

Gender Differences in Job Satisfaction of Academic and Non-Academic Staff of Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria

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Abstract

This research work investigated gender differences in job satisfaction of academic and non-academic staff of Olabisi Onabanjo University, Ago-Iwoye, Nigeria. 3 research questions were raised and answered. The study adopted descriptive research design. 400 staff constituted the sample (196 academic and 204 non-academic staff). The respondents were randomly selected from 5 Faculties and various Departments/Units from the University. A self-designed questionnaire was used in collecting data and it consisted of two (2) sections. Data were analysed using descriptive and inferential statistics. T-test statistics was used in analysing the three research questions. Findings revealed that the level of job satisfaction of male and female staff who are academics and non-academics is the same; there was no significant gender difference in the job satisfaction of staff of Olabisi Onabanjo University; there was no significant gender difference in the job satisfaction of academic and non-academic staff of the University. Based on the findings, recommendations were made.

Keywords: Gender, Job Satisfaction, Academic staff, Non-academic staff, University

Introduction

Job satisfaction is a construct that has been widely discussed and extensively examined in related fields such as organisational 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. Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. It is a frequently studied subject in the work and organisational literature. This according to Oshagbemi (1999) is mainly due to the fact that many experts believe that job satisfaction trends can affect labour market behaviour and influence work productivity, work effort, employee absenteeism and staff turnover.

Job satisfaction has been defined in several ways by different authors which according to Mabekoje (2009) makes it definitive designation very difficult. However, Spector (1997) simply defines job satisfaction as how people feel about their jobs and different aspects of their jobs. Job satisfaction is an emotion, a feeling and a matter of perception. It results from an appraisal of an employee's experiences at work. Job satisfaction involves likes, dislikes, extrinsic and intrinsic needs. It is within employee's control and yet also beyond his or her control. Job satisfaction according to Mumford (1991) is a fit between what the organisation requires, what the employee is seeking and what the employee is receiving. The degree of fit will determine the extent to which the employee is satisfied. Job satisfaction is a complex concept and difficult to measure objectively, because understanding the nature of job satisfaction and linking it with work performance is not easy. This assertion is supported by Appleby (1982) who reports that research into job satisfaction usually involves dealing with matters of a subjective nature and this means results are difficult to evaluate. Job satisfaction is more of an internal state and could be associated, for example, with a feeling of personal achievement. One element of importance is that workers in a successful undertaking, which is publicly prominent, derive satisfaction from their work. A worker's attitude to his work depends a lot on the informal social organization in the undertaking.

The level of job satisfaction is affected by a wide range of individual, social, organisational and cultural variables. There is also a wide range of specific factors, which influence job satisfaction. It may be true that opportunities for promotion may influence the degree of satisfaction a worker will have in his job. If educational attainments are going to be essential for promotion, opportunities for study may be essential to retain good worker relations. The relationship between job satisfaction and effective work performance is an issue of continuing debate and controversy. Individuals vary in the satisfaction they want from working in a particular job, and these satisfactions can play a role in guiding career selection and in achieving organizational goals.

Job satisfaction has influence on whether employees will have a propensity to remain with the organisation and to perform at higher levels. Job satisfaction has been related to a number of factors. Mabekoje (2009) cited studies that have established significant relationship between job satisfaction and employee commitment,

turnover, absenteeism, occupational stress (De Nobile & McCormick, 2005; Luthans, 2002; Spector, 2000 & Singh & Billingsley, 1996). Other studies correlating job satisfaction with other environmental and job factors are: organisational commitment (Hassan; Hassan & Mabekoje, 2008; Arnolds and Boshoff, 2004; Bagraim, 2003; Eby, Freeman, Rush & Lance, 1999; Mathieu & Zajac, 1990 & Mowday, Porter & Steers, 1982), opportunities for promotion, supervision (Boloach, 2009; Robbins, 1998; Luthans, 1992; Moorhead & Griffen, 1992; Landy, 1989 & Larwood, 1984), productivity and organisational effectiveness (Buitendach & De Witte, 2005), working conditions (Herzberg, 1959 & Santhepparaj & Alan, 2005), job security (Siddique, Malik & Abass, 2002 & Lacy & Sheehan, 1997), employees' relations (De Vaney, 2003 & Crossman & Abou-Zaki, 2003), salaries (Souza-Poza & Souza-Poza, 2000) and turnover intention (Khilji & Wang, 2007 & Hulin, Roznowski & Kachiya, 1985), workers' high attrition rates (Wisniewski & Gargiulo, 1997) and sense of autonomy (Evans, 1998).

