



# **Demographic Determinants of Job Satisfaction among Non-Academic Senior Staff of University of Cape Coast, Ghana**

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## **Authors' contributions**

*This work was carried out in collaboration between both authors. Data analysis, methods, discussion, problem statement and writing of the entire manuscript were done by the first author. Review of relevant literature, background, writing of protocols and references were carried out by the second author. Design of the entire study, proof reading and approval of final manuscript were done by both authors.*

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## **ABSTRACT**

This paper investigated the demographic determinants of job satisfaction among non-academic senior staff (referred to as senior staff) of the University of Cape Coast, Ghana. By employing the descriptive design with a quantitative approach, we used a sample of 302 senior staff who were selected through multi-stage sampling procedures. An adapted version of the Minnesota Satisfaction Questionnaire was used to gather data. One-way between groups Analysis of Variance (ANOVA), and independent samples t-test were used to analyse the data. Findings revealed a statistically significant difference in the job satisfaction of senior staff concerning their years of working experience [ $F(2, 300) = 9.940, p < 0.001$ ], with senior staff who had 6-10 years of work experience being more satisfied with their jobs (Mean = 175.20). Again, the paper established a statistically significant difference in the job satisfaction of senior staff regarding their academic qualification [ $F(2, 300) = 8.357, p = 0.043$ ], with senior staff who had second degree being more satisfied (Mean = 183.61). However, our results revealed no statistically significant difference in job

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satisfaction of senior staff concerning their gender [ $t(300) = -0.384, p = .701$ ], and rank [ $F(2, 300) = -4.462, p = 0.061$ ]. We concluded from the results that while some demographic variables (academic qualification and years of work experience) determine senior staff's job satisfaction, others (gender and rank) do not. We therefore, recommend that managers and administrators of tertiary educational institutions should develop strategies to enhance working conditions that will ensure opportunities for further studies, higher responsibilities and promotion.

*Keywords: Job satisfaction; gender; rank; academic qualification; work experience; non-academic senior staff.*

## 1. INTRODUCTION

Human resources are the lifeline of every organization, and without them, organisations would not exist or function [1]. Employees, who constitute the human resource are very important for the effective and efficient running of organisations and their management is equally important. This is because, a well-managed organisation normally considers the average employees as the primary source of productivity gains. Organizations must, therefore, ensure employees' satisfaction if set aims and objectives could be achieved. Since human nature cannot live meaningfully without work and spend a notable part of his/her life working, there is the need to attain maximum satisfaction with the job. Naturally, when employees are happy with their job, it positively affects their lives in general. Job satisfaction generally focuses on how people feel about their work and the different aspects or characteristics that make up the work. In effect, it is what employees like or dislike about their jobs. Shah [2] points out that job satisfaction combines both psychological (achievement and work accomplishment), and environmental circumstances (safety and security, resources such as office space, internet facilities and computers and conducive work environment) that cause a person to be satisfied with his or her job. From the perspective of Sohail and Delin [3], job satisfaction emphasises the good feelings of an employee regarding his/her work and organisational environment in general.

Employees' job satisfaction affects the eventual success of the organization (Lim [4]). This implies that employees' dissatisfaction with their jobs may result in poor output and ultimately high employee turnover. Job satisfaction is not limited to employees' desires such as good remuneration, prospects for career advancement, conducive working environment, but also includes the principles and needs of the employee Hanif and Kamal [5]. When such desires, principles and needs of employees are

attained, they become satisfied, and are more likely to accommodate and relate better with other workers [6]. Conversely, Parvin and Kabir [7] maintain that in organizations where employees are not satisfied with the job, it could lead to general unhappiness, which affects productivity. With reference to the relevance of job satisfaction, Wright and Davis [8] opine that job satisfaction positively relates to the ability, effort, and capability of the employees. However, if employees are not satisfied with their jobs, it leads to turnover intentions, increasing costs, decreasing profits, and ultimately customer unhappiness with the organization [1]. Therefore, organisations including educational institutions, irrespective of its size, structure, vision or mission, need to ensure that their employees are satisfied with their jobs to achieve the needed productivity. This implies that organisations (including educational institutions), need to ensure that their employees are satisfied with their jobs to achieve the needed productivity. However, in the case of educational institutions in Ghana, staff of the various universities have recorded some form of dissatisfaction with their jobs.

For instance, the Federation of University Senior Staff Association of Ghana (FUSSAG) announced an indefinite nationwide strike in all public universities (Trade Unions and Industrial Relations in Ghana, [9]). This led to the withdrawal of service by all senior staff including nurses, hospital laboratory technologists, basic school teachers, cashiers and security officers in Ghanaian public universities. The strike action which was linked to their migration onto the single spine salary structure, lasted for six weeks, disrupting the academic calendar of public universities in Ghana. According to the Trade Unions and Industrial Relations [9], FUSSAG as part of the senior staff of the universities in Ghana, is mandated to perform all administrative and technical duties to support senior members (lecturers). They also assist in supervising junior staff to perform clerical and

other duties assigned by the heads, which makes their role in the Ghanaian universities quintessential. Also, there have been several strike actions in other tertiary institutions such as colleges of education and technical universities from time immemorial. The reasons were attributed mainly to their salary structure and this affected the academic calendar of the institutions.

We observe from the foregoing literature that, employees (senior staff) in Ghanaian universities are not satisfied with their jobs. The ultimate question however is, what are the determinants of employees' job satisfaction among the senior staff? This question is critical because such determinants are important in predicting how satisfied employees are with their jobs. In an attempt to find out the determinants of employees' job satisfaction, studies have shown that gender, rank, marital status and professional experience, among others, affect employees' job satisfaction. This paper sought to ascertain the consistency of these and other variables that have been underscored in the literature to determine the senior staff's job satisfaction at the University of Cape Coast.

### **1.1 Statement of the Problem**

Several demographic factors determine employees' job satisfaction. For instance, Milledzi Amponsah and Asamani [10] found that academic staff's age, rank and marital status affect their level of satisfaction with their jobs. However, no significant difference concerning the gender of academic staff regarding their level of job satisfaction was found Milledzi, et al. [10]. Referring to the findings of Milledzi et al. [10], we observed that job satisfaction of employees is determined by their age, rank, and marital status but not gender. The issue of gender indifference was confirmed by Beyene and Gituma [11], who found no significant difference in job satisfaction with respect to gender. On the contrary, there has been a significant number of studies which supported the view that females are more satisfied than males with their jobs. According to Long [12], female employees are more satisfied than their male counterparts. Similarly, Miao, Li and Bian [13] reported that females especially in the medical field are shown to have greater job satisfaction than male counterparts.

Olatunji [14] found that job satisfaction of employees is determined by their marital status. In particular, people who are married are

reported to have high job satisfaction as compared to those who are single. In other findings, Wolfinger, Mason and Goulden [15] contended that employees who are divorced and widowed are more likely to be satisfied with their jobs as compared to those who are married. A notable explanation to the findings of Wolfinger et al. [15] is that, balancing family and work can be cumbersome, and might create difficulties and resultant dissatisfaction. Therefore, relief from either family or work commitments may cause one to concentrate on either work or family. According to Oshagbemi [16], rank is a reliable predictor of job satisfaction with workers of higher ranks being satisfied with their jobs as compared to those of lower ranks. This might be that employees with higher rank perform difficult tasks on the job which is associated with higher remuneration and promotion. Conversely, in Northern Cyprus, Eyupoglu and Saner [17] found no difference in rank regarding academic staff's job satisfaction. The position of Eyupoglu and Saner [17] was confirmed by Platsidou and Diamantopoulou [18] who found no significant effect on academic staff's job satisfaction with respect to rank.

Judging from the reviewed literature, it is evident that several studies have been conducted on employees' job satisfaction especially in the western world. However, very few of such studies focused on the variables in the case of Ghana Milledzi, et al. [10]. From the aforementioned literature, the studies used variables such as gender, age, rank and marital status as demographic determinants of employees' job satisfaction Milledzi, et al. [10]; Olatunji [14]; Azim, et al. [19]. However, they did not take into consideration other demographic variables of employees such as years of work experience and academic qualifications. Again, although the studies conducted focused mainly on variables such as gender, age, rank, and marital status as determinants employees' job satisfaction, they concentrated mainly on academic staff Milledzi, et al. [10]; Olatunji [14]; Beyene and Gituma [11] to the neglect of other senior staff who are responsible for the administrative and technical duties in support of academic staff in universities. Arguably, there is therefore no readily available information on the demographic determinants of job satisfaction of non-academic senior staff at the universities in Ghana, including the University of Cape Coast. It is therefore uncertain if the variables that have been found in the literature to include gender, rank and other variables that have not been fully

explored, such as academic qualification and years of work experience determine the job satisfaction of such senior staff. Hence, this paper sought to address the research gaps in the literature by investigating demographic variables that determine the job satisfaction of senior staff at the University of Cape Coast.

