Job Satisfaction among Senior and Junior Academic Staff: A Technological Assessment from Malaysia

Sevendor Khor@ Bibi Florina Abdullah, Jehangir Bharucha

Abstract: The academic profession is one of the most ambivalent among the highly educated occupations (Morey 1992). Academic staff job satisfaction and academic staff retention is a two related factor which has an effect on school effectiveness (Noordin and Jusoff, 2009). The present study investigates the different ways in which junior and senior academicians view the relation between job satisfaction and the organizational climate in an academic institution in Malaysia. This study adopts a quantitative research methodology. The data was collected through a structured questionnaire circulated among 168 lecturers follows the technique of stratified random sampling. The study suggests that there is a difference in the way senior and junior academics perceive on the organizational climate and gives several recommendations in this regard.

Index Terms: job satisfaction, universities, salary, working conditions.

I. INTRODUCTION

Job satisfaction is a contributing factor for job performance as well as work commitment [1]. Faculty workloads have been increasing. In addition, managerial work has increased in recent years along with budget short-cuts and efficiency-oriented management. Academicians have always had lesser salaries compared to other professions. The term academic proletarianisation coined by Locke has become relevant in recent times [2]. Several studies on the determinants of job satisfaction in universities in developed countries like North America, the UK and other parts of Western Europe are available. However, in a upcoming country such as Malaysia efforts in this direction are scarce. Not much research has been done on different ways in which junior and senior academic staff perceive the relationship between job satisfaction of the academic staff of a university and its organizational climate. Thus the aim of this study is to provide greater understanding on this topic.

II. REVIEW OF LITERATURE

Ref. [3] showed that older staff members tend to be more satisfied and committed to the organization due to continuous adjustment and increment processes. Ref. [4] illustrated a positive relation between age and job satisfaction. Ref. [5] have also reported report a positive relationships between job satisfaction and age, whereas demographic variables such as gender and race seem to play little role in job satisfaction. Another study showed that junior academics react slightly more negatively when asked about the resources available for their work, although the difference between them and senior academics are much smaller than one might expect [6].

III. RESEARCH DESIGN

This study adopts a quantitative research methodology. The academic staff were drawn from five faculties (i) Science -referred to as ‘S’(ii) Medical referred to as ‘R’ (iii) Nursing referred to as ‘P’(iv) Business and Accountancy referred to as ‘Q’ and (v) Computer Science and Multimedia -referred to as ‘T’. The respondents were chosen from both categories by stratified random sampling. A total of 168 questionnaires has been distributed and 113 completed questionnaires has been returned after constant follow-up. Paired-samples t-tests were used.

IV. RESULTS AND INFERENCES

Academic staff job satisfaction and academic staff retention is a two related factor which has an effect on school effectiveness [7]. The present study investigates the different ways in which junior and senior academicians view the relation between job satisfaction and the organizational climate in an academic institution in Malaysia.

Table 1: Paired Samples Test of All Faculties Sampled on Organisational Climate

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Management and Leadership style Senior - Junior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>-1.376</td>
<td>6.931</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pair 2</th>
<th>Participation in decision making Senior-Junior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>1.226</td>
<td>7.898</td>
</tr>
</tbody>
</table>

Sevendor Khor@ Bibi Florina Abdullah, Pro Chancellor, Lincoln University College, Petaling Jaya, Malaysia
Jehangir Bharucha, Associate Professor, Lincoln University College, Petaling Jaya, Malaysia
As mentioned already, there are very little contrasts existing among the numerical figures of the respective parameters taken into account. Therefore, it clearly states that both sets of academicians are holding the similar point of views towards the institutional atmosphere. In contrast, however, there exists a clear cut discrimination in the way both sets of academicians respond (In regard to five parameters) towards the institutional atmosphere and significantly its being attributed to the overall outcome of the faculty under consideration (as reflected in terms of results of paired-sample t-test).

Table 2: Descriptive Paired Samples Statistics of All Faculties Sampled on Organizational Climate.

<table>
<thead>
<tr>
<th>Pair</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18.86</td>
<td>93</td>
<td>5.027</td>
<td>0.521</td>
</tr>
<tr>
<td>2</td>
<td>21.602</td>
<td>93</td>
<td>4.492</td>
<td>0.466</td>
</tr>
<tr>
<td>3</td>
<td>18.817</td>
<td>93</td>
<td>3.602</td>
<td>0.374</td>
</tr>
<tr>
<td>4</td>
<td>17.731</td>
<td>93</td>
<td>4.409</td>
<td>0.457</td>
</tr>
<tr>
<td>5</td>
<td>7.419</td>
<td>93</td>
<td>2.071</td>
<td>0.215</td>
</tr>
<tr>
<td>6</td>
<td>8.667</td>
<td>93</td>
<td>4.267</td>
<td>0.442</td>
</tr>
<tr>
<td>7</td>
<td>8.667</td>
<td>93</td>
<td>4.267</td>
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<tr>
<td>8</td>
<td>14.000</td>
<td>93</td>
<td>6.222</td>
<td>0.645</td>
</tr>
</tbody>
</table>

VI. CONCLUSION AND RECOMMENDATIONS

The quality of teaching and research in academics is believed to be contributed by managerial reforms by the policymakers in educational field. Hence this study would like to offer the following recommendations:

- The universities should give more importance to the programmes for the development of the academic career of their junior lecturers.
- The senior faculty should design a system whereby the junior faculty can put forth their inputs.
- The management should acknowledge out of the box suggestions put forth by the junior staff by giving acknowledgment privately and publicly.
- If the lines of communications are transparent, the academics know what rules they have to follow and what will be their correct performance.

REFERENCES


AUTHORS PROFILE

Sevendor Khor@ Bibi Florina Abdullah.
Pro-Chancellor of Lincoln University College, was the
First Director of Nursing Board, the Ministry of Health,
Malaysia. She has also served as the Registrar of Nursing
Board, Malaysia. Her special attention towards the
nursing community is worth mentioning. She has served
in many administrative positions and worked towards
upliftment of education system in society.

Jehangir Bharucha, Associate Professor, Lincoln
University College, Petaling Jaya, Malaysia. He has
Ph. D.(Economics) “Economics of education with
reference to cost, efficiency and productivity of
vocational education” & Ph. D.(Banking & Finance)
“Changing Role and Emerging Issues of Managing
Financial Literacy in Mumbai city”, From University
of Mumbai, India. He has worked as Vice Principal, H
R College, Mumbai, India and at present Faculty member of Lincoln
University College, Malaysia.