Also, several studies have investigated the influence of personal or demographic variables on job satisfaction such as age (Blood, Ridenour, Thomas, Qualls & Hammer, 2002; Robbins, 2001; Sloane & Ward, 2001; Jones-Johnson & Johnson, 2000 & Clark, Oswald & Warr, 1995), educational qualification (Clark & Oswald, 1996; Gakhar & Sachdeva, 1987 & Rao, 1970), rank/ level/ position (Aronson, 2005; Ssessanga & Garrett, 2005; Oshagbemi, 2003 & Cranny, Kendall & Hulin, 1992), work experience (Scott & Dinham, 2001). All these environmental/ job-related and demographic variables according to all these researchers either have a positive or negative correlation with job satisfaction.

Gender, which is also one of the demographic or personal variables, is the concern of this current study and it has been extensively and globally investigated as both social and biological variable in the studies of job satisfaction. Studies on gender differences in job satisfaction also reveal mixed findings. Some studies report that women have higher job satisfaction, whereas other studies find that men are more satisfied and yet others find no significant gender difference. For instance, Abosedo (2010) citing from Jinnett and Alexander (1999) as cited from Coward, Hogan, Duncan, Horne, Hiker and Felsen (1995), report that female employees demonstrate higher levels of job satisfaction than their male counterparts across most work settings. Zalezunik, Christenson and Roethlisberge (1958) also asserted that women have higher job satisfaction despite the fact that female receive the same pay and had the same job status as their men counterparts. Abosedo (2010) & Klecker (1997) also found females to be more satisfied with a range of job dimensions than do males. Al-Mashaan (2003), Gakhar and Sachdeva (1987), Chiu (1998) and Lyness and Thompson (1997), all report that men are more satisfied than women in their work. Some other researchers such as McCann (2002), Newby (1999), Ma and Macmillan (1999) find no gender difference in job satisfaction. Studies by Ehrenberg (2003), Zoghi (2003) and Robst, Van Gilder and Polacheck (2003) found that women are no less satisfied than men.

The mixed findings and inconclusiveness in the relationship between gender and job satisfaction and the fact that most of these researches are conducted within profit-oriented organisations make it imperative to carry out a similar study in educational institutions, university in particular. Because the realisation of educational institutions (universities) objectives is largely dependent on both the academic and non-academic staff since they work hand-in-hand to complement and supplement the work of one another. Research works on universities' staff job satisfaction have been found to significantly impact on various work elements within the organisations. Job satisfaction among workers is a multifaceted construct that is very critical to workers retention and it has been revealed that it significantly determines workers' commitment to work, and subsequently contribute to school effectiveness. It is however, evident that there are a wide range of differences in what contributes to job satisfaction and group differences according to demographic factors. Evans (1998) reported that factors such as workers' low salaries and low status, growing class sizes and changes in the education system have all contributed as causes of what has been interpreted as endemic of dissatisfaction within the profession.

This study therefore is concerned with examining gender differences in job satisfaction of academic and non-academic staff of Olabisi Onabanjo University. To achieve the objective of this study, the following research questions were raised and answered in the study: (1) To what extent do the staff of Olabisi Onabanjo University satisfied with their job? (2) Will gender differences significantly influence staff of Olabisi Onabanjo University's job satisfaction? And (3) Is there a significant gender difference in the job satisfaction of academic and non-academic staff of the University?

Methodology

Design

A descriptive research design was employed for this study, because it helps to describe, examine record analysis and interpret the variables that existed in the study, and were not manipulated by the researcher in any way.

Sample and Sampling Procedure

The population for this study constituted 1,344 staff consisting of 556 academic and 788 non-academic staff in Olabisi Onabanjo University, Ago-Iwoye, Nigeria (Establishment Division of Olabisi Onabanjo University, May 21st, 2014). A total sample of 400 was randomly selected for this study and it comprised of 196 academic and

204 non-academic staff. The sample (academic staff) cut across 5 randomly selected Faculties (Law, Arts, Education, Science and Social and Management Sciences) while non-academic staff were also selected from the 5 Faculties, various Departments/ Units/ Divisions within the University. The sample is also made up of 167 male and 233 female academic and non-academic staff.

Instrumentation

A self-designed research instrument was administered on 400 participants in order to gather information on gender differences in job satisfaction of academic and non-academic staff of Olabisi Onabanjo University. The instrument was divided into two sections. Section A consisted of 10 items and was designed to elicit demographic data of the respondents like sex, marital status, age, religion, educational qualification, work experience, present status, staff category, level and Faculty/Department/Unit and Section B consisted of 32 items to determine the job satisfaction of staff. This part of the questionnaire was scored using four- point Likert Scale with responses ranging from Strongly Agree (SA) =4 points, Agree (A)=3 points, Disagree (D)=2points, Strongly Disagree (SD)=1 point. The content and face validity of the instrument was determined by a panel of experts from the Faculty of Education and a psychometrician who adjudged the instrument to be measuring both the independent and dependent variables. The instrument was pilot-tested using 40 staff (20 academic and 20 non academic staff) of Tai-Solarin University of Education, Ijagun, Ogun State who were not part of the main study. The instrument was re-administered on the same sample after an interval of two weeks. The internal consistency of the instrument as measured by Cronbach Alpha was 0.69. This indicated that the instrument is reliable.

Data Analysis

Data were analyzed using descriptive statistics and t-test statistics in answering the research questions. Data was tested for significance at 0.05 level of significance.

Procedure

To ensure prompt and substantial return of the research instrument, the researcher personally administered this questionnaire to the respondents and were collected back immediately after establishing good rapport with the respondents.

Results

Table 1: Descriptive Statistics of Workers' Job Satisfaction

		Sex				Staff Category			
		Male		Female		Academic		Non-academic	
		Statistics	Std. Error	Statistics	Std. Error	Statistics	Std. Error	Statistics	Std. Error
Mean		82.737	.376	82.228	.40313	82.679	.397	82.211	.401
95% Confidence Interval for Mean	Lower Bound	81.994		81.433		81.895		81.419	
	Upper Bound	83.479		83.022		83.462		83.002	
5% Trimmed Mean		82.605		82.169		82.513		82.223	
Median		82.000		82.000		82.000		82.000	
Variance		23.629		37.866		30.968		32.867	
Std. Deviation		4.861		6.154		5.565		5.733	
Minimum		72.00		68.00		68.00		68.00	
Maximum		97.00		100.00		100.00		100.00	
Range		25.00		32.00		32.00		32.00	
Interquartile Range		7.00		7.00		7.00		7.75	
Skewness		.403	.188	.203	.159	.485	.174	.0121	.170
Kurtosis		-.039	.374	-.054	.318	.234	.346	-.098	.339

The results in Table 1 revealed that the level of job satisfaction of male and female workers who are academic and non-academic staff is the same.

Table 2:
Independent t-Test Statistics of Gender Difference in the Job Performance of Staff in Olabisi Onabanjo University.

Group	N	Mean	Std. Dev.	Mean Diff.	df	t _{cal}	t _{cri}	P
Male	167	82.737	4.861	.509	398	.889	1.960	>.05
Female	233	82.228	6.154					

The results in Table 2 revealed that there was no significant gender difference in the job satisfaction of staff in Olabisi Onabanjo University. The calculated t-value of .889 was found to be lower than the critical t-value of 1.960 at the .05 level of significance at the alpha degrees of freedom. This implies that male and female academic and non-academic staff would be similar in the satisfaction they get from their job.

Table 3: Independent t-Test Statistics of Gender Difference in the Job Performance of Academic and Non-academic Staff in Olabisi Onabanjo University.

Category	Group	N	Mean	Std. Dev.	Mean Diff.	df	t _{cal}	t _{cri}	P
Academic	Male	98	82.551	4.964	.797	194	-.320	1.960	>.05
	Female	98	82.806	6.130					
Non-Academic	Male	69	83.000	4.734	.847	202	1.409	1.960	>.05
	Female	135	81.807	6.159					

The results in Table 3 revealed that there was no significant gender difference in the job satisfaction of academic and non-academic staff of the university. For academic staff, the calculated t-value of $-.320$ was found to be lower than the critical t-value of 1.960 at the .05 level of significance at the alpha degrees of freedom. Also, for the non-academic staff, the calculated t-value of 1.409 was also found to be lower than the critical t-value of 1.960 at the .05 level of significance at the alpha degrees of freedom. This implies that there is no significant gender difference in the job satisfaction of academic and non-academic staff of the university, that is, their job satisfaction is similar.

Discussion

This study examined gender differences in academic and non-academic staff's job satisfaction in Olabisi Onabanjo University. Findings indicated that there was no significant gender difference in job satisfaction. It is interesting that the finding of the analysis of results indicated no gender influence in job satisfaction which negated reported differences in favour of females. For instance, Ali and Khan (2004) observed that gender differences appeared important factor of job satisfaction and that females were found to be more satisfied with their job than males. While Gakhar and Sachdeva (1987) observed that males were more satisfied than females. Abosede (2010) clearly discovered that there was a significant difference in the job satisfaction of male and female university managers. This means that the job satisfaction of male and female university managers is gender specific. She further observed that female university managers are more satisfied than the male managers. Lyness and Thompson (1997) and Chiu (1998) in a contrary view from the findings of this study asserted that it is not surprising to find women expressing less satisfaction than men about their promotional opportunities. However, research on gender differences in the overall job satisfaction provides mixed findings. Although numerous studies have shown that women are less satisfied than men (Singh, Robinson & Williams-Green, 1995; Chiu, 1998), there are many exceptions. Some investigations indicated no gender differences in the overall job satisfaction (Lyness & Thompson, 1997; Mason, 1995; Weeks & Nantel, 1995), whereas others show higher satisfaction in some occupations among females than among males (Mason, 1995). Miner (1974) in a survey of employed men and women found that women were as dissatisfied as men with work which failed to utilise their abilities.