## **1.2 Purpose**

The paper sought to investigate the demographic determinants of job satisfaction among senior staff at the University of Cape Coast. Specifically, the paper sought to investigate if a difference exists in job satisfaction of senior staff concerning their:

1. Gender
2. Years of work experience
3. Academic qualification, and
4. Rank

## **2. LITERATURE REVIEW**

### **2.1 Theoretical Review**

We used Herzberg, Mausner and Snyderman's [20] motivator-hygiene theory to better understand the concept of job satisfaction. Herzberg et al. [20] postulated a two-factor theory that categorises the factors affecting job satisfaction and dissatisfaction. Through an empirical experiment, Herzberg and associates identified two sets of motivators (or satisfiers) and hygiene (or dissatisfiers). The motivator-hygiene theory describes the concept of job satisfaction with two dimensions (intrinsic and extrinsic factors). The position of Herzberg and associates' theory is that, the presence of motivator factors which relate to job content; produce job satisfaction, but their absence; does not lead to job dissatisfaction. In this regard and as revealed by Herzberg et al. [20], achievement, recognition, work itself, personal growth, advancement, and responsibility are examples of motivating factors that lead to employees' job satisfaction. On the other hand, the presence of hygiene factors such as status, salary, working conditions, among others, which relate to the job or working environment do not produce feelings of satisfaction Herzberg et al. [20]. However, Rollinson [21] criticises Herzberg and associates that there is no clear cut link between the factors causing satisfaction and those causing dissatisfaction as some hygiene factors are related to job satisfaction. Among others, Hulin [22] also argues that Herzberg and associates'

theory ignored the role of individual and cultural variables in job situations. Despite such criticisms and limitations of Herzberg et al. [20] theory, it is expedient to this paper for several reasons. We observe that Herzberg et al. [20] used empirical data to reveal factors that are motivating in nature to affect employees' satisfaction. As employees work on their jobs, it is evident that certain factors when provided will help them to develop the satisfaction they deserve and that, factors as identified by Herzberg and associates to include achievement, recognition, work itself, personal growth, advancement, and responsibility, as well as salary and status cannot be left out. It follows that when managers and administrators of institutions develop or fail to develop policies regarding such factors, the satisfaction level of employees might or might not be affected. From Herzberg et al. [20] motivator-hygiene theory, we argue that demographic variables, such as gender, years of work experience, academic qualifications, and rank might be satisfiers or dissatisfiers of senior staff's job satisfaction, and the absence of these variables may affect how such senior staff do their job. This makes the theory important in this paper.

### **2.2 Gender and Job Satisfaction**

There is no concrete conclusion concerning the relationship between gender and the job satisfaction of employees. Studies have indicated that males are more satisfied with their jobs, while others indicate that females are more satisfied. Beyene and Gituma [11] from a sample of 68 workers in Eritrea found that no significant difference exists in job satisfaction with respect to gender. In Ghana, Milledzi et al. [10] from a sample of 361 academic staff made up of 287 males and 74 females, found that male and female academic staff do not differ in their level of job satisfaction. However, there have been some studies that have found that job satisfaction is determined by gender. For instance, Olatunji [15] points out from some health workers in Nigeria that males reported higher levels of job satisfaction than their female counterparts. A similar finding was revealed by Chirchir [23] who found from teachers in Bomet County in Kenya that males have higher levels of job satisfaction than females. On the other hand, Long [12] concluded that females were more satisfied with their job compared to males. This was confirmed by Miao et al. [13] who established in China that females have greater levels of satisfaction as compared to their male

counterparts. This can be attributed to the fact that, females have lower expectations and that, females in male-dominated workplaces have similar satisfaction levels compared to males due to their expectations. Referring to the review on gender and job satisfaction, we argue that research findings appear to be inconsistent and contradictory. This is because, while others are of the view that male and female workers do not differ in their job satisfaction, others are of the view that significant differences exist between males and females in their levels of job satisfaction. We posit that, there is no clear-cut conclusion as to whether a difference exist in the job satisfaction between males and females or not. The inconsistency and contradiction in literature therefore, needs a further research to justify the aforementioned gap. We therefore proposed and tested this hypothesis:

**H<sub>01</sub>:** There is no statistically significant difference in the job satisfaction between male and female senior staff of the University of Cape Coast.

### **2.3 Years of Work Experience and Job Satisfaction**

Studies on the work experience and employees' job satisfaction have shown that the level of employees' satisfaction is determined by their years of work experience. In particular, Gill, Sharma, Mathur and Bhutani [24], using samples in India and Canada revealed that employees who had high job satisfaction had high work experience. From a descriptive survey, Gesinde and Adejumo [25] analysed the influence of age and work experience on primary school teachers' job satisfaction in Nigeria. From a sample of 238 respondents, it was established that primary school teachers who exhibited higher levels of job satisfaction had worked for a higher number of years as compared to those who attained low levels of satisfaction. A notable explanation to these findings is that, as employees work for a longer time, they are likely to enrich their working experience and attain better roles in the organisations within which they work. As they gain such experiences and roles, they are accompanied by benefits that are likely to make them satisfied.

In contrast to the indicated findings, Kardam and Rangnekar [26] established from a sample of 160 respondents in India that no significant difference existed in the job satisfaction of employees with respect to years of experience. The authors concluded that, there is no need to take into

account changes in the job satisfaction of employees with its antecedence associated with years of work experience. It was established that an employee can attain the highest professional qualification even without work experience and receive better job opportunities to enhance his or her satisfaction. The position of Kardam and Rangnekar [26] was validated by Bhandari and Soni [27] who found from a sample of 70 employees in India that job satisfaction is not determined by years of work experience. Although using a sample of 70 respondents in a descriptive survey could not have been meaningful enough, the finding of Bhandari and Soni [27] is consistent with the literature on the basis that, job satisfaction is not determined by the number of years an individual has worked. Conversely, Soni, Chawla and Senger [28] agree that job satisfaction is determined by years of work experience. According to Soni et al. [28], job satisfaction is positively related to years of work experience. This suggests that the higher the years of work experience, the higher the level of employees' job satisfaction and vice versa. Concerning the aforementioned literature on job satisfaction and work experience, we argue that there have been inconsistent and contradictory findings by several authors regarding the two variables. Our argument is premised on that fact that, while others contend that job satisfaction is determined by years of work experience, others assert that years of work experience do not relate nor determine employees' job satisfaction. Also, we argue further that the studies reviewed on years of work experience and job satisfaction least focused on non-academic staff in universities who do not directly teach. A paper of this nature is particularly important as it seeks to investigate whether or not job-satisfaction is determined by years of work experience especially in the case of non-academic senior staff. We therefore formulated and tested this hypothesis:

**H<sub>02</sub>:** There is no statistically significant difference in the job satisfaction of senior staff with respect to their years of work experience.

### **2.4 Academic Qualification and Job Satisfaction**

It has been established in the literature that academic or educational qualification is positively related to job satisfaction. Arguably, the provision of training and additional educational experiences leads to an increase in one's professionalism, which may result in associated

benefits. Wrights and Davis [8] point out that the lack of educational and professional experience might lead to frustration and lack of job satisfaction. Regarding the relevance of academic qualification in predicting employees' job satisfaction, Gurbuz [29] found from a sample of 600 tourism workers in Pakistan that job satisfaction is determined by academic qualification, and that academic qualification is positively related to job satisfaction. We imply from Gurbuz's [29] position that an increase in academic qualification will lead to an increase in job satisfaction. Similarly, a paper by Ishola, Adeleye and Tanimola [30] on the impact of educational or professional qualification and years of experience on accountants' job satisfaction in Nigeria found that, accountants who had higher academic and professional qualification reported higher levels of job satisfaction as compared to their counterparts with a low educational and professional qualification. Similarly, Jaoko [31] found from a sample of 48 employees in Nairobi, Kenya, that academic qualification was perceived to have a significant positive relationship with employees' job satisfaction. We point out that although the sample (48 employees) used in the Jaoko's paper was not enough for a descriptive survey, the findings confirmed the positive relationship between academic qualification and job satisfaction. It was recommended that organisations must support staff to pursue higher academic qualifications to strengthen the organisations' capacity to improve employees' performance and satisfaction Jaoko [31].

