**Near East University**

**Graduate School of Educational Sciences**

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# AN ASSESSMENT OF JOB SATISFACTION AMONG FACULTY OF THE UNIVERSITY OF LIBERIA

## MA THESIS

**By: Wisdom Ambulai Karnley**
**Student Number: 20206553**

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**SUPERVISOR/ADVISOR:**

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Thesis defence was held online. The Jury members declared their acceptance verbally which is recorded.

## Approval

We certify that we have read the thesis submitted by **WISDOM AMBULAI KARNLEY** titled **"AN ASSESSMENT OF JOB SATISFACTION AMONG FACULTY OF THE UNIVERSITY OF LIBERIA (in bold)"** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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# Declaration

I hereby declare that all information, documents, analysis, and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

WISDOM

AMBULAI KARNLEY

06/20/2022

# Acknowledgments

# Dedication

This thesis is dedicated to God Almighty my creator, my strong pillar, and my source of inspiration, wisdom, knowledge, and understanding. He has been the source of my strength throughout this program and on His wings only have I soared. I am dedicating this thesis also to my mother Nelly Kemah Sirleaf, my father Jesse B. Karnley, Sr., and my spiritual guardian Prophet Jonathan B. Garvias who have meant and continue to mean so much to me. Although they are no longer of this world, their memories continue to regulate my life. And to my supervisor Associate Professor Dr. Esen Sucuoglu and the entire faculty members of the Department of Educational Administration & Supervision, Near East University.

This thesis is dedicated also to my two beautiful daughters Angel and Ella who have been affected in every way by this quest and to my beloved sisters and brothers. And to my dear and loving mother/Mrs. Rosina Boye Karnley whose footsteps I am following in the field of education. Thank you. My love for you all can never be quantified. God bless you.

# Abstract

The research focused on job satisfaction and dissatisfaction among faculty members at the University of Liberia, Monrovia, Liberia. The objectives of the study included assessing the level of job satisfaction and dissatisfaction at the University of Liberia and identifying the factors of job dissatisfaction of the lecturers.

The investigation was carried out using the quantitative approach. The respondents were given questionnaires as part of this. A wide range of diverse factors, such as impacts, attitudes, views, preferences, and behaviors, may be learned about using surveys. Surveys often offer a quite simple and effective way to acquire a lot of data (Graveter & Forzano, 2006).

The major indicators used to do the assessment were based on the framework of the literature which will include: (a) the level of job satisfaction and dissatisfaction among the faculty members; (b) the factors responsible for the satisfaction and dissatisfaction. The study was based on two theories of job satisfaction – namely: (a) Herzberg's Two Factor Theory and Maslow's Hierarchy of Needs. The Sample Size for this study is ten percent (10%) of the target population. Polit and Hungler (1997) stated that the sample size should be based on the population frame in terms of percentages. Since indeed the population is 120 individuals therefore the sample size used in this study was 12.

The researcher adopted a simple random sampling technique in selecting the required respondents for this research. It was found that job satisfaction is very poor among the members of the faculty of the University of Liberia and that the factors responsible for job dissatisfaction at the University of Liberia include low remuneration and poor general conditions as compared to those in administration and others in other sectors.

It was recommended that the administration of the University of Liberia should increase the salaries of the faculty members in direct proportion to their qualifications and that the administration should improve the general working conditions of the faculty.

Key Words:  Administration, Dissatisfaction, Faculty, Remuneration, Theory, etc.

# Özet

Araştırma Liberya, Monrovia, Liberya Üniversitesi'ndeki öğretim üyeleri arasındaki iş tatmini ve memnuniyetsizliğine odaklandı. Çalışmanın amaçları, Liberya Üniversitesi'ndeki iş tatmini ve memnuniyetsizliğinin seviyesini değerlendirmek ve öğretim görevlilerinin iş tatminsizliği faktörlerini belirlemektir. Araştırmanın yürütülmesinde nicel yöntem kullanılmıştır. Bu, anketlerin katılımcılara uygulanmasını içeriyordu. Anketler, etkiler, tutumlar, görüşler, tercihler ve davranışlar dahil olmak üzere çok çeşitli değişkenler hakkında bilgi edinek için kullanılabilir. Anketler genellikle büyük miktarda bilgi toplamak için nispeten kolay ve verimli bir yol sağlar (Graveter & Forzano, 2006). Değerlendirmeyi yapmak için kullanılan başlıca göstergeler, aşağıdakileri içerecek olan literatür çerçevesine dayanıyordu: (a) öğretim üyeleri arasındaki iş tatmini ve memnuniyetsizliği; (b) memnuniyet ve memnuniyetsizlikten sorumlu faktörler. Çalışma iki iş tatmini teorisine dayanıyordu: (a) Herzberg'in İki Faktör Teorisi ve Maslow'un İhtiyaçlar Hiyerarşisi. Bu çalışma için Örneklem Büyüklüğü, hedef popülasyonun yüzde onu (%10)'dur. Polit ve Hungler (1997), örneklem büyüklüğünün yüzde olarak ana kütle çerçevesine dayanması gerektiğini belirtmişlerdir. Gerçekten de popülasyon 120 birey olduğundan, bu çalışmada kullanılan örneklem büyüklüğü 12'dir. Araştırmacı, bu araştırma için gerekli katılımcıları seçerken basit bir rastgele örnekleme tekniğini benimsemiştir. Liberya Üniversitesi öğretim üyeleri arasında iş memnuniyetinin çok düşük olduğu ve Liberya Üniversitesi'ndeki iş memnuniyetsizliğinden sorumlu faktörlerin, yönetim ve diğerlerine kıyasla düşük ücret ve kötü genel koşulları içerdiği bulundu. sektörler. Liberya Üniversitesi yönetiminin öğretim üyelerinin maaşlarını nitelikleriyle doğru orantılı olarak artırması ve yönetimin fakültenin genel çalışma koşullarını iyileştirmesi önerildi.

Anahtar Kelimeler: Yönetim, Memnuniyetsizlik, Fakülte, Ücret, Teori vb.

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# CHAPTER ONE
# INTRODUCTION

Chapter one will comprise the Statement of the Problem, the Purpose of the study, the Research questions, the Significance of the study, the Limitation of the study, and the definitions of some terms.

## 1.1 STATEMENT OF THE PROBLEM

Significantly, tracking job satisfaction is crucial to the global educational systems' continued expansion. An school's success or failure can be determined by the level of job satisfaction amongst its employees due to the significant impact that this satisfaction has on employees' productivity, which will have a good or negative impact on the caliber of institution services.s (Al-Sheikh 1997).

Lecturers are not paid to commensurate their qualifications and years of experiences. The majority of them are hired on a contract basis and therefore, have no welfare package upon reaching the age of retirement. In most of the Universities in Liberia, it is not common to have a Ph.D. holder among faculty members in Liberia. Yet there is a high correlation between innovation, scientific production, and Ph.D. qualification (Habbib, 2011).

Faculty members are not supported with the basic facilities that will enhance their work. As a result, lecturers struggle a lot to get materials to teach their courses, are not punctual in their classes, and not involved in research, and are not satisfied with their working conditions. This in no doubt affects the quality of tertiary education in Liberia (CHEA, 2009). This research, therefore, targets to assess the level of job satisfaction among the faculty at the University of Liberia in the midst of the prevailing conditions of service. And the major indicators used to do the assessment were based on the framework of the literature which will include: (a) the level of job satisfaction and dissatisfaction among the faculty members; (b) the factors responsible for the satisfaction and dissatisfaction.

## 1.2 PURPOSE OF THE STUDY

The major objectives of the study included the following:
- To assess the general working conditions among the faculty at the University of Liberia
- To investigate how academic members' job happiness and dissatisfaction affect their performance at the University of Liberia.

- To determine the degree of job satisfaction among the University of Libe facultyria;

## 1.3 HYPOTHESIS

Faculty members' job satisfaction is positively related to their commitment to the university.

## 1.4 RESEARCH QUESTIONS

To conduct this research, the following research questions shall serve as a guide:

- What are the general working conditions among the faculty members at the University of Liberia?
- How do job satisfaction and dissatisfaction impart on the performance of the faculty members at the University of Liberia?
- How satisfied are employees with their jobs at the University of Liberiia?

## 1.5 SIGNIFICANCE OF THE STUDY

This research is important in that it highlights the need to give maximum support to the faculty in order to have maximum output. If the recommendations that will be made in this research are taken seriously, then, it will lead to an improved working conditions for University lecturers in Liberia and in turn lead to better performance by them. This research can also serve as resource material for future researchers.

## 1.6 LIMITATIONS OF THE STUDY

The research was conducted at the University of Liberia. The University has two campuses at Capitol Bye Pass, Monrovia and Fendel, Margibi County. It runs both regular and continuing education programs. The University is the number one State-owned Institution in Liberia.

The researcher was challenged with .shortage of time, the constraints of meager resources, and the unwillingness of the respondents to participate in the research during the data collection.

## 1.7 DEFINITION OF TERMS

For a clearer understanding of this study, the following terms have been defined:

1.6.1 *Contentment*: a state of happiness and satisfaction.

1.6.*2 Context*: the context in which an action, remark, or idea occurs and within which it is completely understandable.

1.6.3 *Susceptible*: able or likely to be affected negatively by something.

1.6.4 *Satisfaction*: satisfaction of one's needs, wants, or aspirations, or the joy obtained from this.

1.6.5 *Gender*: one of the two (masculine or female), especially when taking into account cultural and social distinctions as opposed to biological ones. Additionally, this phrase is used more broadly to refer to a variety of genders that do not fit the preconceived notions of female and male.

1.6.6 *Motivator:* something that provides a reason or stimulus to do something.

1.6.7 *Invigilation:* to keep watch especially, British: to supervise students at an examination.

1.6.8 *Viva Voce*: is a Latin expression that, although it technically translates as "With Living Voice," is more commonly translated as "By Word of Mouth." It can apply to any of the following: Word of mouth, a voice vote in a plenary session, an oral test; Thesis defense, in academia; spoken evidence in law.

1.6.9 *Monotony*: lack of variety and interest, tedious repetition and routine. A situation in which something stays the same and is therefore boring.

1.6.10 *Discontent*: dissatisfaction or a set of theories designed to explain anything, especially one built on fundamental notions unrelated to the subject under discussiond.

1.6.11 *Organization*: an union of employees, an unit of government or business, or another organized force of individuals with specific goal.

1.6.12 *Theor*y: a theory or set of concepts designed to explain phenomena, especially one founded on abstract principles unrelated to the subject under discussiond.

1.6.13 *S.P.S.S:* an initial for "Statistical Package for the Social Sciences" and its used by various kinds of researchers for complex statistical data analysis. The SPSS software package was created for the management and statistical analysis of social sciences data.

# CHAPTER TWO

# LITERATURE REVIEW

## 2. 1 INTRODUCTION

Two sections make up the literature review. The theoretical framework, which includes theories regarding job satisfaction,the Herzberg Two Factor Theory, and the Maslow Hierarchy of Needs,, is covered in the first section. The conceptual framework is discussed in the second section, which also contains studies on faculty member satisfaction and the type of employer, faculty contentment and sex, and more. analysis of faculty members' contentment and unhappiness; study on faculty contentment, its relationship to age, its relationship to ethnicity, and its link to gender; Study of variables associated with job satisfaction; Study on the factors affecting work satisfaction; Study of factors able to influence workplace morale; Study of factors influencing job satisfaction; Study of factors affecting job satisfaction in the workplace; Study of factors able to influence job satisfaction in the workplace; Analysis of the factors affecting job satisfaction in the workplace; Study of factors influencing work satisfaction; Study of factors affecting job satisfaction in the workplace.

## 2.2 Theoretical Framework

### 2.2.1 Theories about Job Satisfaction

Job satisfaction has been the subject of multiple studies. Various hypotheses about job happiness have resulted from this. Various theories exist on job happiness. The motivation-hygiene theory, Frederick Herzberg's two-factor explanation of job satisfaction, is identified in the majority of investigations. Other hypotheses about job happiness exist in addition to these.

### 2.2.2 Herzberg Two Factor Theory

It's crucial to start with the widely accepted theory, the Herzberg two-factor hypothesis of job satisfaction. The Herzberg two-factor theory is important in the field of employment(Malik, 2011; Ahmed et al, 2010). Frederick Herzberg looked into the issue of why people stay in their employment, and his research sought to determine what drove people to do so (Heng, 2009).

Herzberg divided the work components into main motivations and hygiene elements, which are: business administration and strategy, control, relationships with supervisors, job requirements, pay, interactions with colleagues, individual growth, interactions with followers, position, and protection

(Peterson, 2007). These are the 10 hygiene-related aspects that have an impact on employees' workplace happiness (Peterson, 2007). But they are split up as follows: Accomplishment, praise, job itself, obligation, progress, and improvement were all motivators and rewarding variables that produced extraordinarily positive sentiments. When asked about the particularly negative incidents, they mentioned the following: management of the business and its policies, managerial behavior, relationships with bosses, the workplace culture, pay, and relationships with teammates (Ahmed et al, 2010). The external variables associated with work are connected to the hygienic aspects. The fundamental elements of the work that make it worthwhile are the motivators. Every business can use this theory. The same principle may be applied to academics in higher education who are happy with their jobs. Higher education can benefit from the hygienic and inspiring elements.

### 2.2.3 Maslow Hierarchy of Needs

Another idea that explains job happiness is the Maslow hierarchy of requirements. According to Maslow, human motivation is influenced by the hierarchy of needs. Maslow (2009) identified five main levels of human wants, which are listed in the following order:

(1) Lower order needs, such as the wants and needs for meals, water, sex; air, and sleep.

(2) Safety needs, such as the need for protection and security from threat;

(3) Social needs, such as the need to satisfy the need for pertaining, affection, and love;

(4) Higher order needs, such as the need for esteem (self-esteem and esteem from others); and

(5) Self-actualization, which is the need for identity or consciousness. These requirements are directly related to job happiness.

Employment satisfaction is stated to exist when a person's requirements are met by their job and the surroundings, per the Maslow's (1954) theory of individual needs (As cited by Sergeant and Brown, 2007). This has a number of effects on workers'

job happiness. This view, as per Sergeant and Brown (2007), emphasizes the activity itself as the primary source of occupational fulfillment.

It is important to determine how the Maslow hierarchy of needs and job satisfaction are related. According to a study by Sadri and Bowen (2011), the Maslow hierarchy of needs is crucial to job satisfaction. Maslow's hierarchy of needs is one of the core theories of job satisfaction, according to Sadri and Bowen (2011). The study finds that the Maslow hierarchy can aid organizations in creating programs to inspire and retain workers, lower attrition, find quality hires, and eventually boost productivity and net revenue, which raises the level of job satisfaction (Sadri, 2011). The study uses Maslow ideas to boost employee satisfaction in the workplace. According to a different study by Pulasinghage (2010), applying Maslow's hierarchy of needs can boost employee satisfaction in workplaces. The study recommends that managers adopt a hierarchy of demands as a means to meet various types of needs among (Pulasinghage, 2010).

It is important to relate the Maslow hierarchy of needs to professors in higher education since the literature study addresses work satisfaction among faculty in the higher education sector. Let's look at what work happiness means for professors in higher education. There are numerous papers that support the link between job happiness and the Maslow hierarchy of requirements. Job satisfaction and the Maslow hierarchy of requirements are related (Akhter, 2009). This suggests that the requirements of professors change depending on their position in the Maslow hierarchy of needs. Even lower level professors still require the necessities in order to be happy in their jobs. Professors with more experience need to have higher levels of need satisfied.

**2.3 Conceptual Framework**

**2.3.1 Study of teacher or faculty satisfaction and their gender**

Researchers have conducted a substantial amount of studies on the relationship between faculty members' gender and their degree of satisfaction. The Ohio State University is largely controlled by men, according to research done on indicators influencing work enjoyment among teachers conducted by Castillo & Cano, J. (2004) teachers at the Ohio State University, Department of Environmental, and Agricultural and Food. In addition to having more years of experience and currently holding the top roles at the university, male academic staff has more charity than

female academic staff. Most of the time, the professors at the Department of Environmental, and Agricultural, and food expressed happiness in various positions. They reported higher levels of satisfaction among the men teachers than the women teachers. This demonstrates that the administration doesn't consider the perceptions of female faculty members. The results of this study should be used by the administration to assess a proper mechanism to address the issue of equality among men and women in the workplace. The outcome reveals also each teacher was most satisfied with each work substance but least satisfied with the environment in which it was executed. According to the study, all of the "Hygiene" and "Job Motivator" features in the institution were somewhat or significantly linked to faculty personnel's overall job satisfaction. Okpara, J. O., et al. (2005) conducted research at the University of Brain Track using American schools and universities index directories, and they looked into the existence of gender inequality in university faculty members' job satisfaction levels. The study discovered that men staff were discontented with the overall work contentment, while their female counterparts were very much contented with the overall job. The findings also showed that the interviewees' gender disparity and job satisfaction were both attributed in large part to rankings. The results of these studies also offer recommendations to college and university authorities, managers of organizations, and HR specialists, assisting them in hiring, promoting, keeping, and rewarding their female faculty members. The results also point to the need for the government to address problems with female faculty members' academic careers. Research on work contentment: difference of gender empirical evidence was conducted by Gargallo-Castel A, et al. in 2005. For their investigation, they picked a sample of 413 Spanish professors. They performed a factor analysis on the elements that can impact an individual's work contenment. To gauge how satisfied the staff is with their jobs, they use an eleven-item questionnaire. They contend that the Spanish faculty members' satisfaction with their jobs is a factor amenable to organizational development. They also emphasize that four factors—interpersonal ties, economic considerations, personal fulfillment, and working conditions—are responsible for the degree of job satisfaction. An analysis of the workers' gender, as a result reveals that although we assumed that women and men had the same study conditions, the effects of each dimension varied for each subsample. The study's findings point to aspects that affect employee satisfaction and benefits, as well as good management of factories. These findings are likewise good

and equally better in grabbing hold of a competing edge as well as encouraging and motivating devoted employees.

In their investigation of work contentment with Highly Educated: the male and female role, income comparison, and Academic Tenure, Heywood & Bender, (2006) conducted a study at the Wisconsin University, Graduate School in Human Resources, and Labor Relations, and Economics Department and discovered that low satisfaction among academic staff in the science department then teachers from other departments with satisfaction. Additionally, the researchers discovered both gender contented. A group of highly educated professors was studied and they discovered both genders had similar expectations for their work. They discovered that numerous conventional findings from specific samples demonstrate that highly educated academic staff are worried about the contribution that marital status, contribution that wages make, contribution that lecturers' health restrictions make, and many other fringe benefits. Additionally, they discovered that their organizational gender patterns are more complex. Additionally, they discovered that scientists who are involved with business had confirmed the long-standing trend of increased content women teachers, whereas scientists involved with academia discovered contrary, namely that women are less contented in academia. They also discovered that the length of employment affects both academicians and quasi' increase in job satisfaction. They also discovered that they earn more in organizations, with these earnings differing depending on their various functions within the firm and not just appearing in the employees' department but as well in other sections. The researchers discovered also significant differences between the roles in every division and industry. Across gender and subject, their study on professor job satisfaction found According to research by Sabharwal, M., and Corley, E. A. (2009), male faculty members are happier than female academic staff in all departments. However, the relationship between them completely changes as we include a few institutionalized career-oriented and demographic components in the version. When they are overprotective for these kinds of characteristics, they anticipate that men will be happier than their female coworkers. It's interesting to note that none of the corrective categories showed any signs of confirmation or prediction. It was discovered that women were much less satisfied than men in the health and scientific domains. While the contentment levels among the men and women faculty members are nearly the same in the fields of social science and engineering.

Female lecturers were often discontented with the jobs while the men teachers male were contented, according to a study by Sarwar, Mehboob, and Bhutto, (2012). Every "Work Hygiene" and "Work Motivator" quality was directly or obviously similar to work contentment. In this study, the factor "work itself" was discovered to be the most rewarding component of the job, whereas the variables "the condition of working" and "working guidelines" were really the less contending indicators. SALU administration needs to focus on closely the issues that lead to faculty dissatisfaction, most notably the execution of intellectual strategies. They should also set up specific training and development program in order to not only improve faculty members' skills, abilities, and knowledge  but also to bridge the gap between their levels of contentment and discontentment. The "Working Condition" of the company was one of several other aspects that might lead to either contentment or discontentment. By offering faculty members more research and development services, the management should endeavor to improve the working conditions in the organization. They should also make the required adjustments to restore the classroom environment.

### 2.3.2 Research on faculty member satisfaction and the difference between public and private sector employers

Researchers have conducted some fascinating studies on the degree to which university lecturers in the private and public sectors are satisfied with their jobs. According to Tsigilis, N., Zachopoulou, & Grammatikopoulos (2006)'s research among early Greek educators, on work contentment and stress: among workers in the public and private sector, employees are least satisfied with their pay and are most dissatisfied with the condition of their job and their managers. And was discovered that teachers in the public sector were less satisfied with their pay and direct supervisors than their peers in the private sector. At the very least, job satisfaction and the nature of the work assist forecast the emotional exhaustion of public sector early educators and presume their emotional depletion.

In their study, Parveen & Rehman (2008) discovered that the main features of the work contentment and outlines of discontented teachers were discovered; which included the motivation factors that teachers were concerned about:' salaries, Performance feedback, recognition, and promotion. Addressing these issues it is believed, that both the scope and the intensity of the discontent felt by unhappy teachers could be diminished. A definite distinction between the salary structures at

public and private universities in Bangladesh is there. In fact among private higher institutions, there are significant differences. Teachers at private universities were less unsatisfied with pay equity than those at public universities

 They advise public universities to concentrate on changing the teacher compensation system in this regard. It can take a while to alter this structure because the Government Pay Commission created it from the center. The situation is different in private universities, though. They can quickly make changes to the pay system to lessen teacher pay disparities. Teachers should be considered in the salary overhaul. Most importantly, administrators at private universities should give granting higher pay for their test administration—including salary for invigilation in examination centers, pay for verifying scripts of the test, as well as money for taking viva voce—serious consideration. Staff at both types of higher institutions expressed similar unhappiness in their responses to opportunities for research and equitable promotion processes. This may be partially due to improper promotion practices as well as human psychological aspects that frequently have negative effects.

It is true that all public universities have the same guidelines and procedures for promotions. However, it has been noted that promotions in public colleges often resulted in heated debates. Politico-biasedness and irregularities are present in this controversy. Private universities, on the other hand, have a somewhat different issue because most of them lack defined guidelines and regulations for promotions and because their methods of doing so vary greatly and are often biased. They advise both types of colleges that the best way to boost faculty members' happiness in this area is through fair promotion decisions. Additionally, each private university should create a uniform promotion policy and effectively explain it to its faculty members.

Researchers in Jammu conducted research on teachers in private and public institutions to determine the relationship between job happiness and life contentment. Researchers Sharma, Bakhshi, Kumar, and Sharma (2008) conducted research at the University of Jammu and discovered a substantial difference between the job satisfaction of government and private college staff. Professors at private colleges are less satisfied with their jobs than professors at public colleges. They discovered that there is no appreciable difference between the life satisfaction ratings of professors in government and private colleges. They discovered a significant positive association between life contentment and work satisfaction in the research's entire population.

Work contentment between Private and government institutions Teachers in the City of Dhaka: A Analytical Comparative. According to Rehman, M.L. (2008), instructors have a lot of valuable expertise in compensation. Although there is a notable difference in the pay scales for public and private colleges in Bangladesh, the authorities should change the pay scales for both public and private colleges. Teachers should be considered in wage reforms. Teachers are also unhappy with the availability of research opportunities as well as clear elevation processes in private and government schools. The truth about all of the promotion guidelines and regulations are identical to public colleges. Private colleges, however, have a slightly different issue because few of them have established regulations as well as guidelines for elevation. A clear choice for promotion can boost faculty members' contentment in this area. In addition, analysis reveals that faculty members at private colleges benefit more from current technology and classroom amenities than those at public colleges, and this has been identified as a key contributor to their total job satisfaction. Findings from the study show that the majority of respondents believe that the authorities aren't too knowledgeable regarding the issues and advantages of teachers. Government institutions frequently experience procedures, which cause the response of authorities to faculty members' needs and requests to be delayed. Authorities should schedule frequent meetings with faculty members so they can share their ideas and be heard. Faculty at private colleges display reduced work satisfaction with reference to the campus amenities. Only if private universities make an effort to expand their campus amenities can this issue be resolved.

The monotony of the profession due to the lack of opportunities to teach other courses is another source of unhappiness. This unhappiness can be decreased by organizing the organization's course, syllabus, and extracurricular activities. Again, the group expressed broad displeasure over not receiving performance feedback from the company. Authorities should make an effort to give faculty members accurate performance feedback in this area. They can create a system for performance evaluation that includes both monetary and non-monetary awards. Finally, the respondents have begun to emphasize the association with age group as a significant component. The teachers at private colleges, however, are more supportive in this regard than those at public colleges. Despite a variety of other sources of varying degrees of discontent, respondents' attitudes about a sense of professional pride were overwhelmingly favorable. It accurately reflects the conviction of the professors who

still believe that this is a respectable line of work. Despite their modest pay, college professors are proud of the fundamental educational principles they uphold. Therefore, the administration of any college should think about increasing faculty members' happiness in order to encourage their future positive attitudes.

In their research on academic staff job satisfaction: an analytical comparative among Punjab, Pakistan, private and government higher institutions, According to Irshad, Khalid, & Mahmoud (2012), in Pakistan, there is a pay gap between academic institutions; as well as discovered that faculty members in government institutions were less satisfied with their (1) job security and (2) coworkers' behavior, whereas faculty members in private institutions were more satisfied with their (1) supervision. Even though the private and government higher institutions teachers exhibit significant differences in their entire work contentment which came from different factors including coworkers relationships, pay, behavior, an opportunity for elevation, work guarantees, and managerial, they both earn (2) more money and (3) have more opportunities for advancement than educators at public universities.

### 2.3.3 Research on teachers' contentment, and their contentment and unhappiness

Researchers have conducted a substantial amount of research on contentment and staff unhappiness. The researchers investigated staffs' happiness as well as a desire for academic success: an evaluation According to Ololube, N. P. (2006), the study's results were minimized to focus on how it affects workers' work performance and the use of self-report instruments to measure participates' work satisfaction and work dissatisfaction level. They evaluated the propositions for the research outcome based on their study's design's strengths and weaknesses. Even if the author believed that assessment and discernment were significant in the work satisfaction study, the method of self-report is right and useful as a way to get data. The high response rate of this research study is a stronger force.

The results of the study could potentially be impacted by potential discrepancies in respondents' observations, preventing them from being generalized. However, the findings of this study can be applied generally, particularly to teaching and all enterprises in the public sector. Even though, before the author used the work contentment and discontent variables, a study of this kind had never been approved at this level in Rivers State.Future research will be guided by the findings of this

study. This research will be disseminated on a more general basis. It also includes a number of alliance states as a direct result of the faculty member's negative attitude toward their jobs and work dissatisfaction. The unique nature of the criteria employed in this research calls for consideration of a different viewpoint about job contentment and discontent and their motivating factors, but their environmental and cultural origins are strongly recommended. In Lahore, Pakistan, Manzoor, M. U., et al. (2011) studied using the following variables on work out-burn and work contentment among higher institution teachers: satisfaction with the institution's administration, professionalism, respectable nature of the job, satisfaction with institutions/profits, administration relationships with staff, a workforce that are greater at mentally and physically, workforce evaluation performance by the administration, work distribution,  colleagues compensation force. A few severely nervous employees were also at work. On the other hand, the majority of employees were generally content based on each survey criterion used to assess the degree of workplace stress and job satisfaction. Additionally, they discovered a connection between employment stress and job satisfaction. According to their research, conducted by Foor, R. M., and Cano, J. (2011), faculty members who specialize in agricultural studies in the areas of leadership, teachers' education, communication, and as well as other education were typically quite satisfied with their jobs. The highest degree of overall job satisfaction was indicated by faculty members with expertise in agricultural communications. Only to a limited extent were faculty members happy with the parameters of policy, administration, and financial prosperity. He also suggested that to provide more important and expressive conclusions to the area of focus, future teachers are recognized, succeeding studies of work contentment that employ the three-parameter work contentment instrument to discover strategies to get information on staff professional career. Future research on faculty work contentment should quantify the connection between levels of job satisfaction and particular facets of learning and teaching, including teaching style, levels of cognitive self-efficacy attained, and other attentional specializations that are supported by the literature review. Phenomenology research, for example, can provide a fuller, more in-depth knowledge of faculty members' work contentment. Deshwal, P. (2011) conducted a survey to learn how contented engineering teachers were with their jobs at the school of engineering of technological institutions, Uttar Pradesh. He discovered all academic teachers were to be independent, unbiased, and

open to promotions. It is important to ensure faculty members' involvement in the formulation of managerial policies. They ought to have more independence at work and better promotion prospects. Most teachers are discovered to be happier on their jobs' creativity, differences, pay, support from coworkers, accountability, and social standing, as well as their interactions with students and their job security.

As a result, faculty members need to respond continuously to requests for these metrics. The working environment should be improved, and their involvement in administrative decisions, curriculum modification, and should ensure additional academic issues Confidence should be built in the staff members by the management. According to Saba, I. (2011)'s investigation into the degree of job satisfaction among the academic staff at Bahawalpur colleges, the majority of respondents are happy with their income, the job itself, job safety, working circumstances, and coworkers' support. Individuals with broad knowledge and subject specialty appreciate independence in their coaching style, which makes them feel satisfied with their work. When compared to their qualifications, young faculty members view the compensation level in public universities to be quite striking and reasonable. The large number of the sample is made up of faculty members who have more experience and a significant amount of work, and they also tend to have more time on their hands. Faculty members at public institutions are also given enough freedom to conduct their lectures however they see fit, despite the current financial situation not offering hopeful packages to college students.

They are more knowledgeable in this area and are not in danger of losing their jobs due to college administration. Because they collaborate with them and enable them to acquire enough help whenever they need it, faculty members are happy with their coworkers. However, the majority of faculty members are unhappy with how promotions are given at work. Because the majority of hiring in public sector educational institutions is done on a contract basis, one key reason why recently appointed faculty members often voice dissatisfaction with promotion procedures is the existing recruitment approach in those institutions.

### 2.3.4 Study of faculty members' levels of satisfaction and how that relates to their ages

Researchers have done a substantial amount of research on the aspect of age. Gautam, M., Mandal, K., & Dalal, R. S. (2006) carried out an analysis to look at the

variance in the work satisfaction level among the faculty members of veterinary sciences and animal husbandry at Sher-e-Kashmir University of Agricultural Sciences & Technology in Jammu. It was found that, on the whole, work satisfaction can be described as a multidimensional phenomenon with a number of parameters acting simultaneously. Overall, the SKUAST-J faculty members who teach veterinary science and animal husbandry are happy with their jobs. Although the relationship is not linear, younger faculty members report higher levels of satisfaction compared to those with longer employment histories. The difference between individuals who have earned a master's degree and those who have a Ph.D. is negligible. The power of a degree serves as a powerful motivation, and burnout is not completely eliminated. On the other hand, the researcher suggested more research to understand the dynamics of job happiness.

**2.3.5 Research on faculty members' happiness and how it relates to their race**

Researchers have conducted some fascinating studies on the relationship between ethnicity and job satisfaction. S.M, Madhavan (2001) observed that Chinese-born and "Indian-born" teachers have few notable difficulties at work in their investigation of the work contentment levels of engineering teachers who are of Chinese and Indian descent at a research university. These challenges include gender-related concerns, perceived favoritism that can cause misunderstandings between superiors, peers, and subordinates, as well as variety in cross-cultural communication. These issues can lead to instability and a lack of "fit," which can make these instructors feel uncomfortable, frustrated, and even furious. If they are unhappy in their current positions, they may decide to go back home, work for corporations or consulting firms, or enroll in different academic institutions. The academic administration must therefore be aware of other national birth and how professors perceive their working place, work contentment level, and professional level as well as personal integration. In order to support and retain professors who are foreign-born, you need to use such knowledge to create an initiative that facilitates the transition and addresses any issues or needs that may arise among them.

## 2.3.6 Research on faculty members' or teachers' contentment with their superiors

The dimensions of faculties and superiors have been studied. Research on teachers' contentment and the impact was conducted in 1968 by Bachman, J. G. Institutions of twelve liberal arts organizational study was carryout. He used the total of 685 teachers from twelve Liberal Arts Universities as a sample size in his study. He has implemented metrics such as measuring administrative influence based on how much it affects the dean, faculty, and faculty satisfaction. He discovered that universities with the biggest overall convincing at the hierarchy of all academic levels have the most satisfied faculty personnel. Administrators with a compiling high pursuance of university activities and as well impacting is on university honor rather than on lawful power and force have also had the highest levels of support from the comparison research on job satisfaction among academics and their managers was conducted by Oshagbemi, T. (1999). This study sought to determine if academics who play administrative roles rather are more satisfied on the work than teachers who don't have the same institutional posts by examining the job satisfaction of academics and their managers. University faculty members are generally happy with their careers, according to the survey, despite the fact that there are some areas of their work that they dislike. Using the different statistical test, it has been discovered that the levels of contentment that university employees and their executives experience with the majority of the tasks they perform differ significantly.
It is generally believed that administrative positions are measured by seniority in rank, age, and length of service that causes of these discrepancies have been identified, and have a positive effect on university faculty members' degree of job satisfaction.

## 2.3.7 Research on faculty or instructor happiness, as well as their driving forces and hygienic considerations

On the motivational and hygienic factors component, researchers have done a significant amount of study. At their case study of factors influencing job satisfaction in two Malaysian universities, Wong, E. S. K., & Heng, T. N. (2009) found that while some hygiene variables do, in fact, contribute to job contentment, all incentive components are connected with job unhappiness. Recognition, growth, accomplishment, accountability, and the task itself, according to Herzberg, were of

low value to Malaysian faculty members, suggesting a propensity toward job unhappiness. Herzberg's model placed low values for administration and policy and compensation—two "hygiene" criteria—but Malaysian faculty members saw these values as high, suggesting a propensity for work satisfaction. Another sign that cultural background may affect how employees respond to job happiness is the pattern of job attitudes among Malaysian faculty members, which differs from the Herzberg job satisfaction model. In conclusion, this study provided researchers with a technique to pinpoint the elements that Malaysian university professors consider when evaluating their work happiness. It is recommended that each chosen school make use of the findings from this study to improve faculty members' job satisfaction in line with each stated preferences. In order to maintain a comprehensive and long-term growth strategy, it is also important to evaluate the elements that are disclosed and influence faculty members' job satisfaction.

### 2.3.8 Research on faculty members' satisfaction, including state, demographics, and satisfaction

A significant amount of study has been done on the state dimension, demographic traits, and satisfaction. Are demographics, academic status, and challenges or concerns in higher education elements that have an impact on the job happiness of Greek university professors? Researchers Platsidou, M., and Diamantopoulou, G. (2009) discovered that faculty members who were happier in their positions tended to gauge challenges in higher education less accurately than those who were less happy. The dependence of Greek universities on the government and political parties is the only key problem that regression research has at least shown to significantly predict the overall work satisfaction of Greek academic members.

They also discovered that, despite their potential responsibility for delaying the restructuring and addressing the weak points in Greek institutions, these factors have little effect on how each contented academics is with his/her work. Each Greek academics appeared to be rather contented with his/her careers; no statistically important impart of demographic factors including gender, age, marital status, and work experience were seen. The majority of the issues under study are rated as being pretty unpleasant to very harsh. In contrast to their less contented colleagues, the more contented faculty members were thought to have less major difficulties with higher education.

### 2.3.9 Research on faculty members' levels of satisfaction and unhappiness

A significant amount of research has been done on the happiness and unhappiness of faculty staff. According to Ololube, N. P. (2006), the study's results are limited to the use of self-report instruments to gauge respondents' levels of job contentment and job discontent, and they also concentrate on how it affects faculties in their study on teachers' job satisfaction and motivation for academic success. The self-report method is accurate and effective as a way to acquire data, even if the author thought that assessment and perceptions were crucial in work satisfaction research studies. The high response rate in this research study reflects a stronger force. The results of the study could potentially be impacted by potential discrepancies in respondents' observations, preventing them from being generalized. However, the findings of this study can be applied generally, particularly to instructing and all enterprises in the government sector. Even though a study of this nature has never before been approved at this level in Rivers State. The work happiness and discontent variables were employed by the author. Future research will be guided by the findings of this study. Additionally, this work is to be distributed on a more general basis. It also addresses a variety of alliance states as a result, including a long-term impact of a faculty member's negative attitude toward employment and job discontent. The unique nature of the criteria employed in this research calls for consideration of a different viewpoint about job contentment and discontent and their motivating factors, but their environmental and cultural origins are strongly recommended Researchers in Lahore, Pakistan looked at the work satisfaction and stress levels of university instructors. Manzoor, M. U., Usman, Naseem, and Shafiq (2011) utilized the following variables: professionalism, contentment with the organization's administration, respectable character of the job, satisfaction with facilities / profits, relationships with professors, and physically and psychologically taxing job demands. This conclusion was influenced by peer pressure to do well, job assignments, performance assessments by employers, low compensation, and reports indicating workers were generally happy with their jobs. A few severely nervous employees were also at work. On the other hand, the majority of employees were generally content based on each survey criterion used to assess the degree of workplace stress and job satisfaction. Additionally, they discovered a connection between employment stress and work contentment. According to Foor, R. M., &

Cano, J. (2011)'s study on the factors predicting job satisfaction among a select group of agriculture faculty members, professors with expertise in agricultural faculty member education, agricultural communication, agricultural leadership, and additional room education were generally satisfied with their careers. Faculty members with competence in agricultural communications reported feeling the most satisfied with their jobs overall. Only a small portion of faculty members expressed satisfaction with policy, administration, and budgetary conditions. The three-parameter work contentment measure should be replaced, he adds, in future studies on job happiness. Strategies to collect information on the areas of expertise of faculty members in order to provide more expressive results that are meaningful in light of the specializations that faculty members are knowledgeable about. Future research on faculty job satisfaction should quantify the connection between levels of job satisfaction and particular facets of learning and teaching, including teaching style, achieved cognitive levels of self-efficacy, and other parameters of attention that are supported by the literature review. Phenomenology research, for example, can provide a fuller, more in-depth knowledge of faculty members' work satisfaction. Deshwal, P. (2011) conducted a study to find out how content engineering professors at Uttar Pradesh's technical institutes were with their work. He discovers that faculty members are seen as being impartial in terms of administrative procedures, career promotion opportunities, and independence. Making ensuring faculty members are involved in the creation of management policies is crucial. At work, they need to have greater autonomy and have a higher chance of getting promoted. Most faculty members reported being content with their employment' creativity, diversity, compensation, support from coworkers, accountability, and social status, as well as their interactions with students and job security. As a result, faculty members need to respond continuously to requests for these metrics. The working environment should be improved, and their involvement in administrative decisions, curriculum modification, and to ensure other academic issues. Saba, I. (2011) discovered that the majority of respondents in their study to examine the level of job satisfaction of the academic staff in Bahawalpur institutions were satisfied with their pay, the job itself, job safety, working circumstances, and coworkers' support People with extensive expertise and subject specialty appreciate independence in their coaching style, which makes them happy with their jobs. When compared to their qualifications, young faculty members find the wage level in public universities to be both quite

striking and incredibly reasonable. The faculty members who make up the majority of the sample are those with more experience and a significant amount of work, while the faculty members of public institutions have enough freedom to conduct their lectures in whatever manner they see fit and are not constrained by the current financial climate, which does not offer hopeful packages to college students. They are more knowledgeable in this area and are not in danger of losing their jobs due to college administration. Because they collaborate with them and enable them to acquire enough help whenever they need it, faculty members are happy with their coworkers. However, the majority of faculty members are unhappy with how promotions are given at work. Since the majority of hiring in public sector educational institutions is done on a contract basis, one key factor in the freshly appointed faculty members' expressed dissatisfaction with promotion measures may be the existing recruitment process in such institutions.

## 2.3.10 Study of factors influencing job satisfaction

On the motivational and hygienic factors component, researchers have done a significant amount of study. At their case study of factors influencing job satisfaction in two Malaysian universities, Wong, E. S. K., & Heng, T. N. (2009) found that while some hygiene variables do, in fact, contribute to job contentment, all incentive components are connected with job unhappiness. Recognition, growth, accomplishment, accountability, and the task itself, according to Herzberg, were of low value to Malaysian faculty members, suggesting a propensity toward job unhappiness. Herzberg's model placed low values for administration and policy and compensation—two "hygiene" criteria—but Malaysian faculty members saw these values as high, suggesting a propensity for work satisfaction. Another sign that cultural background may affect how employees respond to job happiness is the pattern of job attitudes among Malaysian faculty members, which differs from the Herzberg job satisfaction model.. In conclusion, this study gave researchers a way to identify the variables that faculty members at Malaysian universities use to gauge their satisfaction with their jobs. It is recommended that each chosen school apply the findings from this research to improve each faculty member's job satisfaction in accordance with his or her expressed wishes. In order to maintain a comprehensive and long-term growth strategy, it is also important to evaluate the elements that are disclosed and influence faculty members' job satisfaction.

The Institution of South Africa's Schulze, S. (2006) study on the factors influencing academics' work happiness in higher education found that physical conditions and support, research, salary, and other perks provided by the university all had a substantial association with job satisfaction. The components that now contribute to satisfaction must be maintained by higher education institutions. These include retaining lecturers' academic independence, their capacity to choose how to conduct their own research, and their ability to continue learning, preserving the availability of research leave, and encouraging flexible work hours. Governmental interference in coaching, research-related problems like a lack of research investigators, students' poor work quality, a lack of research investigators, uncertainty about how to conduct research and the quality of their research efforts, promotion criteria and political beliefs surrounding promotion, time spent on administrative tasks, the amount of paperwork needed, and the level of communication at meetings were among the factors that contributed to dissension.. In their analysis on work happiness at the academic level—a Romanian case study, the Academy of Economic Studies from Bucharest found that there are three distinct organizational characteristics that govern the job contentment levels in the specific Romanian Higher Education Institutes (2009). The first two of the three factors—promotional chances and pay for all academic professions, with the exception of full-time professors—are sources of unhappiness in education for the majority of educational employees. The work environment, job security, and number of teaching hours are the second and third most common contributors to contentment among educational professionals. Third, teaching resources, information accessibility, and working conditions are both sources of contentment and sources of discontent. Whether a person finds the aforementioned aspect to be satisfying or unsatisfactory relies on how they feel about other personal characteristics including age, academic standing, and employment history. These elements concern the organizational assistance provided to faculty members.

## 2.3.11 Research study on faculty members' happiness and their performance and commitment effect.

Teachers' job satisfaction and dissatisfaction have been a research topic significantly carried out by researchers. In her 2012 study, Nagar, K., examined how stress affected staff members' loyalty to the organization and work satisfaction. Reduced

personal achievement, depersonalization, and emotional exhaustion are three factors that were highlighted in her study.    Her study focused on the dedication of one hundred and fifty-three university teachers to their jobs and the effect that improved job happiness had on teachers' commitment to various universities. The study evaluated faculty members' work satisfaction using the Minnesota Satisfaction Questionnaire (MSQ). She uses analytical techniques including Chi-square/degree of freedom, factor analysis, GFI, RMSEA, NNFI, RMSR, CFI, and AGFI. According to Nagar (2012), work satisfaction is an important indicator of faculty performance. It is discovered that high job contentment among faculty members is more prepared to achieve well.  So long as these professors are happy with their positions, they seem satisfied and motivated to work more, which might lead to a fruitful outcome from their diligent efforts. Job contentment and positive sentiment generously encourage devotion to the institution, which serves as the main source of this fulfillment. It's possible that the administration of educational institutions is to blame for faculty stress. Continued pressure from the administration may result in faculty members participating less in their work, a drop in instructional commitment, and a decreased degree of job satisfaction. Additionally, this may even result in a rise in absenteeism and faculty member turnover rates. For organizations, turnover is rising. Another notation impact of the frequent faculty member turnover is increased staff stress. According to Nagar (2012), the impact on health is one of the scariest consequences of having less fulfilling work. 2012 research by Caramollahss, & Kokab, on institutional commitment and job satisfaction at Iranian Islamic Azad Universities, indicated that factors including the nature of the work, the required skills, and the salary had an effect on teachers' work contentment. The level of contentment among supervisors and teachers is similar. It appears that authority, money, or facilities are elements– - that have an effect on the satisfaction of management and faculty members.   The study reveals a connection between successful and typical institutions and faculty members' work satisfaction. According to the study findings, work satisfaction among faculty members and their management commitment are significantly and directly correlated. In his examination of the link among work behaviors and work performance of higher institution faculty members, Senthilnathan, (1998), discovered a favorable correlation among faculty work satisfaction and work performance in EUSL.

Faculty members in universities abroad, mostly in poor nations, as well as in high schools, can use this study. Sirohi, A., & Srivastava, N. (2010) evaluated the importance of the teachers' commitment, satisfaction, and performance in the academic sector mostly in private educational institutions.The target sample for the survey research was the top seven private universities of Utter Pradesh. The department of information technology and management provided the survey respondents. The reliability of the utilization was evaluated using Cranach's alpha coefficient. A model was created to explain the connection between teachers' performance, work commitment, and job happiness. According to the study's findings, performance and dedication are strongly correlated with satisfaction, and vice versa for the faculty members of Indian private institutions. And under the direction of high satisfaction and commitment levels, the faculty members accomplish better work duties, reduce absenteeism, accept of organization's values, have greater input in decision making, increased term, trustworthiness, and organization goals.

## 2.3.12 Research on the study of happiness of staff and their contentment – retention evaluation - well being

The factors affecting faculty members' satisfaction, retention, assessment, and well-being have been the subject of much research. Chung, K. C., Song, J. W., Kim, H. M., Woolliscroft, J. O., Quint, E. H., Lukacs, N. W., and Gyetko (2010) found that faculty members' well-being needs to be taken more into account at both the organizational and departmental management levels. Their study looked at the factors influencing job satisfaction among academic faculty members. Therefore, significant efforts to increase job satisfaction and advance safety are more likely to succeed if they are centered on local opinion, collaborating department chairs, and are especially focused on creating more effective mentoring families and expanding the availability for career development activities like research study. They discovered that similar strategies can also have a significant influence on job satisfaction and staff retention for clinical track faculty roles.

## 2.3.13 Research study on the Satisfaction of faculty staff and their student's success and staff's contentment.

Studies on the relationship between student accomplishments or comments and teacher satisfaction have been conducted. In their research on the attrition of the

quiet voice, Corbin S. & Ajamu, A. (2000), African American male community college students discovered that the instructors and staff at this specific community college are typically satisfied with their jobs. The majority of the faculty members who responded to the poll were pleased with their perceptions of themselves as professors and also thought they had a significant influence on the choice of students who would succeed in their academic and personal objectives. The university's faculty members take pleasure in instructing and encouraging students in their endeavors, and the feedback they get from students ultimately influences how satisfied they are with their work. The degree to which these faculty members monitored the academic success of their students was a major factor in determining their own levels of satisfaction. As a result, the primary source of the academic staff's formative work satisfaction is student communication. Another significant finding of this study was also made known by Corbin S. & Ajamu A. (2000), which also merits consideration. Race and gender do interact and significantly influence teaching staff observing roles. There is evidence from the college indicating white male teachers and black female teachers have more in common than previously thought. As a result, when it comes to how they perceive their various responsibilities, black male teachers and white female teachers share greater similarities. The faculty at this institution stated that, based on previous research, the community college mean differs significantly from that of four-year institutes of higher education. Many instructors regard their role as giving disadvantaged students the chance to study, hence they take satisfaction in their students' successes. According to the four groups, instructors expressed a considerable lot of anxiety and felt responsible or the successes of their students. Students at this educational facility are frequently "claimed to be neglected and under-prepared." In a school environment where there is a chance for these students to succeed, it is okay for teachers to feel upset with their mistakes. As a result of their own feelings of disappointment, these teachers changed their behavior so that they stopped taking responsibility for their students' poor performance, while others engaged in extracurricular activities in response to these students' excellent performance. This caused these teachers to become more stressed and inconsistent in their roles.

## 2.3.14 Conclusion

The level of job happiness and discontent among faculty members in institutes of higher learning is a hotly debated subject worldwide. This chapter offers a survey of pertinent articles, research papers, books, theses, and internet-based material on the topic of employee satisfaction in universities. The study combines the opinions of several scholars on the topic of work satisfaction among academic faculty in higher education institutions. The results of the many research showed that the work satisfaction of faculty members is a very important factor for all higher education institutions, and it has an influence on staff members' performance and the quality of their contributions. Thus, the investigation's framework was Herzberg's Two Factor Theory. When categorizing the work dimensions, he divided various factors into motivators and hygiene factors, including the company policy and administration, supervision, relationship with supervisor, work conditions, salary, relationships with peers, personal life, and relationships with subordinates, status, and security. The research also used Maslow's Hierarchy of Needs as a foundational idea (b). He categorizes human wants into the following five groups: (1) Lower order needs, including biological and physiological needs for food, drink, air, sleep, and sex; (2) Safety needs, including the need for security and protection from danger; and (3) Social needs (the desire to fulfill the need for belonging, love, and affection). 4) Wants for esteem (both one's own and other people's) and 5)Self-actualization are among the higher-order needs. Self-actualization is described as the desire to fulfill one's potential.. Employment satisfaction is stated to occur when a person's requirements are met by their job and the surroundings, according to Maslow's (1954) theory of individual needs (As cited by Sergeant and Brown, 2007).

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 INTRODUCTION

The research design, target population, setting, sample size, sampling strategy, data collection instruments, data collection methodologies, and data analysis process are all discussed in this chapter's discussion of the methodology the researcher used to carry out this study.

## 3.2 Research Design

The investigation was carried out using the quantitative approach. The respondents were given questionnaires as part of this. A wide range of diverse factors, such as impacts, attitudes, views, preferences, and behaviors, may be learned about using surveys. Surveys often offer a quite simple and effective way to acquire a lot of data (Graveter & Forzano, 2006).

## 3.3 Population of the Study

The administration of the University of Liberia made up the study's sample population. The administrative team of the University of Liberia numbers 120 people in total. Therefore, 120 people made up the study's whole target population.

## 3.3.1 Sample Size and Sampling Techniques

The sample size for the study was 10% of the total population. 12 members of the University of Liberia's administrative staff served as the population's sample size. Curry (2001) states that a researcher may use a sample size of 10% to reflect the entire community if the researches anticipated population is fewer than 1000. The respondents from the university under investigation were chosen by the researcher using a random sample approach. All population members had an equal probability of being chosen for the research as a result. Simple random sampling, often known as random sampling or the method of chances, is the cleanest and most basic probability sampling technique, according to John Dudovskly (2011). It is also the most often used technique for selecting a population sample for a variety of reasons. This approach is thought to portray the population in the most objective way. However, this method still exhibits sampling error, much as other sampling

techniques. Every member of the population has an equal chance of being selected for the sample in a basic random sampling. The rationale for simple random sampling, according to one statement, is that it eliminates bias from the selection process and ought to provide representative samples (Gravette, F.J. & Forzano, and L.B.-2011).

## 3.4 Data Collection Tools

The closed-ended style of questionnaire served as the researcher's tool for gathering data. The questionnaires were created to fit the study's aims. Gay (2002) argued that in order to assist the performance of efficient research, both social and scientific research tools might be either borrowed or produced. In order to conduct this study, the researcher borrowed questionnaires.

## 3.5 Data Collection Procedure

Having received Clarence from the Near East University Ethnical Committee, the researcher visited the campus of the university under study and met with lecturers who were friendly and assisted in the distribution of the questionnaires to the administrative staff at a time. These questionnaires were collected back from the respondents upon completion which formed the basis for data analysis. The respondents had been randomly selected, sensitively considering their position, job descriptions, and gender balancing.

## 3.6 Method of Data Analysis

The data gathered for the study were presented, interpreted, and discussed using the straightforward frequency percentage distribution. The data was analyzed using SPSS. SPSS (Statistical Package for the Social Sciences) was described by John Noels (2016) as a collection of software applications that are bundled into a single package. This program's primary use is for the analysis of social science-related research data. For market research, surveys, data mining, and other purposes, this data may be used. Researchers can quickly determine if a product is needed in the market with the help of the statistical data they have collected, and they may adjust their approach appropriately. Basically, SPSS organizes and stores the supplied data before compiling the data set to provide the desired Results. A wide range of variable data types may be handled by SPSS thanks to its architecture.

# CHAPTER FOUR

# DATA PRESENTATON AND INTERPRETATION

## 4.1 Introduction

The information gathered for the study is presented and explained in this chapter. This chapter includes a discussion of the research's findings. They are provided consistent with the objectives of the study.

## 4.2 Data Presentation and Interpretation

## A. The Demographic Characteristics of the respondents

**Table 1.** Gender of respondents

| Gender | Frequency | Percent |
|---|---|---|
| Male | 6 | 50.0 |
| Female | 6 | 50.0 |
| Total | 12 | 100.0 |

**(Source: Researcher's fieldwork, 2022)**

Table A shows the gender of the respondents. According to the table, there is gender equality as there is 50% representation of each gender.

**Table 2.** Marital Status of respondents

| Status | Frequency | Percent |
|---|---|---|
| Married | 9 | 75.0 |
| Single | 3 | 25.0 |
| Total | 12 | 100.0 |

**(Source: Researcher's fieldwork, 2022)**

Table B shows that 9 respondents representing 75% were married while 3 representing 25% were single. This implies that majority of the respondents were married.

**Table 3.** Age of respondents

| Age group | Frequency | Percent |
|---|---|---|
| 25-30 | 4 | 33.3 |
| 31-36 | 6 | 50.0 |
| 37-42 | 2 | 16.7 |
| Total | 12 | 100.0 |

**(Source: Researcher's fieldwork, 2022)**

The above table shows that more than 80% of the respondents were between 25 and 36 years, indicating that majority of the faculty members were young.

**Table 4.** Number of years employed

| # of years of service | Frequency | Percent |
|---|---|---|
| Less than 5 years | 3 | 25.0 |
| More than 5 years | 9 | 75.0 |
| Total | 12 | 100.0 |

**(Source: Researcher's fieldwork, 2022)**

Table D shows that 75% of the respondents have served the institution for more than 5 years while 25% have served for less than 5 years.

**Table 5.** Highest level of education

| Qualification | Frequency | Percent |
|---|---|---|
| Bachelors | 0 | 0 |
| Masters | 12 | 100.0 |
| Doctorate | 0 | 0 |
| Total | 12 | 100.0 |

**(Source: Researcher's fieldwork, 2022)**

Table E shows the qualification of the respondents. Accordingly, all (100%) of respondents are master's degree holders.

**Table 6.** Professional rank of respondents

| Professional rank | Frequency | Percent |
|---|---|---|
| Assistant professor | 8 | 66.6 |
| Associate professor | 2 | 16.7 |
| Professor | 2 | 16.7 |
| Total | 12 | 100.0 |

**(Source: Researchers fieldwork, 2022)**

The above table shows that majority (66.6%) of the respondents are the rank of Assistant Professors, indicating the rank of Assistant Professors dominate the administrative staff.

## B. General Working Conditions

**Table 7.** Conditions of service applicable to your institution.

| Condition of service | Frequency | Percent |
|---|---|---|
| Opportunities for increased involvement in education | 0 | 0 |
| Opportunities for education to expand in comparison to another field | 0 | 0 |
| Possibility for professional development through formal education | 0 | 0 |
| Opportunities to participate in professional workshops and conferences | 0 | 0 |
| Good working relationship with others | 0 | 0 |
| None | 12 | 100.0 |
| Total | 12 | 100.0 |

(Source: Researcher's fieldwork, 2019)

The above table shows the conditions of service that can lead to job satisfaction. According to this table, all (100%) of the respondents stated that none conditions was available at the institution. This is an indication that the factors of job satisfaction are not available at the institution.

**Table 8.** Working conditions greatly impacting job performance negatively

| Working conditions | Frequency | Percent |
|---|---|---|
| Low remuneration | 8 | 66.7 |
| Poor leadership | 0 | 0 |
| Lack of recognition | 0 | 0 |
| Lack of resource support | 4 | 33.3 |
| Total | 12 | 100.0 |

**(Source: Researcher' fieldwork, 2022)**

Table H shows the working conditions at the institution leading to job dissatisfaction. 66.7% stated that it was as a result of low remuneration while 33.3% stated that it was lack of resource support. This is an indication that low remuneration and lack of resource support were the main reason for job dissatisfaction.

## C. Impact of the working conditions on faculty performance

| Result of job dissatisfaction | Frequency | Percent |
|---|---|---|
| Work in more than one University at a time | 5 | 41.7 |
| Hire the service of a teaching assistant who is not qualified to help you | 2 | 16.7 |
| Not regular in class | 3 | 25.0 |
| Always not accomplishing your teaching objectives | 2 | 16.7 |
| Total | 12 | 100.0 |

**(Source: Researcher's fieldwork, 2022)**

The above table shows the behaviors of respondents as a result of job dissatisfaction. 41.7% teach in more than university at the same time; 16.7% hire the services of unqualified teaching assistance; 25% are not regular in class, while 16.7% are not accomplishing their teaching objectives. This indicates job dissatisfaction has the potential to lead to poor performance.

**D. Level of job satisfaction**

**Table 9.** The method used to determine your salary

| Level of satisfaction | Frequency | Percent |
|---|---|---|
| Excellent | 0 | 0 |
| Very good | 0 | 0 |
| Good | 0 | 0 |
| Fair | 0 | 0 |
| Poor | 12 | 100.0 |
| Total | 12 | 100.0 |

**(Source: Researchers fieldwork, 2022)**

Table J shows the level of satisfaction relating to the method used to determine the faculty salaries. All (100%) of the respondents expressed poor level of satisfaction. This is an indication that their level of satisfaction is poor.

**Table 10.** The range of salary paid to instructors in your department

| Level of satisfaction | Frequency | Percent |
|---|---|---|
| Excellent | 0 | 0 |
| Very good | 0 | 0 |
| Good | 0 | 0 |
| Fair | 0 | 0 |
| Poor | 12 | 100.0 |
| Total | 12 | 100.0 |

**(Source: Researchers fieldwork, 2022)**

Table K shows the level of satisfaction relating to the range of salaries paid to the instructor in the department. All (100%) of the respondents expressed poor level of satisfaction. This is an indication that their level of satisfaction is poor.

**Table 11**. The method used to determine your salary

| Level of satisfaction | Frequency | Percent |
|---|---|---|
| Excellent | 0 | 0 |
| Very good | 0 | 0 |
| Good | 0 | 0 |
| Fair | 0 | 0 |
| Poor | 12 | 100.0 |
| Total | 12 | 100.0 |

**(Source: Researchers fieldwork, 2022)**

Table L shows the level of satisfaction relating to the top salary available to instructors compared to a similar position in other fields. All (100%) of the respondent expressed a poor level of satisfaction. This is an indication that their level of satisfaction is poor.

**Table 12.** The amount paid in proportion to your qualification

| Level of satisfaction | Frequency | Percent |
|---|---|---|
| Excellent | 0 | 0 |
| Very good | 0 | 0 |
| Good | 0 | 0 |
| Fair | 0 | 0 |
| Poor | 12 | 100.0 |
| Total | 12 | 100.0 |

**(Source: Researchers fieldwork, 2022)**

Table M shows the level of satisfaction relating to the amount of salary in proportion to the qualifications of respondents. All (100%) of the respondents expressed poor level of satisfaction. This is an indication that their level of satisfaction is poor.

**Table 13.** The earning potential of the faculty compared to that of the administration

| Level of satisfaction | Frequency | Percent |
|---|---|---|
| Excellent | 0 | 0 |
| Very good | 0 | 0 |
| Good | 0 | 0 |
| Fair | 0 | 0 |

| | | |
|---|---|---|
| Poor | 12 | 100.0 |
| Total | 12 | 100.0 |

**(Source: Researchers fieldwork, 2022)**

Table N shows the level of satisfaction relating to the earning potential of the faculty compared to that of the administration. All (100%) of the respondents expressed a poor level of satisfaction. This is an indication that their level of satisfaction is poor.

**Table 14.** The number of hours you work per week

| Level of satisfaction | Frequency | Percent |
|---|---|---|
| Excellent | 0 | 0 |
| Very good | 0 | 0 |
| Good | 0 | 0 |
| Fair | 0 | 0 |
| Poor | 12 | 100.0 |
| Total | 12 | 100.0 |

**(Source: Researchers fieldwork, 2022)**

Table O shows the level of satisfaction relating to the number of hours they worked per week. All (100%) of the respondents expressed poor level of satisfaction. This is an indication that their level of satisfaction is poor.

**Table 15.** Your office facilities

| Level of satisfaction | Frequency | Percent |
|---|---|---|
| Excellent | 0 | 0 |
| Very good | 0 | 0 |
| Good | 0 | 0 |
| Fair | 0 | 0 |
| Poor | 12 | 100.0 |
| Total | 12 | 100.0 |

**(Source: Researchers fieldwork, 2022)**

Table P shows the level of satisfaction relating to their office facilities. All (100%) of the respondents expressed poor level of satisfaction. This is an indication that their level of satisfaction is poor.

**Table 16.** The adequacy of instructional facilities

| Level of satisfaction | Frequency | Percent |
|---|---|---|
| Excellent | 0 | 0 |
| Very good | 0 | 0 |
| Good | 0 | 0 |
| Fair | 0 | 0 |
| Poor | 12 | 100.0 |
| Total | 12 | 100.0 |

**(Source: Researchers fieldwork, 2022)**

Table Q shows the level of satisfaction relating to the adequacy of instructional facilities. All (100%) of the respondents expressed poor level of satisfaction. This is an indication that their level of satisfaction is poor.

## 4.3 Research Findings

From the above data, the researcher made the following observations in accordance with the objectives of the research:

**Objective 1: To assess the general working conditions of the faculty**

From the data presented above, the general working conditions of the faculty at the University of Liberia are poor. There is low remuneration, lack of adequate resource support, lack of opportunities for personnel development, no opportunities for promotion, poor office facilities and poor general conditions as compared to those in administration and others in other sectors. Even though there are more people with higher credentials within the faculty, yet, the working conditions of their counterparts in the administrative section are far better. This has triggered a lot of protestation among the faculty at the University of Liberia in recent time.

**Objective 2: To investigate the impact of job satisfaction and dissatisfaction on the performance of the faculty members at the University of Liberia.**

It was discovered that as a result of dissatisfaction on the job, the following practices has become of the academic culture among most faculty members:

- Work in more than one University at a time: Most of the lecturers become faculty in multiple institutions. This helps them to make ends to meet, but there is no doubt that this practice leads to ineffectiveness.

- Hire the service of a teaching assistant who is not qualified to teach: Because of overload of coursework, the lecturers normally hire the services of teaching assistants who proxy for them. These teaching assistants may not have the minimum requirement to teach in the University. This, again leads to poor teaching outcome in the classrooms.

- Not regular in class: This is another practice among the lecturers as a result of dissatisfaction. Because they are not motivated, they lack commitment on the job. They always have excuses that lead to constant absence in the classrooms.

- Always not accomplishing their teaching objectives: As a result of constant absence in class and hiring the services of unqualified teaching assistants, there is no doubt that the teaching objectives will not be accomplished

**Objective 3: To assess the level of job satisfaction and dissatisfaction at the University of Liberia**

Job satisfaction is very poor among the members of the faculty of the University of Liberia. All of the respondents expressed job dissatisfaction among faculty members. This is clearly seen in all of the indicators. The attitude of the faculty towards their job clearly showed the level of dissatisfaction. Most of them teach in more than one University at a time, some others hire on their own, unqualified teaching assistants, some others are not regular in class, while some others do not accomplish their educational objectives. There is no doubt that these behaviors are as a result of job dissatisfaction.

**4.4 Discussion of research findings**

The research's conclusions are in perfect agreement with the theories concerning work satisfaction that are offered in this study.

Herzberg divided the work dimensions into hygiene and motivators factors, which are represented by the following elements: business administration and policy, supervision, relationship with supervisor, work conditions, salary, and relationships with peers; personal life; and relationships with subordinates; status; and security (Peterson, 2007). Achievement, acknowledgment, the work itself, responsibility, progress, and development were all motivators and rewarding factors that produced extremely positive feelings. Maslow's hierarchy of requirements is another another

explanation for why people are happy in their jobs. According to Maslow, the hierarchy of needs has an impact on human motivation. The five primary stages of human desires identified by Maslow (2009) are given in the following order: 1) Lower order needs like biological and physiological needs (like the need for food, drink, air, sleep, and sex), 2) Safety needs (such the need for safety and protection from harm), and 3) Social needs (the desire to fulfill the need for belonging, love, and affection). Achievement, recognition, job itself, responsibility, development, and growth were all motivators and fulfilling variables that led to very excellent sensations. 4) Wants for esteem (both one's own and other people's) and 5) self-actualization, which is the desire to reach one's full potential, were among the higher-order needs. These requirements are directly related to job happiness. When a person's requirements are met in their employment and surrounding environment, job satisfaction is said to exist, according to Maslow's (1954) theory of individual needs (As cited by Sergeant and Brown, 2007). This has a number of effects on workers' job happiness. These two ideas are supported by the research's findings. The University of Liberia's faculty members were quite dissatisfied, and this was due to the administration's lack of drive. The faculty members found it challenging to satisfy their fundamental needs due to the low pay and lack of additional advantages and possibilities, which prevented them from reaching their full potential.

# CHAPTER FIVE

# RECOMMENDATIONS, CONCLUSION, AND SUMMARY

## 5.1 Introduction

This chapter contains a summary of key findings, a conclusion, and recommendations based on the findings.

## 5.2 Summary of key findings

The findings of the research can be summarized as follows:

**Objective 1: To assess the general working conditions of the faculty**

The general working conditions of the faculty at the University of Liberia are poor. There is low remuneration, lack of adequate resource support, lack of opportunities for personnel development, no opportunities for promotion, poor office facilities and poor general conditions as compared to those in administration and others in other sectors

**Objective 2: To investigate the impact of job satisfaction and dissatisfaction on the performance of the faculty members at the University of Liberia.**

It was discovered that as a result of dissatisfaction on the job, the following practices became of the academic culture among most faculty members:
Work in more than one University at a time; hire the service of a teaching assistant who is not qualified to teach; not regular in class; always not accomplishing teaching objectives.

**Objective 3: To assess the level of job satisfaction and dissatisfaction at the University of Liberia**

Job satisfaction is very poor among the members of the faculty of the University of Liberia.

## 5.3 Conclusion

From the study, it is clear that the level of job satisfaction among faculty members at the University of Liberia is very low. Factors responsible for this job dissatisfaction include low remuneration, lack of adequate resource support, lack of opportunities for personnel development, no opportunities for promotion, poor office facilities, and poor general conditions as compared to those in administration and others in other sectors. This has a serious negative impact on teaching outcomes. This implies poor performance by the administration of the University. If the level of job satisfaction

among the faculty will improve, the administration should work on these factors that caused the poor job satisfaction.

## 5.4 Recommendations

From the findings outlined above, the researcher made the following recommendations:

- The Administration of University of Liberia should increase the salaries of the faculty members in direct proportion to their qualification, in comparison to that of administration and their colleagues in other sectors. This will empower them to meet up their basic needs and be satisfied with their jobs.
- The administration should improve the other general working conditions such as adequate resource support, provision of opportunities for personnel development, promotion, adequate office facilities etc. This will help to motivate the faculty members to be effective in their duties and increase the level of job satisfaction.

# QUESTIONNAIRE

**A.          DEMOGRAPHICS OF RESPONDENTS**

1.  Institution: _____ Department:

_____

2.  Sex:   Male ( ) Female ( )

3.  Marital status: Married ( ) Single ( )

4.  Age: 25-30   31-36 37-42   43-48 49 and above

5.  Number of years employed:  Less than 5 years; More than 5 years

6.  Highest level of education:

  Bachelor's degree ( ) Master's degree ( ) Doctoral degree ( )

7.  Present professional rank;

 Instructor or lecturer   ( ) Assistant Professor ( ) Associate Professor ( ) Professor ( )

**B.                      LEVEL OF JOB SATISFACTION**

At the scale of 1 – 5, rate your level of satisfaction for the following working

conditions.

Scale: 1 = Excellent; 2 = Very good; 3 = Good; 4 = Fair; 5 = Poor

1. The method used to determine your salary.

1 2 3 4 5

2. The range of salaries paid to instructors in your department.

1 2 3 4 5

3. The top salary available to instructors compared to similar positions in other fields.

1 2 3 4 5

4. The amount of salary in proportion to your qualification.

1 2 3 4 5

5. The earning potential of the faculty compared to that of the administration.

1 2 3 4 5

6. The number of classes or groups for which you are responsible.

1 2 3 4 5

7. The number of hours you work each week.

1 2 3 4 5

8. Your office facilities.

1 2 3 4 5

9. The adequacy of instructional equipment.

1 2 3 4 5

## C.                    FACTORS OF JOB SATISFACTION

**Indicate with a thick which of the following conditions of service applicable to your institution.**

a. Opportunities for increased responsibility in education ( )

b. Opportunities provided for growth in education compared with growth in other field ( )

c. Opportunities to grow professionally through formal education ( )

d. Opportunities to attend professional conference, workshops, etc. ( )

e. Good interpersonal relationship on the job.

f. None

Indicate with a thick which of the following working conditions negatively affect your job satisfaction

(a) Low remuneration ( )

(b) Poor leadership ( )

© Lack of recognition ( )

(d) Lack of resource support ( )

**Which of the following do you do as a result of job dissatisfaction?**

(a) Work in more than one University at a time. ( )

(b) Hire the service of a teaching assistant who is not qualified to help you

© Not regular in class

(d) Always not accomplishing your teaching objectives

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