



THE NEAR EAST UNIVERSITY
FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES
DEPARTMENT OF BUSINESS ADMINISTRATION

GENDER DIFFERENCES IN THE JOB SATISFACTION OF
UNIVERSITY LECTURERS AT THE NEAR EAST UNIVERSITY

RESEARCH METHOD IN ADMINISTRATIVE SCIENCES
(MAN 400)
GRADUATION PROJECT

SUBMITTED BY: SEVİL SIRTMAÇ

SUBMITTED TO: DR. TÜLEN SANER

FEBRUARY, 2007
LEFKOŞA



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ABSTRACT

The aim of this study is to understand gender differences in the job satisfaction of University Lecturers at the Near East University. The independent variables were the administrative and managerial duties, present pay , opportunities for promotion , co-workers behaviour , physical conditions / working facilities and the dependent variable job satisfaction and moderate variable perceptions depending gender.

The objectives of this study were to

- 1) to explore theory on job satisfaction with particular references to the effect of gender differences on job satisfaction levels.
- 2) To find out whether there are differences at the job satisfaction levels between female and male lecturers at the Near East University.

Research Questions

In this research, the following question were addressed:

- 1) Is there a significant relationship between gender and job satisfaction?

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SECTION I

INTRODUCTION

Job satisfaction describes has content on individual is with his or her job .The topic of job satisfaction is an important issue because of its relevance to the physical and mental well being of employees. The topic of job satisfaction is also important because of its implications for job related behaviours such as productivity ,absenteeism or turnover. Therefore apart from its humanitarian utility it appears to make economic sense to consider whether and how job satisfaction can be improved. (Titus Oshaghemi 2000).

The happier people are within their job ,the more satisfied they are said to be . Job satisfaction is an emotional response to work valves that one has rewards received and the conditions at the work place. Work valves of an individual lecturer related to his /her emphasis put on research teaching and administrative duties work conditions for a lecturer means the role of the supervisor of the line managers ,co-workers behaviour and the physical conditions and facilities provided by the university. . Same of the other factors that influence job satisfaction are perceived fairness of the promotion system within a company the job itself (the variety of tasks involved ,the interest and challenger the job generates and the variety of the job description requirement). Management style and culture. In recent years there has been an increase in the number of women entering the workforce. One consequence of this trend is that it has generated considerable interest in the relationship between gender and job satisfaction (Titus Oshaghemi 2000).

This study aims to answer whether women academic are ,at least ,as satisfied with their jobs when compared with male counterparts at the NEU is a private international institution of higher education founded in Lefkoşa in 1988 by Dr. Suat Gürsel. The rectorate's name is Ümit Hassan. NEU is keen on attracting high caliber academicians to join its various faculties. There are about 380 academicians at the NEU. This study also aims three aspects of the University Lecturer's job ,namely; satisfaction levels with pay ,promotions and physical conditions /working conditions.

SECTION II

BRIEF LITERATURE REVIEW

2.1 Introduction

This section represents literature review carried out on the gender differences in the job satisfaction of University lecturers.

2.2 Definition of job satisfaction

There are several definitions of job satisfaction some of these definition are:

According to Siegel & Lane (1982); job satisfaction is generally considered to be the overall feeling that a worker has about a job. According to Young (1984), job satisfaction has implications for the individual related to physical and mental health, for the organization related to the acceptance of and good performance on the job, and for society related to quantity and quality of life.

According to Lofquist and Dawis (1969) as “the pleasurable emotional state resulting from the appraisal of the extent to which the work environment fulfils an individual’s requirement”

According to Solly and Hohenshil (1986) an attitude individuals hold about their work consisting of a general or global factor of satisfaction as well as a collection of specific factors related to sources of work reinforcement”.

According to Hoppock (1977) is essentially any combination of psychological, physiological, and environmental circumstances that cause a person to say, “I am satisfied with my job”.

According to Spector stated: “Job satisfaction is simply how people feel about their jobs and different aspects of their jobs”.

2.3 Job satisfaction levels of female academics when compared with male counterparts.

Invoking the Social Sciences Citation Index on "Job Satisfaction" between 1981-1999, the findings revealed that as many as 1,085 publications were recorded in the 19 years for which data were available. When the search focused on studies of job satisfaction where teachers were the subjects, 55 publications were recorded. The review at this stage included all teachers' ± primary and secondary school teachers, as well as teachers in tertiary institutions all over the world. When job satisfaction studies relating to university teachers were specifically sought, the Institute of Scientific Information Social Sciences Database revealed that there was none between 1981 and 1999. In fact, teachers at all levels do not appear to attract much attention from researchers, as the information from data reported by Oshagbemi (1996,) suggests. In the source referred to, less than 5 per cent of the reported studies concern teachers. In the same source, other justifications for studying the job satisfaction of university teachers, in addition to the fact that they are an under researched group, have been adequately discussed (Oshagbemi, 1996).

Several researchers have examined the relationship between job satisfaction and gender (see, for example, Mottaz, 1986; Goh , 1991; Mason, 1995). However, the results of the many studies concerning the relationship between job satisfaction and the sex of the employees have been contradictory. While some studies have found women to be more satisfied than men (Bartol and Wortman, 1975; Murray and Atkinson, 1981; Sloane and Williams, 1996; Clark, 1996, 1997; Ward and Sloane, 1998), other studies have found men to be more satisfied than women (Hulin and Smith, 1964; Weaver, 1974; Shapiro and Stern, 1975; Forgionne and Peeters, 1982). It is important to observe, however, that most of the studies in this area report no significant differences between the sexes in relation to job satisfaction, particularly when

a number of other variables were statistically controlled (Brief , 1977; Golembiewski, 1977; Weaver, 1978; Smith and Plant, 1982; Mottaz, 1986). One common explanation for the different level of work satisfaction sometimes reported for men and women is that women have different expectations with regard to work (Campbell., 1976).

