	0.53	12.831	0.001
	Academic	23	2.32	0.44		
	Technical	17	3.00	0.31		
	Professional	14	3.22	0.16		

Source: Survey Data, 2010, $p < 0.05$

Table 6 reports that there exists a significant differences between job satisfaction and rank of respondents ($\alpha = 0.05$, $F = 12.831$ and $p = 0.001$). To locate where exactly the significance differences are occurring, the Tamhane T2 Multiple Comparison table was used.

Table 7 - Tamhane T2 Multiple Comparisons between job satisfaction and rank of respondents

Variables	Ranks		Mean Diff	Sig.
Job satisfaction levels	Administrative	Academic staff	0.53516*	0.001
	Academic staff	Professional	0.36293*	0.001
		Technical staff	0.67567*	0.001
		Professional	0.89810*	0.001

Source: Survey Data, 2010, $p < 0.05$

Table 7 reports that the significance differences are located between Administrative staff and Academic staff (Mean diff = 0.53516) and Administrative staff and Professional staff (Mean diff = 0.36293). Again the differences is also occurring between Academic staff and Technical staff (Mean diff = 0.67567) and, finally, between Academic staff and Professional staff (Mean diff = 0.89810).

Hypothesis 4: There is no significant difference between job satisfaction and experience among senior staff employees.

On the issue of whether there exist any significant differences between job satisfaction and working experience of respondents in the university, the one way ANOVA was used to analyze the item. Table 8 presents the results of the analysis.

Table 8 - One Way ANOVA between job satisfaction and experience of respondents

Variables	Years	N	Mean	SD	F	Sig.
Job satisfaction levels	1-5	27	2.30	0.38	15.321	0.001
	6-10	77	2.89	0.49		
	11-15	46	3.04	0.46		
	16-20	5	2.79	0.56		

Job satisfaction levels a scale 1= Very dissatisfied, 2= Dissatisfied, 3= Satisfied and 4= Very Satisfied.

Table 8 reports that there exist significant differences between job satisfaction and working experience of respondents in the university ($\alpha = 0.05$, $F = 15.321$ and $p = 0.001$). To locate exactly where the significant differences are occurring, the Tamhane T2 Multiple Comparison table was used as presented in Table 8.

Table 8- *Tamhane T2 multiple comparisons between job satisfaction and experience*

Variables	Years	Mean Diff	Sig.
Job satisfaction levels	1-5 6-10	0.58926*	0.001
	11-15	0.74039*	0.001

Source: Survey Data, 2010, $p < 0.05$

Table 8 reports significant differences between respondents who have work in the university between 1-5years and 6-10years (Mean diff = 0.58926) and also 1-5years and 11-15years (Mean diff = 0.74039).

Discussion

The paper reports the results of an empirical study in which the influence of personal characteristics on the level of job satisfaction of senior staff employees at the UEW was investigated. The results indicate that the age distribution of the majority of senior staff employees was between 26 – 40 years. This means that the university has a youthful senior staff population. This perhaps will be of benefit to the university should management implements policies, which will make this age category of senior staff more satisfied with the conditions of service and thus retain them. On gender, there were more male senior staff employees (54.8%) as compared to female senior staff employees (45.2%). This suggests that more female senior staff employees are needed to make the university more gender sensitive. In addition, the results on the rank of senior staff employees reveal that the administrative employees constitute a larger number of the senior staff employees of the UEW.

Finally, the results on years of experience show that more than 70% of the senior staff employees have adequate years of experience to enable them identify factors promoting the level of job satisfaction in the university.

From Research Question one, we observed that on an individual factor basis, some factors contribute to high level of job satisfaction and others, low job satisfaction or dissatisfaction. The three most important factors that promote high level of job satisfaction were nature of job, accomplishing a given task and interpersonal relationships. However, they were least satisfied with opportunities for further training and development in the university, their present salary and work environment as shown in Table 2. Nature of job refers to the interest of the job, the doing of the job or the tasks of the job as a source of good or bad feelings. It involves variety, challenges and personal conviction of the job's significance. The second factor was accomplishing a given task, which is a

measure of the opportunities of the employee who uses full capabilities and makes a worthwhile contribution. It includes successful completion of a job, solutions to problems and seeing the results of one's work as well as failure and absence of accomplishment. The third most important factor was interpersonal relationships, which refers to various kinds of situations involving interaction between employee with his superior, subordinate and peers for efficient realisation of organisational goals. This means that the factors identified by the senior staff employees contribute to both satisfaction and dissatisfaction. It is noteworthy, that if senior staff employees are satisfied with their jobs and their motivational needs are met, then they would likely increase performance and productivity (Davies et al., 2003).

Clearly, the findings presented in this paper to some extent buttress the theories of Herzberg (1959) and Locke (1976) that job satisfaction is influenced by various factors, in relation to intrinsic and extrinsic factors and what a person wants from a job and what he/she has in a job. Indeed, our study observed that nature of their job goes a long way in determining their level of satisfaction of senior staff employees at the UEW. This finding is instructive because it is consistent with the finding of a study conducted by Gruneberg (1978), who found little disagreement among theorists on the importance of the job itself as a major

factor in job satisfaction for most individuals in most organizations. This finding supports the evidence that people are satisfied with a job that is interesting, challenging and would create opportunities for self-actualization and recognition (Nel et al., 2004). Notwithstanding the focus of this paper, it seems that specific insights into employees' views on nature of job and job satisfaction should be elicited from senior staff employees of other higher education institutions to confirm or refute the claim that nature of job plays a crucial role in the level of job satisfaction of employees.