The fact that women are not consistently less satisfied than men suggests that many factors contribute to the overall satisfaction gained from one's job. Job and salary level are two sources. Social support from peers and supervisors is also strongly related to job satisfaction (Bond, 2004). Auster (2001) suggests a number of factors that are associated with women job's satisfaction among which are; having children, employment gaps (parental leave), having mentors in one's career. Also, the finding of Al-Mashaan (2003) indicates that male employees in

comparison to female employees report higher levels of job satisfaction. This, he attributes to better chances for employment men have and the opportunities to advance in their jobs at a more rapid pace than females. Whereas, Miller and Wheeler (1992) cited in Lim, Teo and Thayer (1998) and also cited in Abosede (2010) maintain that women are inclined to be less satisfied in their jobs because they tend to hold positions at lower levels in the organisational hierarchy where pay and promotion prospects are less attractive. There are however many exceptions. Some research findings reveal no gender differences in job satisfaction (Mason, 1995; Weeks & Nantel, 1995; Lyness & Thompson, 1997).

Findings of this research work also revealed that there was no significant difference in the job satisfaction of academic and non-academic staff of the university. Majority of the studies that focus on non-academic staff satisfaction have explored the relationship between satisfaction and gender (Bilimoria, August & Waltman, 2006; Callister, 2006; Hult, Callister & Sullivan, 2005; Okpara, Kendall and Hulin, 2005; August & Waltman, 2004 & Hagedorn, 2000). Most of these studies have found that male non-academic staff members have higher level of overall job satisfaction than female staff, particularly in terms of benefits and salary received. On the other hand, the findings of Ward and Sloane (2000) is in line with the result of this study, where they found no significant difference between male and female faculty members in overall levels of job satisfaction. They did observe however, that male staff members had almost three times the satisfaction levels of female staff when it comes to promotion opportunities. Okapara, Kendall & Hulin (2005) and Oshagbemi (1997) also discovered that female non-academic staff in higher academic ranks expressed more satisfaction with their job than their male counterparts.

Ssesanga and Garrett (2005), in their study of job satisfaction of university academic staff members in Uganda, found that rank significantly predicted academic staff's job satisfaction. Park (1992) asserted that women by tradition, generally see themselves as academic staff, care-giver and nurturers of students and that due to socialisation process, social and role expectations as well as gender stereotypes, they are more likely to desire job satisfaction in their teaching profession. Studies have confirmed this assertion, where women academics have been found to experience greater job satisfaction than their male counterparts. In support of this, Lissman and Gigerich (1990) reported that women academics are more student-oriented than men academics and consequently, they spend more time improving the classroom climate. Huberman (1993) concluded by saying that women would selected teaching again if given the opportunity, while men see teaching as an alternative to their main career aspirations. It could therefore be inferred that female academics are likely to achieve more satisfaction than their male counterparts in the teaching profession because women purposefully chose the profession, while men are likely to look beyond the classroom for satisfaction in such area as school administration.

Conclusion

The outcome of the findings of the study confirmed that there was no significant difference in the job satisfaction of male and female, academic and non-academic staff of the University. This simply implies that it cannot be concluded that any of them have positive or negative job satisfaction that the other. However, this could be subjected to further investigation. The University is perched on top of the pyramidal structure of the educational system and its administration involves male and female, academic and non-academic staff members who occupy positions of responsibilities in the University. The realisation of the University's objectives however rest on the workforce who have different attitudes and behaviour. University management should therefore be interested in their staff's attitude because attitudes give signals of the likely problems/ threats and subsequently influence behaviour. Satisfied and committed males and females, for instance, probably, are likely to have lower rates of turnover, absenteeism and withdrawal behaviours and perform their roles/ responsibilities better.

Recommendations

Sequel to the discoveries of this study, the following recommendations are made:

1. The University management should embark on the motivational factors that can sustain and boost the morale of workers in order to achieve objectives/ goals of the University.
2. The University management should design enriching programmes for staff and also encouraging them to go for advanced degrees, conferences, seminars, workshops by offering sponsorship, scholarships, grants, work release programmes and study leave with full pay and benefits, as this will lead to knowledge update and higher job satisfaction.
3. Workers' successes should not only be recognised, but also be commended and rewarded so that it may serve as a motivating force to other staff.

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