It was revealed that careers were of central importance to men but not as important to women (Kuhlen, 1963). Research has suggested that men and women may use qualitatively different criteria in their assessment of work. From this perspective, job satisfaction is seen to be an emotional response resulting from the interaction of work rewards and work values. The greater the perceived congruence between rewards and values, the greater the job satisfaction; the greater the perceived discrepancy, the less the satisfaction.

Centres and Bugental (1966) have reported other differences. Their research suggested that women placed more value on the social factors of a job than did men, and that men valued the opportunity for self-expression in their work more than did women. Schuler (1975) found that the females in his study valued the opportunities to work with pleasant employees more than males, whereas males regarded the opportunities to influence important decisions and direct the work of others as more important. There is much evidence to support the hypothesis that men and women may differ in terms of work related values (Keith and Glass, 1977; McCarney et al., 1977; Jurgensen, 1978).

The literature supporting job satisfaction and gender is divergent. Mwange and McCaslin (1994), and Varca (1983) found that male faculty member were more satisfied with their jobs than female faulty. Kelly (1989) found that female employees have increased job satisfaction over males.

2.4 Gender differences and the University Lecturers

A study by Murray and Atkinson (1981) investigated this argument. They reasoned that if the expectancy notion was correct then women should be more satisfied than men if job level and work are wards are held constant. Their findings supported this hypothesis. In this vein, in a recent study by the Association of University Teachers (Kinman, 1998), there were significant gender differences recorded in perceived job satisfaction. Male respondents, on average, reported that they gained less satisfaction from their jobs compared with the females.

Result from a study by Weaver (1977) also supports the hypothesis that gender and job satisfaction is unrelated when the effects of other variables are controlled. Findings from a report by Forgionne and Peeters (1982) similarly suggest that other factors may be involved in the relationship between gender and job satisfaction, such as the number of dependants in a family and the level of management position held in the workplace. Witt and Nye (1992) evaluated potential gender differences among 12,979 personnel in 30 different organizational systems in: correlations between fairness and job satisfaction scores, and standardized group differences in the perceived amounts of pay and promotion fairness and expressed levels of facet and global job satisfaction.

The fairness-satisfaction relationship was not higher for men, and there were no practical differences in fairness perceptions and job satisfaction between men and women. However, Mwamwenda (1997) shows that in a stratified random sample in South Africa, while both male and female teachers expressed a considerable degree of job satisfaction, the general trend was that there were more male teachers expressing job satisfaction than was generally the case with female teachers. This finding lends support to studies carried out in Japan and

Germany in which it was shown that more men than women enjoyed teaching as a profession (Lissmann and Gigerich, 1990; Ninomiya and Okato, 1990).

Inconsistencies in findings concerning the relationship between gender and job satisfaction may, therefore, be due to a variety of factors. Not only might males and females in the same organizations differ in job level, promotion prospects, pay and so on, they may differ in the extent to which the same job satisfies their needs. 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 relationships, the differences in satisfaction might be in the opposite direction. Given the overall results from these studies, it is apparent that when other variables are taken into account, there is very little evidence to suggest that gender directly influences job satisfaction. There is no compelling reason to believe that given equal education, employment and advancement opportunities, and an equal chance to apply their skills to appropriate challenges, women should be any less satisfied than men with their jobs.

From the 1950s to date, therefore, the findings regarding gender differences in job satisfaction have been inconsistent (DeSantis and Durst, 1996; Hickson and Oshagbemi, 1999). The current investigation examines the effects of gender on the job satisfaction of university teachers, an occupational group yet to be extensively researched although a substantial proportion, if not the bulk, of research activities is undertaken by them (Oshagbemi, 1995).

2.5 Age

Age is an important variable because employees of any organization usually vary in ages thus age is often studied by researchers looking at job satisfaction. Herzberg (1957) studied age relative to job satisfaction and found that job satisfaction for a younger worker starts high at the beginning of the career, declines, and then starts to rise again with increased age. The Ushaped curve result that shows the relationship between job satisfaction and age starting high, declining, and then starting to improve again were also found in a study by Kacmar and Ferris (1989) In 1985, Penn studied selected black school administrators in Virginia using Herzberg's Motivation Hygiene Theory to identify satisfiers and dissatisfies of their job. Penn also attempted to determine if there was a relationship age and other demographic variables and job satisfaction or dissatisfaction among black administrators. Brush, Moch, and Pooyan (1987) analyzed 19 studies that found a correlation between age and job satisfaction. Their syntheses indicated that age and job satisfaction are related and that job satisfaction increases with age.

The literature supporting job satisfaction and age has indicated that overall job satisfaction increases as faculty member's mature (Gibson & Klien, 1970; Janson & Martin, 1982). The research done on Extension faculty by Bowen et al. (1994) and Bedeian. (1992) has indicated that Extension faculty members' job satisfaction increased as they matured.

2.6 Tenure (Years in current school district)

Tenure and age are often similar from a research perspective. If a principal has a long tenure in a district they tend to be older. Putting age aside it would be interesting to see if job satisfaction increases or decreases with length of service in one district. Very little research

has been developed that explores the relationship of tenure in a school district and job satisfaction. Brady (2001) found in her study of California principals that the length of years in current position relates to principals perceived job performance and overall job satisfaction. Brady theorized that principals who stayed in their current position the longest most likely stayed due to high job satisfaction and perceived job performance. While Brady's study did not prove this theory the study left open the possible discussion of the tenure as it relates to job satisfaction. It would be an interesting component of the proposed research to use tenure in the current position as a criterion variable as a predictor of job satisfaction.