As indicated in the literature, the sense of interpersonal relationships with co-workers and superior in any organisation are among the sources of job satisfaction for employees (Friensen, Holdaway, & Rice, 1984). Thus, good interpersonal relationships among workers could be regarded as a binding force that makes it possible for people to remain on the job even if they are not satisfied with their remunerations (Ankomah & Amoako-Essien, 2002). Furthermore, Bame (1991) claimed that institutions attach more importance to their relationship with their heads and argued that the personal qualities of the head as well as his/her good professional behaviour go to foster good interpersonal relationships. In the context of this study, management of the University of Education, Winneba, and for that matter, of any higher education

institution should promote and maintain the development of interpersonal skills among superiors and workers for the effective and efficient achievement of institutional goals. However, from the study, the factors that least promoted the level of job satisfaction of the senior staff employees were opportunities for further training and development, present salary and work environment. This is consistent with Franek and Vecera (2008) who reported that their respondents were less satisfied with pay, working conditions and promotion.

Investigating the difference in job satisfaction between males and female, Franek and Vecera (2008) observed no significant gender differences in job satisfaction in their sample. Consistent with Franek and Vecera, our study found no significant difference between male and female senior staff employees and level of job satisfaction. This is contrary to McNeely (1984) and Mason (1994) who reported a significant difference between employed women and men's job satisfaction. They claimed that female employees were more intrinsically satisfied than male employees. This contradiction, perhaps, could be attributed to nature of job or other factors of job satisfaction. However, it was discovered that male senior staff employees were more satisfied with their job than their female counterparts, supporting the view that female employees in general appear to be less satisfied with work than their

male counterparts (Greenberg & Baron, 2003).

Robins (2001) was of the view that job satisfaction declines with increasing age. On differences in age groupings senior staff employees and their level of job satisfaction, we observed a more significant difference among the 41-60 age group. This finding is consistent with earlier researchers who claimed that the older an employee the more satisfied he/she is (Franek & Vecera, 2008; Olorunsola, 2012; Oshagbemi, 196, 2003). Indeed, this finding is instructive because senior staff employees whose age fall between 41-60 age group tend to have high job satisfaction levels are on the verge of retirement and, therefore, tend to be satisfied with their conditions of service in the UEW as compared to their counterparts who fall within the 25-40 age group. This finding supports the claim that the nature of the relationship between age and job satisfaction was curvilinear and that younger and older workers are more satisfied than those middle aged (Clark, 1997; Franek & Vecera, 2008). Our finding suggests that the University has a youthful senior staff population who are likely to work for a long period for the University. This advantage, perhaps, may be of benefit to the university if management is able to implement policies that can make this age category of senior staff more satisfied with the conditions of service and thus retain them.

Furthermore, the study found significant difference between the rank or job level and level of job satisfaction among senior staff employees in UEW. This is consistent with Miles, Patrick, and King (1996) who reported that rank or job level was a significant predictor of employees' level of job satisfaction. Thus, our finding appears to suggest that academic staff and professional staff have high levels of job satisfaction in the university (Olorunsola, 2012). This stems from the fact that the majority of these crops of university staff have high prospects of advancement into higher positions. In another vein, in the case of the professional staff, they tend to be satisfied with the work they are doing because their remuneration is better than the other staff of the university.

Finally, the study found significant difference between work experience and level of job satisfaction among the senior staff employees investigated. While this finding is consistent with Ronen (as cited in Oshagbemi, 2003) that length of service is related to job satisfaction, it however, contradicts Olorunsola (2012) who claimed that there was no significant difference based on work experience and the level of job satisfaction. Our findings, therefore, suggests that UEW senior staff employees who have worked in the university between 11-15 years have high level of job satisfaction than their counterparts who worked less years. Robins (2001) was of the view that increase in job satisfaction with

length of experience may be due to social and remunerative advantages of staying and advancing on the job. Perhaps, these senior staff employees have worked for a long period and gained some kind of experiences, and therefore, have less difficulty in carrying out a given task to achieve high level of satisfaction in their job.

Conclusion

This paper reports the results of an empirical study in which the personal characteristics and job satisfaction of senior staff employees at the UEW were investigated. The results of the analysis indicate that while there are several factors influencing job satisfaction level of senior staff employees, it is important to consider personal characteristics such as age, position and experience in enhancing job satisfaction level in higher education institutions. In effect, both motivator and hygiene factors can contribute to job satisfaction or job dissatisfaction. Therefore, the management of UEW needs to pay attention to the nature of job, salary, conditions of service attached to their job, opportunities available for further training and development, their involvement in decision-making process and the flow of communication in the university. However, other personal variables such as education and tenure also play a significant role in job satisfaction or dissatisfaction.

Therefore, we make the following recommendations based on the

findings of the study. First, that the University Management takes a keen look at not only the factors that promote high level of job satisfaction but also those that lead to low level of job satisfaction as indicated by the senior staff employees. Second, besides these factors, it is important to emphasize that senior staff employees' personal characteristics should be considered in enhancing their job satisfaction. Finally, further research is needed into job satisfaction and personal characteristics of employees in other higher education institutions as the findings from the paper cannot be generalised over all institutions.

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