In other studies, Bucheli, Melgar, Rossi and Smith [32] found from a sample of 2,007 workers in Spain that job satisfaction is determined by academic qualification. According to Bucheli et al. [32], workers who have higher academic qualifications reported higher job satisfactions with their jobs. It was explained that such workers had higher salaries due to their higher responsibilities as compared to workers with lower qualifications. The review on academic qualification and job satisfaction indicates a positive relationship between the two variables. This means that, the higher one's level of professional or academic qualification, the higher the level of job satisfaction. Although the relationship between these two variables has been established, we argue that most of the studies were conducted in western countries. Besides, the studies that have been reviewed failed to assess how academic qualification determines or is related to job satisfaction from

the perspectives of other senior staff who perform non-academic duties in universities. Based on the indicated gaps, we formulated and tested this hypothesis:

**H<sub>03</sub>:** There is no statistically significant difference in the job satisfaction of senior staff with respect to their academic qualification.

## **2.5 Rank and Job Satisfaction**

According to Oshagbemi [16], rank is used to denote an individual's status in an organisation which specifically shows the level of his/her job seniority. The term as used in this regard emphasises an individual's status, and is often determined by a person's characteristics. The issue of rank and job satisfaction is common in industrial organisations as compared to educational institutions. Due to this, we argue that empirical data on rank as affecting individuals' job satisfaction in the education sector is limited. According to Oshagbemi [16], rank is a reliable predictor of job satisfaction. He stresses that employees with higher rank or status are generally satisfied with their jobs as compared to those of lower ranks. In particular, highly ranked employees are satisfied because higher-level jobs tend to be more complex and have better working conditions than lower-level jobs. In contrast, Eyupoglu and Saner [17] found in Northern Cyprus that the level of job satisfaction of academics does not depend on rank. Similar findings were revealed in Greece by Platsidou and Diamantopoulou [18]. According to Platsidou and Diamantopoulou, academics in Greek Universities reported that rank had no significant effect on their level of job satisfaction. However, Mumford and Sechel [33] found from the United Kingdom Economists that their job satisfaction increased with rank. A notable explanation to these findings is due to the increment in remuneration that comes with the increment in job requirements. A similar finding was reported by Ssenga and Gerrett (2005) who opined that job satisfaction of university teachers in Uganda was predicted by rank. Also, Noble and McCornic [34] found using primary school staff that rank is a significant predictor of employees' job satisfaction. More recently, Milledzi et al. [10] also found a significant positive effect of rank on job satisfaction among academic staff of universities in Ghana. Concerning the empirical evidence on rank and job satisfaction, we argue that there have been inconsistent findings regarding whether or not rank determines employees' job satisfaction. This

is because, while some studies support the stance that job satisfaction is determined by rank, the reverse seems true for other studies. Besides, the research works favoured only academic staff of universities to the neglect of other senior staff who are not academically inclined. Further research is therefore needed to fill the gaps indicated. The following hypothesis was therefore formulated and tested:

**H<sub>04</sub>:** There is no statistically significant difference in the job satisfaction of senior staff with respect to their rank.

### 3. METHODS

#### 3.1 Research Design

The paper employed a descriptive survey design with a quantitative approach. The design allows for the accurate description, observation, and documentation of a situation as it naturally occurs. Creswell [35] explains that descriptive survey research can obtain data about persons or groups of persons who possess some identified features, perceptions, behaviours and beliefs with questioning, and soliciting of responses concerning their current status. The quantitative ability of descriptive research also involves the process of employing objective measures, to numerical data with the view of demonstrating the relationships existing between variables Creswell [35]. In a quantitative approach, researchers employ quantitative methods to assess the magnitude and frequency of constructs to explore meaning and understanding of constructs Creswell & Plano-Clark [36]. Again, the design involves collecting data from all sampled respondents through the administration of a questionnaire Leedy & Ormrod [37]. We used descriptive and

quantitative methods because there was the need to obtain data from a large respondent on their belief, attitudes, and feelings regarding their job satisfaction, and subject the data to numerical analysis to identify the relationship between the variables. To achieve this, self-reported quantitative data was taken from a sample of senior staff of the University of Cape Coast.

#### 3.2 Population and Sample

The population consisted of 1,385 senior staff of the University of Cape Coast, Ghana. Through multi-stage sampling, a sample size of 302 (based on Krejcie and Morgan [38] senior staff was selected and used. The population and sampling distribution of the respondents are presented in Table 1.

#### 3.3 Data Collection Instrument

An adapted questionnaire on job satisfaction (a short version of the Minnesota Satisfaction Questionnaire [MSQ] by Spector [39] was used in the data gathering. The questionnaire was made up of 20 items that measured the job satisfaction level of senior staff. The items on the questionnaire were measured on a five-point Likert- scale namely; strongly agree= 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1 with 1 indicating the lowest agreement to the items and 5 indicating the highest agreement to the items. The MSQ was adapted due to its comprehensiveness when evaluating social recognition, promotion, compensation, recognition, and working environment. Since the instrument was adapted, a pilot testing was conducted and the Cronbach's alpha reliability coefficient stood at 0.897.

**Table 1. Population and sample size of respondents**

Senior staff	Population	Sample
Academic (non-teaching)	274	60
Administration	610	133
Domestic	10	2
Finance and Audit	125	27
Health	88	19
Maintenance	56	12
Security	18	4
Technical	204	45
Total	1,385	302

Source: Directorate of Human Resource, UCC (2019)

### 3.4 Data Processing and Analysis

Employees' job satisfaction was determined by estimating the composite scores of items on the adapted questionnaire. The scores ranged from 20 to 100. The overall data was coded into the SPSS version 22 for cleaning, checking of errors, and missing values. The statistical tools that were used to analyse the data were independent samples t-test and one-way between-group Analysis of Variance (ANOVA).

## 4. RESULTS

### 4.1 Objective One

The first objective sought to establish the difference in the job satisfaction among male and female senior staff of the University of Cape Coast. The null hypothesis to this objective was:

**H<sub>0</sub>:** There is no statistically significant difference in the job satisfaction among male and female senior staff of the University of Cape Coast.

The hypothesis was tested at a 5% significance level using independent samples t-test. This was of the view that the independent variable (gender) was made up of two categories (male and female) against the dependent variable (composite scores of job satisfaction). The summary of the result is presented in Table 2.

Table 2 shows no statistically significant difference between male (Mean = 2.50, Std. Dev. = .689), and female (Mean= 2.47, Std. Dev. = .593) senior staff with regards to their job satisfaction [ $t(300) = -0.384, p = .701$ ]. The null hypothesis is therefore retained. This means for

the senior staff of the University of Cape Coast, gender does not determine their job satisfaction.

### 4.2 Objective Two

The second objective aimed at determining the difference in the job satisfaction among senior staff of the University of Cape Coast concerning their years of work experience. The null hypothesis for this objective was:

**H<sub>0</sub>:** There is no statistically significant difference in the job satisfaction of senior staff concerning their years of work experience.

To achieve this objective, the hypothesis was tested at a 5% significance level using the one-way between groups Analysis of Variance (ANOVA). This was of the view that the independent variable (years of work experience) was made up of three categories (1-5 years, 6-10 years, and above 10 years) against the dependent variable (composite scores of job satisfaction). The summary of the result is presented in Table 3.

The results depicted in Table 3 show a statistically significant differences in the job satisfaction levels of senior staff with respect to their years of work experience. This is because, for the one-way ANOVA that was conducted,  $F(2, 300) = 9.940$  with  $p < 0.001$ , and that explains that the null hypothesis is rejected. The result suggests that the senior staff in the study area differ in their job satisfaction in terms of their years of work experience. Due to the nature of the result, a multiple comparison test was conducted by running a post hoc test to check the differences that occurred between the groups. The summary of the post hoc test using Tukey's test is presented in Table 4.

**Table 2. Independent sample T-test on gender and job satisfaction**

Variable	Gender	N	Mean	Standard deviation	t-test value	p-value
Job satisfaction of senior staff	Male	179	2.50	.689	-.384	.701
	Female	133	2.47	.593		

Source: Field survey (2019), N = 302

**Table 3. One-Way analysis of variance on years of working experience and job satisfaction**

	Sum of squares	Df	Mean square	F	Sig.
Between Groups	16264.296	2	8132.148	9.940	.000
Within Groups	250333.458	300	818.083		
Total	266597.754	302			

Source: Field survey (2019), N = 302



**Table 4. Multiple comparisons**

Job satisfaction (I)	Job satisfaction (J)	Mean difference (I-J)	Sig.	Mean	Standard deviation
1-5 years	6-10 years	9.894 <sup>*</sup>	.025	165.20	28.384
	Above 10 years	10.000 <sup>*</sup>	.025		
6-10 years	1-5 years	-9.894 <sup>*</sup>	.025	175.20	30.103
	Above 10 years	8.148	.141		
Above 10 years	1-5 years	-10.000 <sup>*</sup>	.000	157.05	26.250
	6-10 years	-8.148	.141		

*\*. The mean difference is significant at the 0.05 level*

*Source: Field survey (2019), N = 302*

Results in Table 4 show a significant difference in job satisfaction between workers with 1-5 and 6-10 years of work experience, mean difference of 9.894 with  $p = .025$ . The results further show no significant difference between the job satisfaction of senior staff who have worked for 6-10 years and above 10 years, with a mean difference of 8.148 and  $p = .141$ . Also, the results show a significant difference in the job satisfaction of senior staff who have worked for 1-5 and above 10 years, with a mean difference of 10.000 and  $p < .001$ . It can be inferred from Table 4 that senior staff who have 6-10 years of work experience had the highest mean (175.20), followed by senior staff with 1-5 years of experience (Mean = 165.20), with senior staff who have above 10 years of experience having the lowest mean (157.05). This means that senior staff who had 6-10 years of experience were more satisfied with their jobs.

### 4.3 Objective Three

The third objective intended to establish the difference in job satisfaction of senior staff with respect to academic qualification. The null hypothesis to objective was:

**H<sub>0</sub>:** There is no statistically significant difference in the job satisfaction of senior staff with respect to academic qualification.

The hypothesis was tested at a 5% significance level using the one-way Analysis of Variance (ANOVA). The independent variable (academic qualification) was made up of three categories (diploma/commercial/vocational/technical, first degree, and second degree) against the dependent variable (composite scores of job satisfaction). The summary of the result is presented in Table 5.

Making inferences from results in Table 5, it is observed that there is a statistically significant

difference in the job satisfaction levels of senior staff concerning their academic qualification [ $F(2, 300) = 8.357, p = 0.043$ ]. The null hypothesis is therefore rejected. The results mean that the senior staff of the University of Cape Coast differ in their job satisfaction in terms of their academic qualification. The significance of the test calls for a post hoc test to check the differences. The summary of the post hoc test using Tukey's test is presented in Table 6.

From Table 6, there is a significant difference in job satisfaction of senior staff who had diploma/commercial/vocational/technical and first degree as their academic qualification (mean difference = 23.550,  $p < .012$ ). The result further shows a significant difference in the job satisfaction of senior staff who had first degree and second degree as their academic qualification (mean difference = 37.280,  $p < .013$ ). The results further show a significant difference in the job satisfaction of senior staff who had second degree and diploma/commercial/vocational/technical as their academic qualification (mean difference = 13.730,  $p = .001$ ). It can be inferred from Table 6 that senior staff with second degree as their academic qualification were more satisfied with their jobs (the highest mean of 183.61).

### 4.4 Objective Four

The fourth objective sought to determine the difference in job satisfaction among senior staff in terms of rank. The null hypothesis to this objective was:

**H<sub>0</sub>:** There is no statistically significant difference in the job satisfaction of senior staff with respect to rank.

The hypothesis was tested at a 5% significance level using the one-way Analysis of Variance (ANOVA). This was of the view that the

**Table 5. One-way analysis of variance on academic qualification and job satisfaction**

	Sum of squares	Df	Mean square	F	Sig.
Between Groups	14645.132	2	7184.301	8.357	.043
Within Groups	300124.091	300	732.631		
Total	314769.223	302			

Source: Field survey (2019), N = 302

**Table 6. Multiple comparisons**

Job satisfaction (I)	Job satisfaction (J)	Mean difference (I-J)	Sig.	Mean	Standard deviation
Dip/com/voc/tec	First degree	-23.550*	.012	146.33	22.814
	Second degree	-13.730*	.001		
First degree	dip/com/voc/tec	23.550*	.012	169.88	28.651
	Second degree	37.280*	.013		
Second degree	First degree	37.280*	.001	183.61	30.081
	Dip/com/voc/tec	-13.730*	.013		

\* The mean difference is significant at the 0.05 level.

Source: Field survey (2019), N = 302

**Table 7. One-way analysis of variance on rank and job satisfaction**

	Sum of squares	Df	Mean square	F	Sig.
Between Groups	18301.434	2	7103.531	-4.462	.061
Within Groups	221215.458	300	890.445		
Total	282862.050	302			

Source: Field survey (2019), N = 302

independent variable (rank of senior staff) was made up of three categories (administrative and senior administrative assistants, principal administrative assistant, and chief administrative assistant) against the dependent variable (composite scores of job satisfaction). The summary of the result is presented in Table 7.

It is evident from Table 7 that there is no statistically significant difference in the job satisfaction of senior staff with reference to rank [ $F(2, 300) = -4.462, p = 0.061$ ], and that the null hypothesis is retained. The result shows that the senior staff's job satisfaction is not determined by their ranks.

## 5. DISCUSSION

The first objective sought to find out if there was a gender difference in the job satisfaction of senior staff of the University of Cape Coast. Our results revealed no statistically significant difference in job the satisfaction between male and female senior staff of the University of Cape Coast. The result confirms that job satisfaction does not depend on gender. The result is evident because female and male senior staff

probably have similar or the same expectations which might have made them report the same levels of job satisfaction. In line with literature, Milledzi et al. [10] reported no significant difference in the job satisfaction of academic staff with respect to gender. In the work environment, when individuals attain certain responsibilities because of rank or promotion, they tend to attain a level of satisfaction. It should be pointed out that, irrespective of being a male or female, when efforts are made to learn on the job and accomplish some level of personal growth, it may result in promotion, accompanied by increase in rank and pay, which increases job accomplishment and satisfaction. There is the likelihood that the senior staff of the University of Cape Coast, irrespective of their gender, have attained similar level of job accomplishment and responsibilities. It is therefore expected that similar accomplishment and responsibilities are associated with similar pay, promotion and rank, and this is related to equal level of job satisfaction. The finding further collaborates with the positions of Azim, et al. [19] and Nestor and Leary [40] who reported that gender does not determine job satisfaction. In contrast, this finding contradicts the position of Olatunji [15]

who found that males reported higher levels of job satisfaction than their female counterparts. When males have greater work expectations as compared to their female counterpart, it is expected that their level of satisfaction will be higher than females: this makes the position of Olatunji possible. Gender can be conceptualised as one of the hygiene factors [20] which can explain the role or status of an individual. In this paper, gender as a hygiene factor does not lead to senior staff of the University of Cape Coast job satisfaction, and this confirms Herzberg et al. [20] view that hygiene factors do not necessarily lead to job satisfaction.

The second objective sought to establish the difference in the job satisfaction of senior staff concerning their years of work experience. The results showed a statistically significant difference in the job satisfaction levels of senior staff with respect to their years of work experience, with senior staff who had 6-10 years of experience being more satisfied with their jobs. As employees work for a longer period, it is expected that they gain certain experiences, and attain better roles in the organisations within which they work. Referring to the senior staff of the study area, it is expected that their longer years of working experience would made them more satisfied. It is also expected that longer years of service might lead to promotion which is associated with higher work responsibilities and pay. However, our findings indicate that senior staff who have worked for 6-10 years were satisfied leaving those who have worked for more than 10 years being least satisfied with their job. This may be attributed to the fact that such staff might have been working on the same task for a given period of time or have not yet been promoted, hence their dissatisfaction. The finding partially agrees with Gill et al. [24], