

## TEACHERS' PERCEPTION OF JOB SATISFACTION AMONG DIFFERENT FACULTIES IN NORTHEAST NORMAL UNIVERSITY, CHINA

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**ABSTRACT:** *Job satisfaction is one of the most critical factors for the performance of employees and ultimately for organizational or institutional performance; for the reason this was considered as the base for conducting this study. The purpose of the study is to describe the perception of the job satisfaction and the association of different factors with the level of job satisfaction among teachers in different faculties of Northeast Normal University. Five Point-Likert Scale Questionnaire is used to collect the data and SPSS is used for data analysis. Hypothesis development and testing is also conducted; to quantify the results. The results of the study are analyzed on the three (gender, age groups and faculties) demographic factors of the teacher to know the differences of job satisfaction among these demographic factors. This study is only limited to eight faculties in Northeast Normal University; China.*

**KEYWORDS:** Teachers' perception, Job satisfaction, Different Faculties, Northeast Normal University

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### INTRODUCTION

Job satisfaction is of the key indicator of the organizational culture and overall performance of any employee, which contributes ultimately towards organizational vision and mission and to achieve organizational goals. Though job satisfaction is a complex phenomenon, which depends on many factors; but in this study; *social status of job, personal interest, job workload, responsibilities, working environment, salary, promotion, fringe benefits, job security, performance appraisal, reward and recognition, equal opportunities for growth, school support and efforts, research and development, working relationship and overall job satisfaction* factors are considered in this study.

### Purpose of the Study

The purpose of the study is to describe the perception of the job satisfaction and the association of different factors with the level of job satisfaction among teachers in different faculties of Northeast Normal University.

### Research Questions

1. What is the **perception of job satisfaction** among teachers in the different faculties of Northeast Normal University? Considering the 15 factors, which are mentioned in framework.
2. Does overall job satisfaction among teachers in different faculties in Northeast Normal University vary with respect to **Gender and Age**?
3. Does overall job satisfaction among teachers in Northeast Normal University vary with respect to their different **faculties**?

**LITERATURE REVIEW**

The concept of job satisfaction was generally put forward in 1920s, its importance was realized in 1930s and 1940s and afterwards, it began to be a research subject in many branches of social sciences. Despite being a research subject for many years, job satisfaction is still an important factor in modern management mentality (Kara 2010; Sevimli and Iscan 2005)- (Zeynep Filiz, 2013).

It is difficult to frame job satisfaction with only one description. The concept has been defined differently by various researchers and writers like Adams 1963; Aslan 2006; Aydogdu 2009; Balci 1985; Bardavit 2007; Basaran 1991; Baytok Karaca 2001; Dagdeviren Gozen 2007; Demir 2007; Demirel 1989; Dorsan 2007; Erdogan 1991; Gul et al. 2008; Horozoglu 1995; Irbani 2004; Keser 2006; Kılıc, 2008; Korman 1978; Kumas, 2008; Luthans 1992; Mahmutoglu 2007; Miner 1992; Oruc et al. 2006; Ozdayi 1990; Stephen and Miller 1991; Sunal Buysuksahin et al. 2011; Sen 2008; Tatli 2008; Toprak 2007; Tunacan 2005; Turk 2003; Vromm 1967. ((Zeynep Filiz, 2013).

There is however, no agreed definition of what job satisfaction is (Evans 1997; Fairman 1973; Mumford 1972), and it has become an elusive and even a mythical concept. (Lacy and Sheehan 1997) – (Ssesanga & M. Garrett, 2005). Generally; Job satisfaction is the general attitude of the worker towards his/her job (Kara 2010; Yegin 2009; Angi 2002). All the emotional, logical and behavioral tendencies of an individual towards his/her job result in a positive or negative attitude towards his/her job. (Gilmer 1971; Ozdayi 1990). As the attitude of an individual towards his job is either negative or positive (Gul et al. 2008), it would be right to define job satisfaction as ' *the positive mood resulting from the working experience*' and job dissatisfaction as " *the negative attitude of the worker towards his/her job*". Job satisfaction is generally thought to be the positive effect of the working experience on the worker. (Zeynep Filiz, 2013)

Job satisfaction is generally related with life satisfaction and can directly affect social, physical and mental health of individuals (Zynip Filiz, 2013). Significantly, monitoring of job satisfaction is very essential to the continuing growth of educational systems around the world. (Al Samdi and Muhammad Qblan, 2015). Identifying the success and failure of an institution can be measured by job satisfaction level among its employees, because of the great effect caused by this satisfaction upon the performance of employees, which will reflect positively or negatively on the quality of institution services, so successful organizations seek to focus on achieving job satisfaction among employees, so that they feel institutional belonging that results in the loyalty and dedication of employees to achieve its objectives. (Al Samdi and Muhammad Qblan, 2015).

Job satisfaction of faculty of higher education institutions is an essential motivation for the Advancement of the educational systems of these institutions towards achieving efficiency and effectiveness in the processes of learning and education. It also reinforces psychological stability for employees, which in turn reflect positively on the efficiency in completing the work and the achievement of psychological, social and professional poise when faculty members do their various roles in academic institutions. The faculty, at the universities, must feel high level of job satisfaction, as they are the most significant pillars of these educational institutions for efficiently and effectively providing students with theoretical and practical experience in various fields of knowledge. Lack of job satisfaction causes professional backward of institutions and employees, where a lot of studies indicated that job satisfaction

positively affects the achievement of psychological adjustment, reduces the psychological distress and also fully increases practical and professional outcomes among faculty (Al Samdi and Muhammad Qblan, 2015).

Many educational researchers paid great attention to job satisfaction because of its positive impact on achieving the psychological adjustment of the individual, raising productivity level, and reducing the level of psychological stresses related to work environment. (Al-Sheikh 1997), (Al Samdi and Muhammad Qblan, 2015) assured that when employees of any institution feel satisfied with their jobs, they are going to be more efficient, motivated and more belonging to that institution. Job satisfaction rises, when it comes from the work environment, not from financial return. Abu Sheikha (1998) defines job satisfaction as a positive trend towards the job performed by an individual, where they feel satisfied with various environmental, social, economic and administrative factors that related to his job; while (Newstern 1994) defined it as “the employee’s feeling about his work in an institution, and his attitudes towards the nature of the position occupied, salary received, available promotion opportunities, his interaction with the working group and services offered”.

The importance of job satisfaction lies in associating with labor issues in general and the issues of job designing and performance in particular. One of the objectives of job designing is to create opportunities for individuals to achieve high levels of performance and high levels of job satisfaction, and job satisfaction is linked to job performance in terms of the quality of tasks performed and the amount of achievement done by individuals or groups in the workplace. Job satisfaction also contributes to increase productivity that takes part in achieving the objectives of the organization; many organizations have increasingly used the standard of added value to evaluate the profit or importance of productivity returns. (Abdullah 2008) sees that an individual’s feeling about job satisfaction raises the productivity, which is an important key issue for both individual and community; and if the individual felt satisfied with work and bosses, psychological and social compatibility would be emerged between him and others in the institution, which in turn reflects its positive impact on the individual performance, and may extend out of the institution (Al Samdi and Muhammad Qblan, 2015).

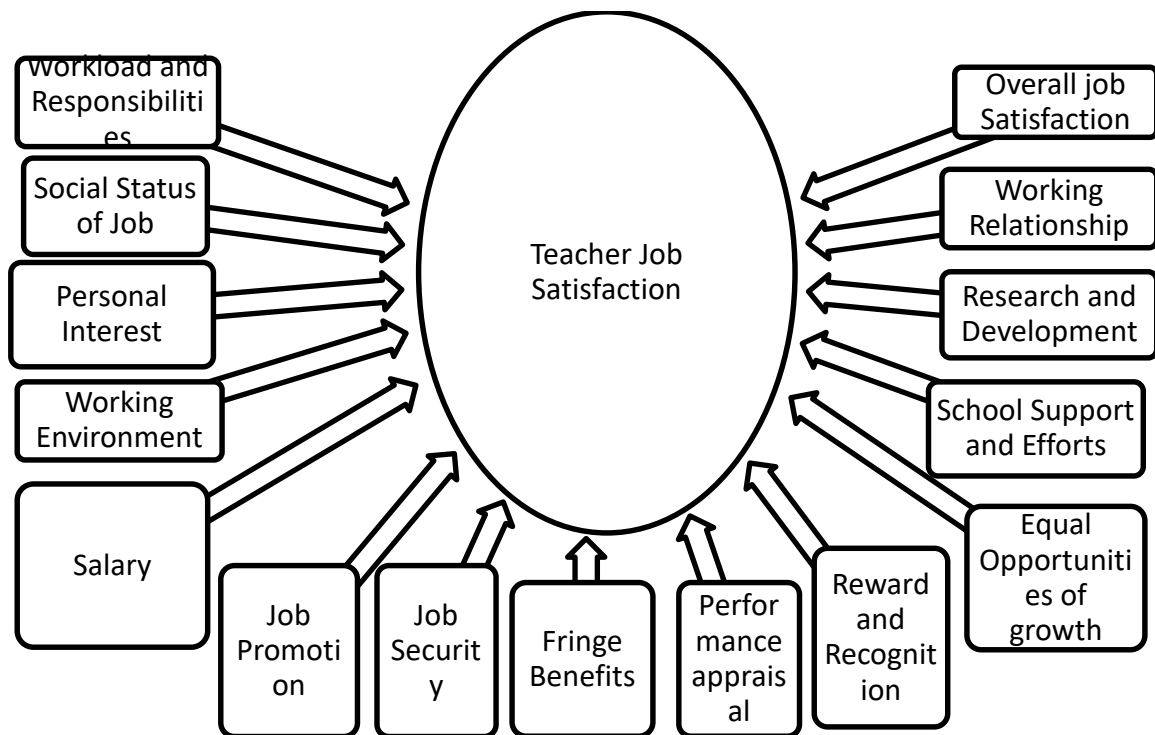
The quality of higher education is closely related to the dedication and work attitudes of university professors. Altbach and Umakoshi (2004) thought that academic work was the core of a university. Due to low salaries and excessive job pressure, however, the morale of university professors in many countries is low. Therefore, the study of work environment and job satisfaction of university professors has received increasing attention. Surveys of job satisfaction among university professors in Australia, Germany, Hong Kong, Israel, Mexico, the United Kingdom, and the United States have shown discrepancies between these countries, reflecting differences in the international academic environment. (Ping Du, Manhong Lai, Leslie N. K. Lo, 2010)

Since the late 1950s a number of researchers have theorized about the nature of job satisfaction and developed models, which attempt to explain differences in job satisfaction as detected in empirical studies. One of the best-known theories is the *Herzberg’s Two-Factor Theory*, which was developed by Herzberg in 1959. In this theory it was proposed ‘*Job satisfaction is not a one-dimensional concept. Rather that intrinsic factors related to personal growth and development (satisfiers) and which contribute to job satisfaction, and these factors are separate and distinct from those extrinsic factors, associated with the security of the work environment (hygiene factors) and which account for job dissatisfaction or its reduction*’.

These factors are not related directly to increase job satisfaction; rather they contribute towards decreasing dissatisfaction.

Based on Herzberg's two-factor theory the conceptual framework is framed as below.

### Conceptual Framework Diagram



### METHODOLOGY

This descriptive study adopts quantitative research design which is conducted in the Northeast Normal University (Main Campus; Renmin Street No. 5268); Changchun, Jilin, China and among the following Eight faculties of the university.

1. Faculty of Education
2. Faculty Life Sciences
3. Faculty of Foreign Languages
4. Faculty of Physics
5. Faculty of Chemistry
6. Faculty of History and Culture
7. Faculty of Maximus
8. Faculty of Geography

Hypothesis development and testing is also included in this study as under:

To test the differences of job satisfaction on the basis of **Gender** following hypothesis is developed and is tested through **Independent Sample t-Test**.

#### **Null Hypothesis**

There is **no significant difference** of job satisfaction among **male and female** teachers in different faculties in northeast normal University.

#### **Alternative/Research Hypothesis**

There is **significant difference** of job satisfaction among **male and female** teachers in different faculties in northeast normal University.

To test the differences of job satisfaction on the basis of **age groups** following hypothesis is developed and is tested through **ANOVA**.

#### **Null Hypothesis**

There is **no significant difference** of job satisfaction among different **age groups** of teachers in different faculties in northeast normal University.

#### **Alternative Hypothesis**

There is **significant difference** of job satisfaction among different **age groups** of teachers in different faculties in northeast normal University.

To test the differences of job satisfaction on the basis of **faculty** following hypothesis is developed and is tested through **ANOVA**.

#### **Null Hypothesis**

There is **no significant difference** of teachers' job satisfaction among different **faculties** in northeast normal University.

#### **Alternative Hypothesis**

There is **significant difference** of teachers' job satisfaction among different **faculties** in northeast normal University.

#### **Participants**

The population of the study includes eight faculties of Northeast Normal University. Two-hundred sample size was selected, so 200 questionnaires were distributed among Eight faculties, 25 questionnaire in each faculty. But 116 questionnaires could be filled and returned in hand.

The participants of the study are the teachers, who include, lecturers, assistant professor, associate professors and professors and most of the teachers hold administrative positions as well in Northeast Normal University; these participants are selected randomly regardless of gender and age and position or other. There are 62 male and 54 female participants. Participants under age of 30 years are 21, in range of 31-40 years age group are 43, in range of 41-50 years are 28 and above 50 years of age are 14 teachers.

## **Instrument**

Five-point Likert Scale questionnaire (as below) is adopted to know the response of each questionnaire item; the questionnaire was developed from following sources; and later it was adapted according the need of the study; keeping the local consideration of the university and teachers.

Sources of Questionnaire development.

1. “Analysis of Job Satisfaction of University Professors from Nine Chinese Universities” by Ping Du, Manhong Lai, Leslie N. K. Lo, 2010.
2. “Job satisfaction of University academics: Perspectives from Uganda” by Karim Ssesanga & Roger M. Garrett, 2005
3. “Job Satisfactions and Motivation - What Makes Teachers Tick?” By Pauline Ghenghesh”, 2013
4. An Analysis of the Levels of Job Satisfaction and Life Satisfaction of the Academic Staff” By Zeynep Filiz, 2014.

Questionnaire scale is as under:

Strongly Disagree =1

Disagree = 2

Neutral = 3

Agree = 4

Strongly Agree = 5

This questionnaire is bilingual; Chinese and in English languages; because majority of the teachers are Chinese in this university.

## **Demographics in questionnaire:**

- Designation
- Faculty
- Gender
- Age
- Field of Specialization
- Teaching Experience is NENU

Initially it was proposed that teachers’ job satisfaction will be analyzed on the basis of these demographics; but due the missing data; now only Faculty, Gender and Age are considered for analysis in this study.

## Procedure

The data is collected through random sampling from each faculty and for analyzing the results of the study; two ways are adopted in this study. One is the **Factor/Component Analysis** and other is **Job Satisfaction Analysis with regard to Gender, Age group and Faculty**. Initially; Fifteen factors; (as independent variables) which are mentioned in framework define the over all job satisfaction (as dependent variable). At First; all fifteen factors which define the overall job satisfaction are analyzed by employing **SPSS** and then the Descriptive Statistics is used to know more about the level of job satisfaction through mean and standard deviation.

Significance differences among gender, age and faculty about overall job satisfaction are analyzed through hypothesis testing by using the t-independent test and Analysis of Variance (ANOVA).

For Gender differences of satisfaction; **Independent Sample t-Test** is applied because here we have only tow samples; male and female. And for the differences among 4 Age groups and 8 faculties; **one way ANOVA** is applied.

## RESULTS

### Descriptive Results of Overall Job Satisfaction

The total response of faculty and gender we got are; 116 and for age factor; valid responses are 106; 10 are the missing. The mean of Faculty is 4.14 out of eight faculties. Mean for gender is 1.47; which shows that here are more males than females; as 2 represent for the male factor and 1 represent the female factor. And 2.33 is mean for age groups; which shows that majority of respondents lie in the range of 31-40 years of age; as 2 represents the age group of 31-40years. And the mean score for the job satisfaction variable is 90.03' while the total score is 125; which shows that 72.02% of teachers are satisfied with their job.

**Results of Gender Variable:** The mean satisfaction of male participants is 92.05 and for Female participants is 87.67; which shows that male participants have got higher score of the satisfaction then female participants (teachers).

### Gender Differences and Hypothesis Testing: Through Independent Sample t-Test

#### Null Hypothesis

There is **no significant difference** of job satisfaction among **male and female** teachers in different faculties in northeast normal University.

#### Alternative/Research Hypothesis

There is **significant difference** of job satisfaction among **male and female** teachers in different faculties in northeast normal University.

**Independent Samples t-Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Satisfaction	Equal variances assumed	.077	.782	<b>1.591</b>	<b>102</b>	<b>.115</b>	4.387	2.757	-1.082	9.856
	Equal variances not assumed			1.594	100.300	.114	4.387	2.752	-1.072	9.846

- There is no significant difference between male and female teachers of job satisfaction,  $t(102) = 1.591$ ,  $p = 0.115$ .
- Male and Female teachers have same level of job satisfaction.
- And test shows that our Null Hypothesis is true

**Descriptive Results of Age Groups**

Means for the age groups for below 30 years is 90.95, for age group 31-40years is 89.38, for 41-50 years age group; is 90.22 and mean for age group above 50 years of age is 94.92. These results show that teacher with age above 50 years of age have got higher scores of job satisfaction; followed by age group 30, 41-5- and 31-40 respectively.

**Age Group Differences and Hypothesis Testing: Through ANOVA****Null Hypothesis**

There is ***no significant difference*** of job satisfaction among different ***age groups*** of teachers in different faculties in northeast normal University.

**Alternative Hypothesis**

There is ***significant difference*** of job satisfaction among different ***age groups*** of teachers in different faculties in northeast normal University.



**ANOVA TEST**

Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	289.284	3	96.428	.464	.708
Within Groups	18707.152	90	207.857		
Total	18996.436	93			

- There is **no significant differences** among age groups  $F(3, 90) = .464, p = .708$
- The all four age groups (as below) have same level of job satisfaction.
  1. < 30
  2. 31-40
  3. 41-50
  4. 50>

**Descriptive Results of Faculties:**

The means of each faculty is as below:

Faculty of Education 87.96, Faculty of Chemistry 94.08, Faculty of Physics 101.33, Faculty of Life Sciences 87.73, Faculty of History and Culture 91, Faculty of Geography 78.17, School of Marxism 92.55, Faculty of Foreign Languages 89.42

Each mean of each faculty shows the satisfaction level of each faculty; For Example if Faculty of education has mean of 87.96 which we may infer that this faculty have got mean score of 87.96 out of 125 in Total. These means also shows that Faculty of Physics has the highest mean of 101.33 and the faculty of physics has the lowest mean of 87.17

To know the significance differences of job satisfaction among faculties; we conduct hypothesis testing and through ANOVA as below.

**Faculty Differences and Hypothesis Testing: Through ANOVA.****Null Hypothesis**

There is **no significant difference** of teachers' job satisfaction among different **faculties** in northeast normal University.

**Alternative Hypothesis**

There is **significant difference** of teachers' job satisfaction among different **faculties** in northeast normal University.

**ANOVA TEST**

Satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3660.881	7	522.983	2.975	.007
Within Groups	16876.032	96	175.792		
Total	20536.913	103			

- There are significant differences among different faculties,  $F(7, 96) = 2.975$ ,  $P = 0.07$
- Post Hoc comparis
- ons shows that Faculty of Physics has significantly higher job satisfaction score than Faculty of Geography ( $p = 0.001$ )

**CONCLUSION**

This study has examined factors like; social status of job, personal interest, job workload and responsibilities, working environment, salary, promotion, fringe benefits, job security, performance appraisal, reward and recognition, equal opportunities of growth, school support and efforts, research and development, working relationship and overall job satisfaction to measure the overall job satisfaction of all teachers among eight faculties in Northeast Normal University.

Moreover, the overall job satisfaction was analyzed on the basis of three demographics of participants; such as Gender, Age Group and Faculty. As results showed that the job satisfaction among male and female teachers is same; which may be inferred as that motivational factors, which were included in this study, have same impact or association with the job satisfaction of male and female teachers.

Study results insight that; young teachers and old teachers also have same level of satisfaction; which we may infer that job satisfaction of teachers also does not vary with respect to the age of the teachers.

Regarding the job satisfaction among faculties; results showed that job satisfaction among faculties varies; we can also infer that different teachers from different faculties have different expectations and requirements of facilities and support and salary with respect to their work in specific faculty. The perception of job satisfaction among all teachers in Northeast Normal University is same regardless of gender and age group but it varies with respect to the faculty.

Faculty of physics has significantly higher job satisfaction than faculty of geography.

## Limitations

This study is conducted within current circumstances of environment; culture and limited resources and support and this study is only conducted in the eight above-mentioned faculties of Northeast Normal University in June, 2016. So the results may not be generalized for the all rest faculties and campuses of NENU and Results may vary with passage of time.

## Delimitation

This study may be expanded and could be used as reference and as record for any study in future.

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