2.7 Education Experience

Education experience is interesting as one looks at the job satisfaction of newer principals versus the job satisfaction of more experienced principals. Sutter (1994) studied secondary assistant principals, in Ohio, to determine the relationship between job satisfaction and administrative experience. He found no significant relationship between job satisfaction and experience. Bridges (1995) conducted a similar study using assistant principals and also found no relationship between experience and job satisfaction. The studies that have shown a significant difference between education level and job satisfaction have not been done in an education setting (Klien & Maher, 1966; Quinn, Graham, & McCullough)

The literature supporting job satisfaction and years of experience has indicated that no relationship was found between job satisfaction and years of experience (Bedeian 1992; O'Rielly & Roberts, 1975). However, research done by Bowen (1994), Mwange and McCaslin (1994), Manthe (1976), Boltes (1995), and Bertz and Judge (1994) found that overall job satisfaction increased as the years of experience increased.

2.8 Salary

A person's salary is often linked to one's level of achievement and success. Hoppock (1977) suggested that a significant difference exists in the average salaries of the most satisfied and the least satisfied teachers. Those teachers who earn higher salaries were more satisfied than those who had low-income earnings. The findings of Hoppock were supported by a study conducted by Porter and Lawler (1968). They concluded that job satisfaction reflects the rewards (salary) the employees get for the type of work they do. Other classic studies suggest a positive correlation between job satisfactions and pay (Blanchflower, Oswald, & Warr, 1993; Schwab & Wallace, 1974). More recently Kim & Loadman (1994) conducted a study of 2054 practicing classroom teachers. They found that job satisfaction and pay satisfaction were significantly related. Tablature (2002) in his dissertation study found that urban, suburban, and rural principals were not satisfied with how well they are compensated, thus salary was determined to be a factor in job satisfaction. Barry (2002) reported that among 173 Michigan high school principals surveyed during the 2000-2001 school year, those principals who were paid more, were more satisfied with their work.

2.9 Factors that contribute to job satisfaction

The literature specific to faculty job satisfaction suggests many factors that contribute to a pleasant work experience. Supporting Herzberg's Two-Factor Theory, many researchers of faculty work life have found that intrinsic factors contribute to faculty satisfaction, while extrinsic factors contribute to faculty dissatisfaction (Hill, 1986-87; Olsen, 1993).

Intrinsic factors: Intrinsic factors are related to the nature of the work itself, and include: class size and courses taught (Nicholson and Miljus, 1972; Sorcinelli, 1988; Tack and Patitu, 1992); quality of students (Busenberg, 1999; Hagedorn, 1996); research (Pearson and Seiler,

1983; Tack and Patitu, 1992; Sorcinelli, 1988); freedom, autonomy, and independence (Blackburn and Lawrence, 1995; The Carnegie Foundation, 1986; Nyquist, Hitchcock, and Teherani, 2000; Olsen, 1993; Tack and Patitu, 1992); and achievement, recognition for achievement, and opportunities for promotion (Amey, 1996; Olsen, 1993; Olsen, Maple, Tack and Patitu, 1992).

Several researchers have found that freedom, autonomy, and independence are great sources of satisfaction for faculty (Blackburn and Lawrence, 1995; Busenberg, 1999; The Carnegie Foundation, 1996; Nyquist 2000; Olsen, 1993). The Carnegie Foundation (1986) discovered that "the most important factor for job satisfaction at research institutions is the faculty's perception of their university's support for academic freedom"

Achievement, recognition for achievement, and opportunities for promotion are proven contributors to faculty job satisfaction (Amey, 1996; Olsen, 1993; Olsen, Maple 1995). For example, professional advancement-including promotion in academic rank, advancement to academic administrative positions, and promotion in private sector organizations-was the third most frequent reason faculty in Amey's (1996) study gave for leaving their university. Olsen's (1993) study of faculty in their first and third years of appointment revealed that: "sense of autonomy...and a sense of accomplishment were consistently among the most satisfying aspects of faculty's professional life" (460). Olsen, Maple found that perceived recognition was a "highly "significant (positive) predictor of job satisfaction"

Extrinsic Factors: Extrinsic factors stem from the context within which the work is performed and encompass aspects of the organizational and social environment. The literature shows that

the following are among the extrinsic causes of faculty satisfaction: financial and attitudinal support, including salary, benefits, and available resources (Amey, 1996; Johnsrud and Rosser, 2002; Nyquist 2000; Ropers-Huilman, 2000; Sorcinelli, 1988; Tack and Patitu, 1992); institutional and departmental policies (Amey, 1996; Busenberg, 1999; Tack and Patitu, 1992); the opportunity to achieve tenure (Busenberg, 1999; Tack and Patitu, 1992; Sorcinelli, 1988); supervision and administration (Busenberg, 1999; Tack and Patitu, 1992; Sorcinelli, 1988); and interpersonal relations (Amey, 1996; Matier, 1990; Ropers-Huilman, 2000).

Amey (1996) summed up the impact of these extrinsic variables, noting that a surprising number of faculty members left an institution for institutional or professional quality of life issues. These included: "the balance between teaching and research, lack of support for programs (attitudinal and financial), disenchantment with institutional or departmental policies, concerns about departmental interpersonal relations, lack of intellectual stimulation, and inability to find research collaboration opportunities" Likewise, Busenberg (1999) found that contextual, or extrinsic, factors "such as job security, benefits, work load, advancement, opportunities, and spouse employment opportunities play the dominant role in determining job satisfaction"

Researchers have also explored the relationship between attitudes like job satisfaction and turnover intentions (Bannister & Griffeth, 1986; Dalessio; Silverman & Shuck, 1986). Herzberg's two factor theory (1996) draws our attention on both the intrinsic job content factors (feelings of accomplishment, recognition and autonomy) and on the extrinsic factors (Pay, security, and physical working conditions).

