

# Factors Affecting Job Satisfaction among Academicians: A Comparative Study between Gender and Generations

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**Abstract-**Job satisfaction is a crucial factor that determines retention of employees in all industries. In the 21st century, with the abundance of job opportunities available to employees, a constant challenge faced by upper management is in the retention of existing employees. Job satisfaction is defined as a general behavior towards an object or job (Okpara, 2006). Locke (1976) defined job satisfaction as a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. Researchers have identified a non-exhaustive list of factors that determine job satisfaction which include factors such as workload, pay, age, gender, educational background, working environment, job security and management (DeVaney and Chen, 2003; Miller, 1980; Souza-Poza, 2000; Weiss, 2002; Udechukwu, 2007). Although extensive research has been done on job satisfaction, the current study is specific in nature as its objectives are not only to determine factors affecting job satisfaction among academicians, but also to identify how the impact of these factors differ among generations and gender. A quantitative research using a survey questionnaire was used as it is believed that perceptions are best identified through this means. The framework adopted in this study is a combination of Herzberg and Maslow's theory. In line with this, a purposive sample comprising of 100 academicians of different gender and generations from various private institutions located in the Klang Valley was used.

**General Terms-** Academicians' job satisfaction; gender; generations

**Keywords-** Job satisfaction; gender; generations; Herzberg and Maslow's Theory

## 1. INTRODUCTION

Employee satisfaction and retention have always been an important issue for most employees around the world. There are numerous definitions given to the term job satisfaction. Oshagbemi (2000) defines job satisfaction as an emotional response that occurs as a result of the interaction between the employee's values concerning his/her job and the profits he/she gained from his/her job. Robbins (2000) explains the concept of job satisfaction as the overall feelings towards or attitudes about the job they perform. On the other hand, Spector (1997) claims that job satisfaction encompasses the reflection of the extent to which employees like their job and its components. On the whole, it can be said that job satisfaction is an area which has been widely researched (Highhouse and Becker, 1993) and research has shown that job satisfaction is linked mainly to two factors: situational (extrinsic) and personal (intrinsic) factors (Qingwen, 2006). According to Heller et al. (2002), situational factors include pay, opportunities for promotion, working conditions and job characteristics such

as task identity, task significance, skill variety, autonomy and feedback while personal factors include personality disposition, traits, self-esteem, motivation and emotion (Dorman and Zapf, 2001).

Job satisfaction is crucial as it is related to job performance and turnover and in the 21st century, this has become a serious problem in the management of educational institutions (Anil Kumar Agnihotri, 2013). This is because, research has proven that employees with high job satisfaction exhibit high energy, pleasurable engagement and enthusiasm and employees with dissatisfaction show distress, unpleasant engagement and nervousness (Heller et al., 2002). Today, there appears to be a widespread dissatisfaction in the teaching profession as a whole. This phenomenon has triggered concerns of various parties and researchers have assiduously conducted researches to gain a better understanding of the issues related to this. A range of findings derived from quantitative as well as qualitative studies have been reported in the literature regarding sources of job satisfaction. These sources include working conditions (Adamson et al., 1995; Nolan et al., 1995),

interactions with patients/co-workers/managers (Lee, 1998; Aiken et al., 2001), work itself (Lundh, 1999; Adams and Bond, 2000), remuneration (Price, 2002; Wang, 2002), self-growth and promotion (Tzeng, 2002), praise and recognition (Nolan et al., 1995; Lundh, 1999), control and responsibility (Lee, 1998; Price, 2002), job security (Nolan et al., 1995, 1998), leadership styles and organizational policies (Lee and Jungran, 1998; Tzeng, 2002). In addition to this, over the years, numerous theories have emerged which have expanded the possible interpretation of issues related to job satisfaction. These include Maslow's (1970) need hierarchy theory, Herzberg, Mausner and Snyderman's (1959) two-factor theory of job satisfaction, Vroom's (1964) expectancy theory, discrepancy theories, Hackman and Oldham's (1976) job characteristics model and Karasek's (1979) job demand-control model.

Mobley (1982) described employee turnover as a potentially costly phenomenon facing many organizations and this is inclusive of academic institutions. Since the business nature of academic institutions involves the cultivation of the future generation, the turnover of academics has more serious implications compared to other organizations. This is because the consequences that emerge as a result of a high turnover among academicians would not only have negative implications on the business part of the academic institutions but also have serious repercussions on the generations being educated in these institutions. Thus, not only will the teaching occupation suffer from disrepute but the attainment of objectives of education will also be adversely affected (Evans and Olumide-Aluko, 2010).

This trend which is causing much concern has cultivated the interest of the researchers to investigate the motivational factors that lead to job satisfactions among academicians with the purpose of identifying the differences in the levels of job satisfaction among genders and generation. Hence, the objectives of this study are twofold as indicated below:

1. To study the difference in the level of job-satisfaction between genders among academicians in private institutions of higher learning.
2. To study the difference in the level of job-satisfaction between generations among academicians in private institutions of higher learning.

In line with this, a quantitative research study with the following hypothesis was conducted among 100 academicians in private institutions of higher learning comprising of both males and females representing the three generations; Generation X, Generation Y and Baby Boomers.

1. Baby Boomers, Generation X and Generation Y academicians differ significantly with respect to their levels of job satisfaction.

2. Male and female academicians differ significantly with respect to their levels of job satisfaction.

## **2. LITERATURE REVIEW**

### **2.1 Job Satisfaction**

Locke (1976) defined job satisfaction as 'a pleasurable or positive emotional state, resulting from the appraisal of one's job experiences'. In most studies, job satisfaction is described as how people feel about their jobs and its different aspects. According to Robbins and Sanghi (2006), job satisfaction is a collection of feelings that an individual holds towards his or her job. The same was contributed by Masud Ibn Rahman (2008), who claims that it is a general attitude towards one's job. It is in regard to one's feelings or state of mind regarding the nature of their work. Job satisfaction can be seen as a concept where an individual is evaluated from her point of view, and this concept includes the worker's feelings and emotions about her job (Weiss, 2002). Job satisfaction has also been defined both as a global construct and as a concept with multiple dimension/facets (Locke, 1969, 1970; Price, 1997; and Scarpello & Campbell, 1983 cited in Lund 2003), i.e., we can talk about the overall job satisfaction as well as the satisfaction with pay, physical conditions or works, the content of work, relations with colleagues, among others.

Robbins and Judge (2013) described job satisfaction as positive feelings about a job, resulting from an evaluation of its characteristics. A person with high level of job satisfaction holds positive feeling about his or her job, while a person with a low level holds negative feelings. Job satisfaction can be influenced by a variety of factors. Opkara (2002) stated that factors such as pay, the work itself, supervision, relationships with co-workers and opportunities for promotions have been found to contribute to job satisfaction. These are supported with findings from several researchers such as Kamal et. al. (2009), Nguyen et. al (2003), Rao (2000) and Maiké et.al. (2010). It has been proven that pay or salary has a positive relationship with job satisfaction and it is an important facet to employee job satisfaction despite continuous changes in business climate and uncertainty (Kamal et. al. (2009). This was confirmed by Nguyen et. al (2003) in their studies.

Job security is also an essential facet for academicians in institutions of higher learning. The more secure the job is, the more satisfied the academicians are with their job. Khalid and Irshad (2010) as well as Khalid et. al (2012) stated that employees of public sector are more satisfied with their job security as compared to private sector. It is natural for an employee to seek a new job when he is unsatisfied with his current job due to lack of security. Flexible schedule of work is also considered as an important element for job satisfaction as flexible time table and shorter hours of work allow academicians to balance work and family life better. This is supported by Maiké

et.al. (2010), where he identified time as a top indicator of work life equality and employee satisfaction. Researchers have also remarked that conflict between work and family was found as a reason for many family problems. Thus, a balance between work and family life is very important to improve job satisfaction among academicians. In addition, opportunities for promotion in jobs have also been identified as a contributor to job satisfaction. Thus, Tietjen and Myres (1998), claim that the instilling of satisfaction within workers is a crucial task for management since satisfaction creates confidence, loyalty and improved quality in the output of the worker and this would indirectly affect the success of the institutions concerned.

## **2.2. Job Satisfaction and Gender Differences**

There are numerous researches on gender differences in job satisfaction across different fields. However, there is insufficient focus in the education sector. As stated by Santhapparaj and Alam (2005), female academic staffs in private universities in Malaysia were more satisfied than their counterpart in all facets being studied including working environment and pay. This is further supported by Malik (2011) who revealed that overall gender differences can be seen as women do not have high expectations on pay, fringe benefits, nature of job, etc. However, Oshagbemi (2003) found that there are no significant differences between the two groups. He asserted that female academics at higher rank were more satisfied with their jobs than male academics. The study further confirmed that the interaction effect of rank and gender does affect the overall job satisfaction among the university teachers, but gender itself does not affect job satisfaction (Oshagbemi, 2000). A similar result was found by Ali et. al. (2009) who explained that there is no significant differences between the male and female faculty members in their satisfaction level in the environmental and social context. Hajiha et. al. (2010) confirmed this by asserting that there is no significant difference between men and women lecturers in any of the proposed hypotheses. The most influential factors on women's job satisfaction are opportunities for promotion and relations with their co-workers. As for men, work itself, relations with co-workers, supervision and salary affect their job satisfaction respectively.

In contrast, Sabharwal and Corley (2009) asserted that there was a significant difference between male and female lecturer as per their discipline in the faculty. Across all disciplines, they found that female faculty members expressed lower levels of satisfaction when compared with male faculty members and female members tended to be more satisfied compared to men in health, social sciences and engineering field. While most researches carried out in the European countries reported that women had more personal satisfaction than men despite a clear disadvantage in terms of earnings, promotions and career prospects, Aydin et. al (2012) found that the men in Turkey had more job satisfaction compared to the women who were driven

out to work for economic reasons. Further research by Ahmadi and Keshavarzi (2012) who studied the Islamic Azad University (Iran) faculty members' views of the effective factors in job satisfaction found that female teachers are more satisfied with their job compared to men. Moreover, Okpara et. al. (2005) revealed that gender differences exist in the levels of job satisfaction of university teachers. It showed that female teachers hold negative perceptions about their pay, supervision and promotion, thus producing a low level of overall job satisfaction, while their male counterparts hold favorable opinions about pay, promotion policies and supervision and thus indicating high level of job satisfaction.

The analysis on gender differences in job satisfaction among full time workers in various fields by Hodson (1989) revealed that there are a number of differences between men and women in determining job satisfaction based on factors such as job characteristics, family responsibilities and personal expectations. Similarly, a study by Carleton and Clain (2012) suggest that there is greater job satisfaction among women but it was limited to married workers. In addition, using the competing hypotheses of socialization, structural and social role theories which were tested on a sample of 13000 US employees, across various industries, Mason (1995) asserted that US women and men in management apparently did not differ from one another in their factors of satisfaction at work.

Inconsistencies in findings concerning the relationship between gender and job satisfaction may therefore be due to a variety of factors. Not only are the differences in the forms of job ranks, levels, position, career prospects, area of specialization, earning, but also in demographics and cultural aspects. A job high on social satisfaction, but low on skill utilization and career prospects may result in higher job satisfaction for females than for males, whereas in occupations allowing little scope for social relationship, the differences in satisfaction might be different. Given the overall results or findings above, it is apparent that when other variables were taken into consideration, there is very little evidence to suggest that gender directly influences job satisfaction (Oshagbemi, 2003).

## **2.3 Job satisfaction and Generation**

It is noted that one of the biggest challenges for organizations in the 21st century is how to attract, retain and grow employees in a multi-generational workforce. Many researchers have noted that job satisfaction and work levels differ according to age and generations. The Baby Boomer Generation is defined as those born between 1946 and 1964 as suggested by Gibson et. al (2009). The same source also used 1965 to 1980 as the years for Generation X and 1981 onwards to identify Generation Y. Chan (2005) who studied the relationship between job satisfaction and generation X as well as Generation Y professionals postulated that in order to maintain job satisfaction of the younger generations of workers, 21st



century leaders must develop cross-generational strategies. Another study by Taylor and Thomson (1976) indicated the difference in work values among workers from 18 to 65 years of age by suggesting that worker's attitudes change over time and younger workers value self-expression to a greater extent than the older employees. Eisner (2005) noted that Generation Y is likely to equate job satisfaction with a positive work climate, flexibility and the opportunity to learn and grow more than any other generations.

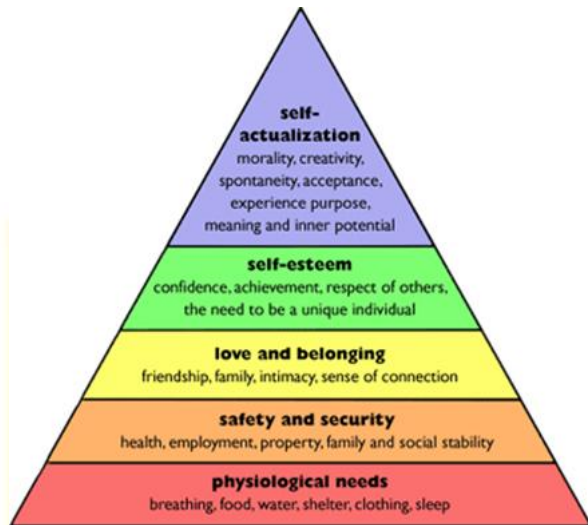
Job satisfaction among academic staffs in Malaysian public university is affected by various factors and according to a survey conducted; age seemed to have a significant impact on the respondents' level of job satisfaction (Fauziah Noordin and Kamaruzaman Jusoff, 2009). The study indicated that the academic staffs in the Associate Professor group who were more than 44 years old enjoyed a significantly higher level of job satisfaction than their Senior Lecturer counterparts who were within the 31-44 age groups. Previous studies were consistent with this study as older employees tended to be more satisfied and more committed to the organisation due to adjustment and investment processes (Mathieu and Hammel, 1989; Bateman and Strasser, 1984 cited in Fauziah Noordin and Kamaruzaman Jusoff, 2009). According to Okpara (2004), overall job satisfaction was lower for academicians below the age of 35 and increased progressively around the age of 55 years and above. This is further supported by a study conducted by Jothi and Sharma (2010), whereby, after the initial years, the level of job satisfaction increases and remains almost constant till 45 years and then it decreases during 46-50 years after that it again starts increasing and is maximum during 56-60 years. This study that focused on the job satisfaction of university teachers in Jammu highlighted that the job satisfaction is the least during the age of 20-25 years and maximum during 56-60 years. Some of the strategic actions proposed by the authors concentrated on the efforts to increase the level of job satisfaction of the middle aged teachers because at this age, people face tension in their desire to reach high positions as well as personal problems like settling of their children (professionally) in good colleges and this tension in their life may flow to their job also as these have a spill-over effect.

In contrast to this, Edward and Teoh (2009) asserted that even though age was one of the major sources of job satisfaction, those who were 41 years and above, Associate Professors as well as those who were employed for more than 11 years were least satisfied with salary compared to the other age groups. According to Bellou (2009), previous research on age has not been wide and extensive enough and in her study, she asserted that job satisfaction increases with age. However, studies by Pook et.al. (2003) and Sarker et.al. (2003) contradicts such a finding because male and female belonging to the same age group tend to be exposed to the changes in technology, social

and organizational events in the similar manner, preventing such differences from existing. Further, a study that examined the relationship between age and job satisfaction in an organizational culture in the Greek context revealed an interesting finding. Given the fairness and stability, older employees tended to be more satisfied with their job compared to the younger employees who gave greater emphasis to enthusiasm, opportunity for growth and the working hours. Older employees are also more likely to be satisfied if their organization offers high pay, praise for high performance and is not constrained by many rules. In line with this, Baruch's (2004) findings proved that older employees are more likely to have proven themselves already and have enjoyed their job's benefits, so they do not care much for competition and changing things but on the other hand, younger employees' satisfaction can be predicted by the opportunities for personal growth they are given and the prevailing enthusiasm as they still have a long way to go before they retire and they care both for what they are currently doing and for what is to come (cited in Bellou, 2009).

#### **2.4 Maslow's Theory and Job Satisfaction**

An array of theories is available to explain the motivational contents and cognitive processes that constitute the issues of job satisfaction in any organization (Saifuddin Khan Saif et.al., 2012). Most of the debates about theories of job-satisfaction start with Maslow's theory of 'Hierarchy of Needs' (1943). Maslow (1943) identified five levels of need hierarchy; physical needs, safety needs, social needs, esteem/achievement needs and self-actualization. The different levels of Maslow's hierarchy of needs are in this order for a purpose and it is based on the premise that individuals are not motivated by the higher needs until they have satisfied the lower needs (Čížek, 2012) and as a result, individuals tend to fulfill the needs from the bottom of the hierarchy of needs. Maslow's theory of hierarchy of needs can be considered to be the initial motivation theory that laid the foundation for the theories of job satisfaction and serves as a good start from which researchers can analyse problems of job satisfaction among employees. Maslow came up with this theory on hierarchy of needs in 1943 based on deficiency and growth needs and he arranged human needs in an ascending order of physiological needs which are needs for basic things of life like food, water etc.; safety needs which is the need for security; need for love and belonging which are the needs for being accepted among groups and feeling of companionship; need for self-esteem which is the need for recognition and respect; and finally the need for self-actualization which is the need for self-fulfillment and to make use of the most unique abilities (Ifedili, 2012). This is shown in Figure 1.



**Figure 1: Abraham Maslow Hierarchy of Needs (1943)**

Despite the popularity of this theory (Koontz, 1998), there is a constant debate over it with researchers critiquing the hierarchy adopted by Maslow (Wahba and Bridwell, 1976; Hall and Nougain, 1968; Lawler and Suttle, 1972). Writing in the Psychological Review in 1943, Maslow stated, "human needs arrange themselves in hierarchies of prepotency which means that the appearance of one need usually rests on the prior satisfaction of another more proponent need. This is supported by Worlu and Chidozie (2012), who claimed that Maslow's hierarchy of needs theory states that human needs are ordered; that is they range from lower-order to higher-order needs and as one need is adequately or partially fulfilled, the individual moves to the next-higher-order need.

According to Rast and Tourani (2012), employees' job satisfaction in organizations and institutions has been given close attention by researchers since mid-20th century after the emergence of Maslow's theory of Need Hierarchy in 1943. Since, Maslow's need theory is typically described and illustrated as a vertical scale or a pyramid; it makes the theoretical framework useful as a means for measuring some type of satisfaction, particularly job satisfaction. In fact, the concept of satisfaction is meaningless unless there is some form to measure or recognize it. Since needs explain behavior, and behavior reflects attitude, the study of satisfaction naturally inherits the attribute of being measured on some scale. Various analytical studies have been conducted in the area of job satisfaction using Maslow's theory (Ajayi, 1998; Chimanikire et al., 2007; Williams, 1998). These researchers are in consensus that Maslow's pyramid of needs can be divided into two categories: deficiency needs (physiological and safety) and growth needs (belonging, self-esteem and self-actualisation). It is further asserted that if the deficiency needs aren't satisfied, the person will experience a deficit which will stifle his or her development.

In terms of applying this theory to organisations, Maher (2002) claims that the theory proposes that the lower-order needs must be gratified before the higher-order needs are activated and as such, employers must ensure that their employees' physiological, safety, belongingness and esteem needs are satisfied. She went on to suggest that the employer can help the employee to gratify each need, for example, to help them gratify their physiological and safety needs, employers can increase their employees' pay. Once these needs are satisfied, the relationship between the employee and their supervisors and co-workers takes on increased strength and the employer can help the employee to gratify this need through increasing the amount of social interaction among employees and this process needs to be continued until the employees have gratified all of the lower-order needs, and are reaching for self-actualisation, should the nature of the job permit this level to be attained (Maher, 2002). In analyzing job satisfaction using Maslow's theory, Cherrington (1991) identified organizational factors related to Maslow's physiological need level as including pay, pleasant working conditions, cafeteria while safety or growth need level as including safe working conditions, company benefits and job security.

Although some of the propositions in the need hierarchy theory have not received empirical support, the theory has been extensively accepted in the management literature (Roberts, 1982). Moreover, the general idea that the concepts of love, safety, self-esteem, and growth contribute to motivation and satisfaction are acceptable to both psychologists and management scientists (Shoura & Singh, 1999). In relation to Maslow's Hierarchy of Needs, the motivators were likened to higher order needs such as the social esteem, and self-actualization need levels (Adler, 1991). However, the fundamental problem in applying Maslow's (1970) theory to work organisations is that little is known about how to reach the ultimate goal of self-actualisation. Maslow's (1970, p.46) definition of self-actualisation is "what a man can be, he must be" is extremely vague, and there is no agreed upon way of operationalising the construct, or facilitating it in employees. Another concern is that there is no need or drive that can be treated as if it were isolated or discrete; every drive is related to the state of satisfaction or dissatisfaction of drives (Ott, 1996).

## 2.5 Herzberg's Motivation and Hygienic Theory

Herzberg's dual or two-factor theory has been one of the most prominent theories since the 1959 to describe motivation and job satisfaction. Herzberg's motivation-hygiene theory, also known as the two-factor theory, has received widespread attention as having a practical approach toward motivating employees (Tech-Hong and



Waheed, 2011). In 1959, Herzberg published his analysis of the feelings of 200 engineers and accountants from over nine companies in the United States. These professionals were asked to describe experiences in which they felt either extremely bad or exceptionally good about their jobs and to rate their feelings on these experiences. Responses about good feelings are generally related to job content (motivators), whereas responses about bad feelings are associated with job context (hygiene factor). Motivators involve factors built into the job itself, such as achievement, recognition, responsibility and advancement. Hygiene factors are extrinsic to the job, such as interpersonal relationships, salary, supervision and company policy (Herzberg, 1966 cited in Tsch-Hong and Waleed, 2011). This was confirmed by Evans and Olumide-Aluko (2010) who asserted that Herzberg has identified two distinct sets of factors – one set which is capable of motivating, or satisfying, employees, and another which de-motivates or creates dissatisfaction. Herzberg labeled these, respectively, ‘motivation factors’ and ‘hygiene factors’ (Herzberg, 1968). According to Schermerhorn (2003), the intrinsic motivators, known as the job content factors, define things that the people actually do in their work; their responsibility and achievements and these factors are the ones that can contribute a great deal to the level of job satisfaction an employee feels at work. The job context factors, on the other hand, are the extrinsic factors that someone as an employee does not have much control over; they relate more to the environment in which people work than to the nature of the work itself (Schermerhorn, 2003). According to Islam and Ali (2013), Herzberg in his theory proposed that satisfaction and dissatisfaction are entirely isolated issues. They went on to assert that satisfaction in the existence of a factor will not create dissatisfaction in its absence and these are said to be motivation factors or satisfiers. On the other hand, hygiene factors when available decrease dissatisfaction and these aspects of job factors are called dissatisfiers (Islam and Ali, 2013).

Herzberg's theory was severely criticized and pointed out by various researchers, as Vroom (1964) who claimed that this theory was making people disclose themselves and make them good by attributing positive events to internal factors and negative events to external events. According to Brenner et.al (1971), Herzberg's theory supported a belief that job satisfaction was basically determined by one set of factors, and job dissatisfaction basically by a different set of factors which is a departure from the traditional approach that viewed job satisfaction and dissatisfaction as being on opposite ends of the same continuum.

In a study to examine which factors of the Herzberg's theory contributes to job satisfaction, Mohamad Sarhan (1991) revealed that there is a significant relationship between the hygiene and the motivating factors. This was

contrary to Herzberg's original theory. Another study that was conducted among the elementary school principals, revealed contradicting results because motivators were identified more frequently as contributing to job satisfaction than the hygiene factors, and hygiene factors were identified more frequently as contributing to job dissatisfaction than the motivators (McKay, 2007).

### **3. METHODOLOGY**

#### **3.1 Sample and Data Collection Method**

The study was carried out on faculty members working in private institutions of higher learning in the Klang valley. 100 survey questionnaires by means of a five Likert scale were used to obtain and measure the level of satisfaction among academicians on various intrinsic and extrinsic factors. In this research, a purposive sampling method was used. All the data collected was analyzed using SPSS. Besides conducting a descriptive analysis of the primary data, the researchers also carried out a t-Test and ANOVA to identify the mean differences between gender and generations in relation to job satisfaction. This research is grounded on evidences from current literature review that extrinsic and intrinsic factors are the key components affecting job satisfaction between genders and generations (Rao, 2000; Maiké et.al, 2010 and Cherington, 1991).

#### **3.2 Instrumentation**

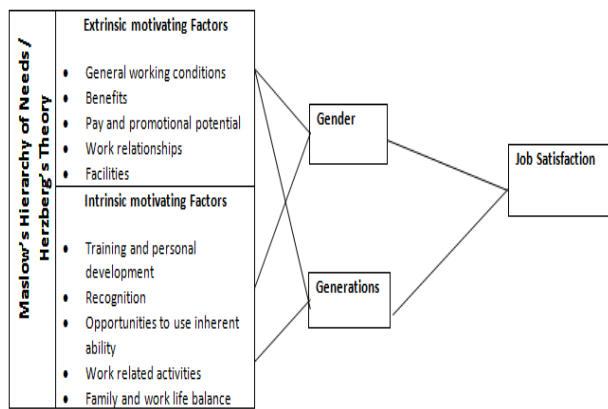
The primary data for this research was collected through a survey questionnaire. The questionnaire was designed using the Job satisfaction Index (JDI) with application of Herzberg and Maslow framework, with focus on both intrinsic and extrinsic motivating factors.

The questionnaire comprised of three sections requesting different kinds of responses from the respondents : Section A required respondents to provide basic demographic information , Section B required respondents to highlight the important factors influencing their job satisfaction and Section C required respondents to identify which factor (extrinsic or intrinsic) that influences their job satisfaction more. The main objective of the questionnaire was to identify the differences in responses between the respondents from the different genders and generations. The scale ranged from 1 to 5 (not satisfied at all =1, less satisfied =2, neutral =3, satisfied =4, extremely satisfied =5).

#### **3.3 Theoretical framework**

The theoretical framework for this study is adapted from Maslow's Theory of Motivation and Herzberg's Theory of Hygiene Motivating factor. The reason for this combination is that the researchers feel through this means, the strength of these theories can be combined to ensure the reliability and validity of data collected. Many researchers have identified that these theories on their own are incomplete and inadequate. In combination, they complement each other. The key variables from the

theories which have been adopted in this study, includes: general working conditions, benefits, pay and promotional potential, work relationships, facilities, training and personal development, recognition, opportunities to use inherent ability, work related activities, family and work life balance. In this study, job satisfaction is the dependent variable while the independent variables are divided into two important categories which are extrinsic and intrinsic factors. The extrinsic factors include general working conditions, benefits, pay and promotional potential, work relationships and facilities while, the intrinsic factors include training and personal development, recognition, and opportunities to use inherent ability, work related activities as well as family and work life balance.



Adapted from Maslow (1943) and Herzberg(1959)

Figure 1: Theoretical framework

## 4. FINDINGS AND DISCUSSION

### 4.1 Reliability and Normality analysis

The Cronbach's alpha coefficient was used and the observed coefficient value for all variables in the study was 0.935. In addition, the normality test that was conducted with all variables passed the range of -2 to +2 for both skewness and kurtosis.

### 4.2 Descriptive statistics and analysis

The results of the findings showed that the distribution of gender was higher for males with a total of 51 male respondents (51%) and 49 female respondents (49%). On the other hand, the age of the respondents showed that 47% were 33 to 48 years old (Generation X), 35% were 32 years old and below (Generation Y) and the rest, 18% were above 49 years old (Baby Boomers). Moreover, 33% of the respondents were single, 65% were married and 2% were divorced. In terms of the highest education level among the respondents, statistics showed that the highest qualification among the respondents were Master's degree (74%), followed with 20% Doctoral degree and the minimum education level were other professional qualification with 2%. Almost half (46%) of the respondents had been employed for 1 to 5 years, which

contributed to the highest statistic in this category while the minimum number of years of employments was less than 1 year, which accounted for 3%. The results showed that 67% of the respondents were employed as lecturers, 31% as senior lecturers and 2% as Associate Professors. Almost all (97%) the respondents in this research were working as full time academics while 2% were employed on contract basis. In addition, the most (41%) percentage of respondents stated that the primary responsibility was teaching and research, while the least (1%) percentage of respondents stated that it was academic administration only. Lastly, with regards to monthly basic salary of the respondents, the highest group (49%) belongs to the group of respondents who were earning from RM 4001 to RM6000 per month. These data are shown in Table 1.

Table 1: General Characteristics of the sample

Characteristics	Freq.	%age	Mean	Standard Deviation
<b>Age:</b>			1.83	0.711
32 and below	35	35.0		
33 to 48	47	47.0		
49 and above	18	18.0		
<b>Gender:</b>			1.49	0.502
male	51	51.0		
female	49	49.0		
<b>Marital Status:</b>			1.69	0.506
single	33	33.0		
Married	65	65.0		
Divorce	2	2.0		
<b>Highest Level of Education:</b>			2.20	0.532
Bachelor's degree	4	4.0		
Master's degree	74	74.0		
Doctoral degree	20	20.0		
Other professional qualification	2	2.0		
<b>Number of Years Employed:</b>			2.91	1.14
less than 1 year	3	3.0		
1 to 5 years	46	46.0		
6 to 10 years	22	22.0		
11 to 15 years	15	15.0		
16 years and above	14	14.0		
<b>Current Position:</b>			2.35	0.520
Lecturer	67	67.0		
Senior lecturer	31	31.0		
Associate professor	2	2.0		
<b>Primary Responsibility :</b>			2.82	1.54
Teaching only	34	34.0		
Teaching and research	41	41.0		
Academic administration	1	1.0		
Teaching and academic administration	23	23.0		
Others	1	1.0		
<b>Monthly basic Salary:</b>			3.36	0.883
RM2001 to RM4000	18	18.0		
RM4001 to RM6000	49	49.0		
RM 6001 to RM8000	22	22.0		
RM8001 and above	11	11.0		

An independent – sample t-test was conducted to compare the job satisfaction for males and females according to

each intrinsic and extrinsic factor. The findings indicate that generally, females were more satisfied with all factors, however there was no significant difference ( $p = 0.05$ ) in the job satisfaction for males and female for the factors as shown in Table 2. This result is supported by Oshagbemi (2000), who stated that gender does not affect the job satisfaction of university teachers directly. Similarly the result of Ali et. al., (2009) also identified that there is no significant differences between male and female faculty members in their satisfaction level in the environmental and social context. Thus, the null hypothesis is not rejected, which means that there is no difference between male and female academic according to their level of job satisfaction on each intrinsic and extrinsic factor.

**Table 2: Comparison of gender on factors for job satisfaction**

Factors	Group	Mean	Standard Deviation	t-value	Significant level
General working conditions	Male	3.6912	.57790	-1.199	0.243
	Female	3.8316	.59378		
Benefit	Male	3.5392	.65263	-.773	0.441
	Female	3.6429	.68845		
Pay and promotion potential	Male	3.4265	.80977	-1.317	0.193
	Female	3.6173	.63143		
Work relationships	Male	3.6765	.67137	-1.108	0.271
	Female	3.8214	.63533		
Facilities	Male	3.4951	.59053	-.869	0.387
	Female	3.5969	.58143		
Training and personal development	Male	3.2206	.83314	-.671	0.504
	Female	3.3163	.57458		
Recognition	Male	3.3333	.62183	-1.032	0.305
	Female	3.4479	.46688		
Opportunity to use inherent ability	Male	3.5931	.65376	-1.147	0.255
	Female	3.7245	.48209		
Work related activities	Male	3.4559	.73093	-.602	0.549
	Female	3.5357	.58408		
Family and work life balance	Male	3.3480	.63063	-1.821	0.071
	Female	3.5612	.53407		

To test the proposed hypothesis on job satisfaction according to age group, a one way ANOVA was used. This measured the mean differences of the level of job satisfaction between the three age groups (Generation X, Y, and Baby Boomers) based on all the intrinsic and extrinsic factors. Moreover, in order to determine specific statistic differences between the groups, Duncan's post hoc test was conducted. The results depicted in Table 3 represent the means (based on Duncan's post hoc), standard deviations of all age groups and F statistics for each factor. An analysis of the data in Table 3 indicates a significant statistical difference in the responses to the extrinsic factor, namely, work relationships. In addition, an

analysis using Duncan's method also reveals a significant difference ( $p=0.05$ ) in satisfaction with work relationships between Generation Y ( $M= 3.5479$ ) and the other generations: Generation X ( $M= 3.8857$ ) and Baby Boomers ( $M=4.000$ ). However, the results have proven that there is no statistically significant difference between the age groups for the remaining extrinsic factors such as general working conditions, benefits, training and personal development, and all intrinsic factors such as recognition opportunity to use inherent ability, work related activities and family as well as work life balance. This is similar to the findings of Pook et. al (2003) and Saker (2003).

**Table 3: The means of factors of job satisfaction for three generations**

Factors	32 and below	33 - 48	49 and above	F statistics	Significant level
General working conditions	3.7287	3.7429	3.8750	.422	.657
Benefit	3.4929	3.6011	3.7500	.888	.415
Pay and promotion potential	3.4714	3.5266	3.5972	.177	.838
Work relationships	3.5479	3.8857	4.000	4.618	.012*
Facilities	3.5000	3.5214	3.7083	.866	.424
Training and personal development	3.2500	3.2553	3.2929	.033	.967
Recognition	3.3404	3.3676	3.5556	1.026	.362
Opportunity to use inherent ability	3.5691	3.7071	3.7917	1.171	.314
Work related activities	3.4071	3.4521	3.7778	2.101	.128
Family and work life balance	3.3245	3.5417	3.5786	2.144	.123

In relations to the results as depicted in Table 4, an ANOVA test was conducted to measure the differences between the age groups with the sub factors that contribute to job satisfaction. The results show that the mean of job satisfaction for the respondents aged 32 to 48 years ( $M = 3.94$ ) are significantly different from the respondents aged 32 and below ( $M = 4.14$ ) and aged 49 and above ( $M = 4.39$ ) in terms of relationships with their co-worker. Moreover, the results also show that the mean of job satisfaction of respondents aged 49 and above ( $M=4.28$ ) was higher in relation to their relationship with administrative staffs, while the mean of job satisfaction for the respondents aged 32 and below ( $M=3.86$ ) and 33 to 48 ( $M=3.87$ ) show no differences in their level of satisfaction with these factors.



**Table 4: Means of Work relationships; relationship with co-workers and relationships with administrative staff**

Factors	32 and below	33 – 48	49 and above	F statistics	Significant level
<b>WORK RELATIONSHIPS:</b>					
Relationships with your co-workers	3.94	4.14	4.39	5.848	.004*
Relationship with administrative staffs	3.86	3.87	4.28	3.110	.049*

## 5. CONCLUSION

The results of this research revealed an unsatisfactory picture. The data analysed indicated that there is no significant differences in job satisfaction between genders. This is consistent with the findings in regards to the differences between generations. The only significant difference in job satisfaction between generation is seen in the extrinsic factor, work relationship ( $p = .012$ ). The finding on the whole is surprising for most researches carried out in the western countries, have clearly suggested that there are significant differences in job satisfaction between genders. One possible explanation for the lack of difference could be related to the cultural backgrounds of Malaysians especially the female gender whose development in the employment field is rather recent. Further, they also tend to be contented with what their counterparts are satisfied with. Thus, it is suggested that future research on job satisfaction takes into consideration the impact of cultural differences on the level of job satisfaction. provide the conclusion to your research paper. While it is important to restate your general thesis in this section, it is also important to include a brief restatement of the other parts of the research paper such as the methodology, data analysis and results.

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