Volkwein (2000) found empirical support for several important dimension of administrative satisfaction : intrinsic satisfaction (reflecting feelings of accomplishment , autonomy, creativity, initiative and challenge in job) ; extrinsic satisfaction (reflecting one's attitude toward salary and benefit , opportunities for advancement , and future income potential) ; satisfaction with work condition (Showing one's reaction to work hours, work pressure, job security, and organizational politics) ; and interpersonal satisfaction (reflecting one's relationship with colleagues , faculty and students).

Following the work of Locke (1969), Hamermesh (1977), Freeman (1978) and Borjas (1979), Economists became increasingly interested in issues related to subjective evaluations of the utility derived from work since job satisfaction is related to gains in efficiency at an organisational and an individual level. Thus, Burchell (1999) and Brockner , (1988) found that job insecurity may lead to a worsening of the employer - employee relationship.

The literature provides evidence for a strong relationship between job satisfaction and specific individual socio-economic characteristics, namely, gender (Clark, 1997; Kaiser, 2002; Moguerou, 2002), age (Clark and Oswald, 1996; Groot and Van de Brink, 1999), education (Ward and Sloane, 1999), wages (Lydon and Chevalier, 2002), working hours (Clark and Oswald, 1996; Drakopoulos and Theodossiou, 1997), trade union status (Borjas, 1979; Freeman and Medoff, 1984; Lillydahl and Singell, 1993) and establishment size (Lang and Johnson, 1994; Sloane and Williams 2000).

One of the most consistent findings in the job satisfaction literature is that the effect of job security on job satisfaction is large and significant. Job satisfaction arising from job security is a major factor affecting the quality of the employer-employee relationship. Indeed,

Blanchflower and Oswald, (1999) indicate that US workers in secure jobs record higher levels of job satisfaction and European data support the strong connection between the feeling of having a secure job and the reporting of higher job satisfaction. The International Social Survey Programme (ISSP (1989)) survey reveals that in eight out of the nine OECD countries surveyed, job security was ranked as the most important characteristic of a job among the respondents. Only in the Netherlands the respondents ranked job security below having an interesting job. Finally, Moguerou (2002) using data from the Survey of Doctorate Recipients found that job security is a major determinant of job satisfaction in all sectors of employment for both males and females.

Blanchflower and Oswald (1999) investigated the relationship between job satisfactions, job security and mental well-being using cross-section information from three sources 'the International Social Survey Programme' (1989) 'the Euro barometer Surveys' (1995-1996) and 'the Us General Social Survey ' (GSS) data. They found that expectations of possible job loss have the largest negative effect on job satisfaction.

Kaiser (2002) investigated cross-national differences in the determination of job satisfaction by different type of contract, namely full-time permanent, full time fixed-term, part time permanent, part-time fixed-term, and self-employment. Workers in permanent full and part-time jobs with the highest level of job security appear to also enjoy high job satisfaction. In contrast, those in fixed-term jobs and self-employment were found to have low job security and low job satisfaction.

Souza-Poza and Souza-Poza (2000) used the ISSP to study the determinants of job satisfaction and showed that job security significantly increases the individual's job

satisfaction and it is ranked 7th in importance among all the determinants of job satisfaction. Furthermore, the authors found that some determinants of job satisfaction such as job security are country specific. Thus, for instance, self-perceived job security is highest among Danish workers and lowest among French workers. Heaney , (1994) surveying US car manufacturing workers found that chronic job insecurity had an independent effect on job satisfaction and thus, they concluded that high likelihood of losing the job may be a cumulative stressor for the worker with increasing effects over time .The literature reviewed above shows that effects of job security on job satisfaction are significant and important.

2.9 Conclusion

This section has provided gist of the literature review on the job satisfaction, Job satisfaction levels of female academics when compared with male counterparts, Gender differences and the University Lecturers, Age, Tenure (Years in current school district), Education Experience, Salary , Factors that contribute to job satisfaction. The next section builds a theoretical model on which the project is based.

SECTION III

THEORETICAL FRAMEWORK

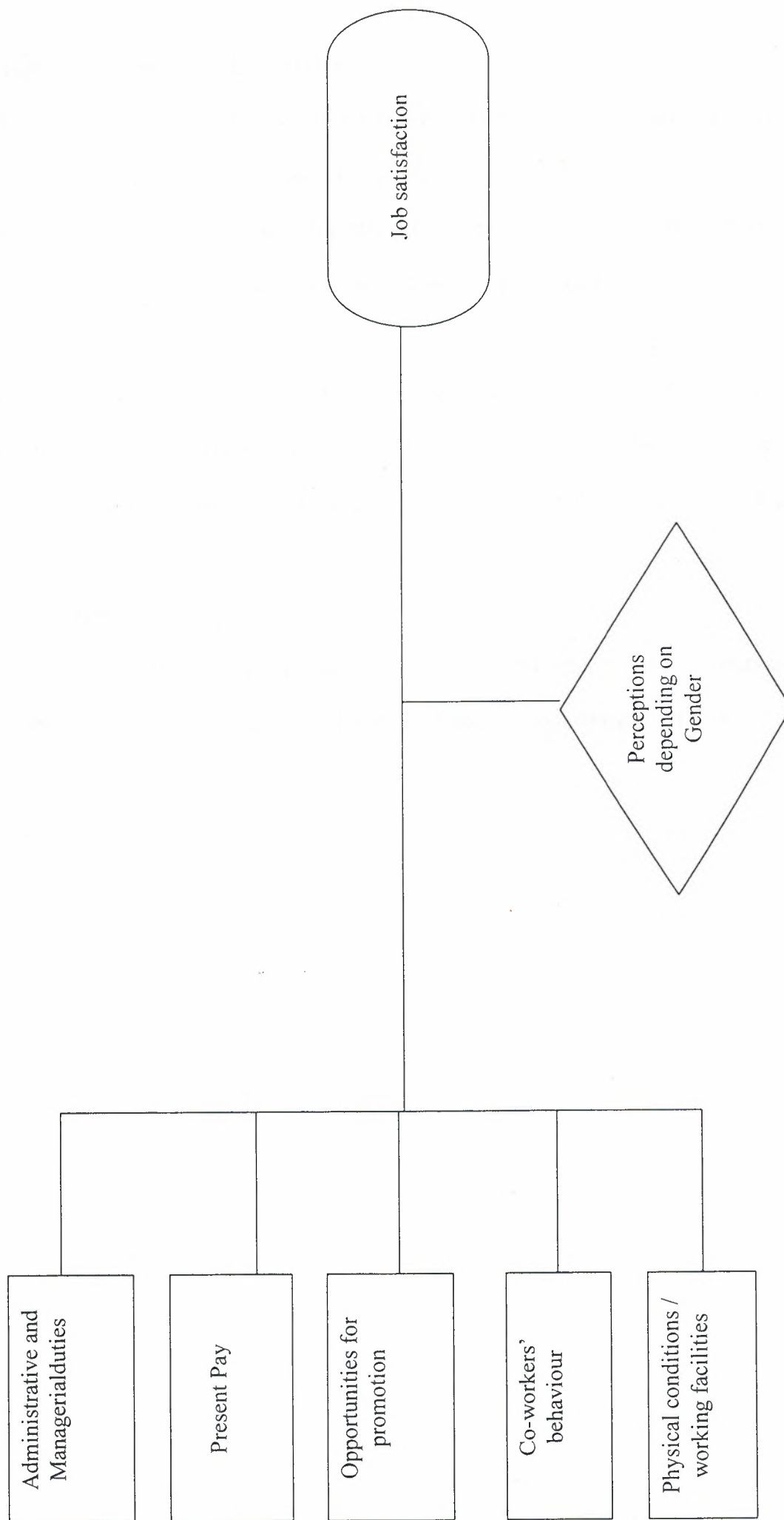
3.1 Introduction

This section introduces the theoretical framework describes the dependent variables and independent variable of the study.

3.2 Gender and Job Satisfaction-Theoretical Framework

Relationship with gender and job satisfaction may be due to a variety of factors. The figure 3.1 below represents the theoretical framework that has been derived from the literature review carried out in section II

Figure 3.1



3.3 Relationship between the variables

It appears that job satisfaction is an emotional response to administrative and managerial duties, present pay, opportunities for promotion, co-workers behaviour and physical conditions and working facilities. Present pay is the amount financial remuneration that is received. Co-workers are technically proficient and socially supportive.

Physical conditions and working facilities are the aids, circumstances that make working or doing things easier or simpler. However the final emotional to these conditions and the resulting job satisfaction may well be affected by the gender (male/female) of the lecturer.

3.4 Conclusion

This section has set the theoretical framework that being the base of the investigations during the project. The next section will describe the methodology and design of the study.

SECTION IV

METHODOLOGY

4.1 Introduction:

This section described of the methodology and the design to be adopted for the study.

4.2 Sources Information:

4.2.1 Theoretical Sources

Theoretical data was collected from scientific articles and the study only considers previous research carried out within the past years except the previous findings that are regarded as classics in topic area.

4.2.2 Empirical Sources

Empirical data was collected from University Lecturers (Turkish Lecturers, Turkish Lecturers of North Cyprus and other Lecturers) at the Near East University.

4.3 Methodology

The following highlights the methodology and its step that were adopted by the study.

4.3.1 Technical Purpose

The purpose of the study was descriptive because descriptive studies are undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation.

4.3.2 The Type of Investigation

The purpose of this research Project was to establish relationships between the independent variables (Present Pay, Administrative and Managerial duties, Opportunities for Promotion, Co-workers' behaviour, Physical / working facilities) and dependent variable (Job satisfaction), thus, this Project was a correlation study. Sekeran (2003) suggests that when the researcher is interested in delineating the important variables associated with the problem, the study is called, a correlation study.

4.3.3 The Extend of Researcher Interference

The types of investigation were correlation. Sekeran (2003) says that a correlation study is conducted in the natural environment with minimum interference by the researcher with the normal flow work.

4.3.4 The Study Setting

This was a field study because it examined the correlations between the variables in the natural environment was the Near East University.

4.3.5 The Time Horizon for the Study

This study was a cross- sectional study, because the data for the research was collected in a period at only one point in time. Sekaran (2003) suggest that a study can be done it which data are gathered just once, perhaps over a period of days or weeks or months, in order to answer a research question. Such studies are called one-shot or cross-sectional studies.

4.3.6 The Unit Analysis

This research looked at the data gathered from each individual as the lecturers of NEU. The unit of analysis is each individual.

4.3.7 Population and Sample

Population refers to the entire group of people, events or, things of interest that the researcher wishes to investigate (Sekaran, 2003).

A sample is a subset of the population. It comprises some members selected from it. A sample probability sample of stratified type will be taken of lecturers from different faculties/departments of the Near East University. While sampling helps to estimate population parameters, there may be identifiable subgroups of elements within the population that may be expected to have different parameters on a variable of interest to the research. The data was structured questionnaires.

4.4 Conclusion

This section depicted the sources of information, methodology and time table of the study. The next section discusses the result obtained from the questionnaire carried out on the subject of the sample population as described in section IV

SECTION V

FINDINGS

5.1 Introduction

This section depicts the result obtained from the questionnaire carried out on the subject of the sample population as described in section IV

5.1.1 Description of the questionnaire carried out

The questionnaire was carried out on the 60 University Lecturers in the Near East University. The questionnaire was divided into II sections. The first section consisted of general demographic questions. There were 7 questions on the demographic characteristics of the lecturers.

Second section of the questionnaire consisted a set of statements concerning the job satisfaction of the University Lecturers. These statements were measured on a 5 –point likert scale. There were 20 statements concerning the job satisfaction. This questionnaire was reproduced by permission from Copyright 1977, Vocational Physiology Research University of Minnesota.

5.2 Results

The results obtained from the questionnaires are reported below.

5.3 Demographic Findings

TABLE 1: Demographic profile of the respondents

	N=60	%
Gender		
Male	41	68.3
Female	19	31.7
Age		
21-30	10	16.7
31-40	25	41.7
41-50	16	26.7
51-60	6	10.0
61-+	3	5.0
Married Status		
Married	49	81.7
Single	11	18.3
Academic Degree		
Lecturer	38	63.3
Dr.	4	6.7
Ass. Professor	7	11.7
Assoc. Professors	6	10.0
Professor	5	8.3
Tenure		
Less than 1 years	7	11.7
1-2 years	5	8.3
2-5 years	14	23.3
5-10 years	21	35.0
More than 10 years	13	21.7
Department		
Faculty of Law	6	10.0
Faculty of Architect	10	16.7
Atatürk Faculty of Education		
School of Physical and Sport	11	18.3
Other	6	10.0
	26	45.0
Total Tenure		
1-10	26	43.3
11-20	20	33.3
21-30	10	16.7
31-40	4	6.7

It could be seen from the table that a 68.3 % (41 lecturers) of the respondents were male and a 31.7 % (19 lecturers) of the respondents were female.

On this table when the age distribution was concerned, it showed that the majority was in the age range of 31-50. This was 68.4 % (41 lecturers) of the respondents. The respondents with the age range 21-30 was 16.7 % (10 lecturers) and the age range 51-60 was 10 % (6 lecturers), the age range of 61 more was 5 % (3 lecturers).

When the marital status of the respondents was concerned it was found that 81.7 % (49 lecturers) were married and 8.3 % (11 lecturers) were single.

From the questionnaire samples it was found that academic degree distribution of the lecturers were as follows 63.3 % (38 lecturers) of the university lecturers were Lecturers which was the majority, 11.7 % (7 lecturers) were Assistant Professors, 10.0 % (6 lecturers) were Associate Professors, 8.3 % (5 lecturers) were Professors. The minority of the lecturers were doctors 6.7 % (4 lecturers).

When the distribution of the tenure of the respondents was considered it was found that the majority was in between 2-10 years which was 58.3 % (35 lecturers), 21.7 % (13 lecturers) of the respondents were 10-+ more years and 20 % (13 lecturers) of them were less than 2 years.

The results of the departments showed that 18.3 % (11 lecturers) of the respondents were from Atatürk Faculty of Education, 16.7 % (10 lecturers) were from Faculty of Architecture, 10.0 % (6 lecturers) were from School of Physical Education and Sports 10.0 % (6 lecturers) were from Faculty of Law. The rest of the respondents which were 45.0 % (26 lecturers) were

from other departments. (Scholl of Tourism and Hotel Management, Faculty of Maritime Studies, English Preparatory Scholl, Faculty of Engineering, Faculty of Psychology and Faculty of Communication).

It could be found from the table that respondents total tenure were as fallows 43.3 % (26 lecturers) were 1-10 years 33.3 % (20 lecturers) were 11-20 years, 16.7 % (10 lecturers) were 21-30 years, 6.7 % (4 lecturers) were 31- 40 years.

5.4 Job satisfaction for findings

Table 2: Mean values of the measuring job satisfaction

Statement	Mean	Standard Deviation
I am busy all time	4.22	0.865
The opportunity to work autonomously	3.97	1.025
Being able to do things in a service to others	3.90	0.933
Having respect for the community	4.27	0.841
The relationship between supervisors and Employees	4.15	1.039
The technical quality of supervision	4.12	1.027
The way a job provides for steady employment	4.43	0.647
Being able to do things in a service to others	4.25	0.728
The chance to tell other people what to do	4.03	0.882
The chance to do something that makes use of abilities	4.12	0.993
The way university policies are implemented	3.40	1.123
Feelings about pay in contrast to the amount of work completed	3.58	1.169
The chances for advancement on this job	3.95	0.999
The freedom to implement one's judgment	4.08	0.907
The opportunity to try one's own methods	4.20	0.953
Physical aspects of one's place of employment	3.83	0.994
How one gets along with co-workers	4.38	0.691
Being recognized for a job well done	3.85	1.010
The feeling of accomplishment one gets from the job	4.32	0.892

T-test was carried out for gender and marital status, ANOVA was used for the other demographic characteristics.

Analysis of the questionnaires with t-test on gender and marital status showed that the job satisfaction was not affected by gender or marital status.

Table 3: ANOVA for Tenure

Statement	P
The way a job provides for steady employment	0.009**
The chances for advancement on this job	0.007**
How one gets along with co-workers	0.014*
The feeling of accomplishment one gets from the job	0.035*

* $P \leq 0.05$

** $P \leq 0.01$

*** $P \leq 0.0001$

The tenure shows differences only for these items.

5.5 Conclusion

This section has revealed the findings from the empirical investigations of this report.

The next section will be the concluding part that will include conclusion, and limitations and recommendations.

SECTION VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This section depicts the main conclusions, and the limitations and recommendations for the further research.

6.2 Main conclusion

The purpose of this project was to present the findings of the analyses of data which were collected in the study of job satisfaction of the Near East University lecturers.

The purpose of this project was to determine the relationship between job satisfaction and 1) Administrative and Managerial duties , 2) Present Pay , 3) Opportunities for Promotion , 4) Co-workers' behaviour, 5) Physical conditions / working facilities. Job satisfaction may have relationship with the gender.

This project consisted of 6 sections. Section I Introduction , Section II Literature Review , Section III Theoretical Framework , Section IV Methodology , Section V findings and Section VI conclusion.

We discovered as a result of our investigation with the help of questionnaires that job satisfaction was not affected by gender or marital status. Literature supports findings in this study that most of the studies in this area report no significant differences between the sexes

in relation to job satisfaction (Golembiewski, 1977; Weaver, 1978; Smith and Plant, 1982; Mottaz, 1986).

Study also indicates that there is a significant relationship between security and general satisfaction in the Near East University. Lecturer feels secure about steady employment. Study of Souza-Poza and Souza-Poza (2000) also supports the findings in this study, in which that the determinants of job satisfaction showed that job security significantly increases the individual's job satisfaction.

Study also indicates that there is significant relationship between advancement and general job satisfaction. Lectures have the chance to advance in their careers in the Near East University.

Another result this study indicates is that there is a significant relationship between co-workers and general job satisfaction. In an other words lecturers has good relationship between their colleagues.

Lastly result indicates significant relationship between achievement and general job satisfaction. Lecturers gain satisfaction from achievement in the Near East University. Also literature indicates that achievement is a proven contributor to faculty job satisfaction (Amey, 1996; Olsen, 1993; Olsen, Maple1995).

The questionnaire was carried out on 60 University Lecturers in the Near East University. T-test result showed that neither gender nor marital status affected job satisfaction.

The reliability of the questionnaire was measured and it was found to be 88.2 %. It showed that the questionnaire was reliable.

6.3 Limitations and Recommendations

The main limitation was time and knowledge. And also the University Lecturers were not very helpful with the questionnaires because of their job securities.

Stratified sample method was used to lecturers from different faculties / departments of the Near East University. The sampling method selected for their project cannot generalize the findings to be reached. However larger probability sampling was recommended for future studies for more generalization in results.

I recommend that these type of questionnaires should not be done face to face .The questionnaires must be given to lecturers via their mail box and collected from a separate mail box which was put in the secretary's office. This might provide more respondents and more honest answers.

6.4 Conclusion

This final has depicted the main conclusions, and the limitations recommendations for further research.

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APPENDIX A

FIGURE 11



FIGURE 11



FIGURE 12

Year	Population
1980	100
1985	110
1990	120
1995	130
2000	140
2005	150
2010	160
2015	170
2020	180

Frequencies

Statistics

		gender	age	marit.st	acad.degree	time	depart	tot.job.time
N	Valid	60	60	60	60	60	60	60
	Missing	0	0	0	0	0	0	0

Frequency Table

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	19	31.7	31.7	31.7
	2	41	68.3	68.3	100.0
	Total	60	100.0	100.0	

age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	16.7	16.7	16.7
	2	25	41.7	41.7	58.3
	3	16	26.7	26.7	85.0
	4	6	10.0	10.0	95.0
	5	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

marit.st

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	49	81.7	81.7	81.7
	2	11	18.3	18.3	100.0
	Total	60	100.0	100.0	

acad.degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	38	63.3	63.3	63.3
	2	4	6.7	6.7	70.0
	3	7	11.7	11.7	81.7
	4	6	10.0	10.0	91.7
	5	5	8.3	8.3	100.0
	Total	60	100.0	100.0	

time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	11.7	11.7	11.7
2	5	8.3	8.3	20.0
3	14	23.3	23.3	43.3
4	21	35.0	35.0	78.3
5	13	21.7	21.7	100.0
Total	60	100.0	100.0	

depart

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	10.0	10.0	10.0
2	2	3.3	3.3	13.3
3	5	8.3	8.3	21.7
4	5	8.3	8.3	30.0
5	2	3.3	3.3	33.3
6	3	5.0	5.0	38.3
7	1	1.7	1.7	40.0
8	10	16.7	16.7	56.7
9	3	5.0	5.0	61.7
10	6	10.0	10.0	71.7
11	11	18.3	18.3	90.0
12	4	6.7	6.7	96.7
13	1	1.7	1.7	98.3
14	1	1.7	1.7	100.0
Total	60	100.0	100.0	

tot.job.time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	26	43.3	43.3	43.3
2	20	33.3	33.3	76.7
3	10	16.7	16.7	93.3
4	4	6.7	6.7	100.0
Total	60	100.0	100.0	

Reliability

Warnings

The space saver method is used. That is, the covariance matrix is not calculated or used in the analysis.

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded(0	.0
	a) Total	60	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.882	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
quest1	76.42	109.264	.408	.879
quest2	76.67	107.311	.425	.879
quest3	76.73	109.148	.378	.880
quest4	76.37	106.202	.605	.873
quest5	76.48	101.915	.686	.869
quest6	76.52	101.034	.741	.868
quest7	77.08	114.823	.012	.901
quest8	76.20	110.332	.488	.877
quest9	76.38	109.901	.456	.878
quest10	76.60	108.651	.433	.878
quest11	76.52	101.373	.752	.868
quest12	77.23	102.318	.608	.872
quest13	77.05	106.353	.401	.880
quest14	76.68	103.915	.613	.872
quest15	76.55	102.625	.758	.868
quest16	76.43	101.843	.761	.868
quest17	76.80	109.620	.326	.882
quest18	76.25	109.987	.478	.877
quest19	76.75	109.343	.333	.882
quest20	76.32	106.084	.572	.874

T-Test

Group Statistics

gender		N	mean	Std. Deviation	Std. Error Mean
quest1	1	19	4.26	.806	.185
	2	41	4.20	.901	.141
quest2	1	19	3.84	.898	.206
	2	41	4.02	1.084	.169
quest3	1	19	3.95	.848	.195
	2	41	3.88	.980	.153
quest4	1	19	4.05	.970	.223
	2	41	4.37	.767	.120
quest5	1	19	4.16	1.167	.268
	2	41	4.15	.989	.154
quest6	1	19	4.11	.937	.215
	2	41	4.12	1.077	.168
quest7	1	19	3.58	1.575	.361
	2	41	3.54	1.451	.227
quest8	1	19	4.42	.692	.159
	2	41	4.44	.634	.099
quest9	1	19	4.05	.848	.195
	2	41	4.34	.656	.102
quest10	1	19	3.89	.737	.169
	2	41	4.10	.944	.147
quest11	1	19	4.11	.937	.215
	2	41	4.12	1.029	.161
quest12	1	19	3.53	1.124	.258
	2	41	3.34	1.132	.177
quest13	1	19	3.63	1.257	.288
	2	41	3.56	1.141	.178
quest14	1	19	4.05	1.079	.247
	2	41	3.90	.970	.151
quest15	1	19	3.95	.911	.209
	2	41	4.15	.910	.142
quest16	1	19	4.00	1.000	.229
	2	41	4.29	.929	.145
quest17	1	19	3.68	.946	.217
	2	41	3.90	1.020	.159
quest18	1	19	4.47	.697	.160
	2	41	4.34	.693	.108
quest19	1	19	3.68	1.057	.242
	2	41	3.98	.987	.154
quest20	1	19	4.05	1.129	.259
	2	41	4.44	.743	.116

Group Statistics

Marit. status		N	Mean	Std. Deviation	Std. Error Mean
quest1	1	49	4.33	.801	.114
	2	11	3.73	1.009	.304
quest2	1	49	4.10	.872	.125
	2	11	3.36	1.433	.432
quest3	1	49	3.86	.935	.134
	2	11	4.09	.944	.285
quest4	1	49	4.35	.694	.099
	2	11	3.91	1.300	.392
quest5	1	49	4.12	1.013	.145
	2	11	4.27	1.191	.359
quest6	1	49	4.16	1.048	.150
	2	11	3.91	.944	.285
quest7	1	49	3.47	1.529	.218
	2	11	3.91	1.221	.368
quest8	1	49	4.45	.614	.088
	2	11	4.36	.809	.244
quest9	1	49	4.29	.645	.092
	2	11	4.09	1.044	.315
quest10	1	49	4.02	.878	.125
	2	11	4.09	.944	.285
quest11	1	49	4.14	.957	.137
	2	11	4.00	1.183	.357
quest12	1	49	3.43	1.099	.157
	2	11	3.27	1.272	.384
quest13	1	49	3.65	1.110	.159
	2	11	3.27	1.421	.428
quest14	1	49	3.96	1.020	.146
	2	11	3.91	.944	.285
quest15	1	49	4.10	.918	.131
	2	11	4.00	.894	.270
quest16	1	49	4.16	.965	.138
	2	11	4.36	.924	.279
quest17	1	49	3.82	.972	.139
	2	11	3.91	1.136	.343
quest18	1	49	4.35	.694	.099
	2	11	4.55	.688	.207
quest19	1	49	3.90	1.046	.149
	2	11	3.82	.874	.263
quest20	1	49	4.35	.879	.126
	2	11	4.18	.982	.296

Oneway

		Sum of Squares	df	Mean Square	F	Sig.
quest1	Between Groups	3.475	4	.869	1.174	.333
	Within Groups	40.709	55	.740		
	Total	44.183	59			
quest2	Between Groups	2.140	4	.535	.492	.741
	Within Groups	59.793	55	1.087		
	Total	61.933	59			
quest3	Between Groups	2.325	4	.581	.651	.628
	Within Groups	49.075	55	.892		
	Total	51.400	59			
quest4	Between Groups	1.717	4	.429	.590	.671
	Within Groups	40.016	55	.728		
	Total	41.733	59			
quest5	Between Groups	7.778	4	1.944	1.914	.121
	Within Groups	55.872	55	1.016		
	Total	63.650	59			
quest6	Between Groups	6.214	4	1.554	1.527	.207
	Within Groups	55.969	55	1.018		
	Total	62.183	59			
quest7	Between Groups	14.214	4	3.554	1.705	.162
	Within Groups	114.636	55	2.084		
	Total	128.850	59			
quest8	Between Groups	5.297	4	1.324	3.748	.009
	Within Groups	19.436	55	.353		
	Total	24.733	59			
quest9	Between Groups	.477	4	.119	.213	.930
	Within Groups	30.773	55	.560		
	Total	31.250	59			
quest10	Between Groups	2.660	4	.665	.845	.503
	Within Groups	43.273	55	.787		
	Total	45.933	59			
quest11	Between Groups	5.552	4	1.388	1.450	.230
	Within Groups	52.632	55	.957		
	Total	58.183	59			
quest12	Between Groups	4.497	4	1.124	.885	.479
	Within Groups	69.903	55	1.271		
	Total	74.400	59			
quest13	Between Groups	4.948	4	1.237	.900	.471
	Within Groups	75.635	55	1.375		
	Total	80.583	59			
quest14	Between Groups	13.092	4	3.273	3.934	.007
	Within Groups	45.758	55	.832		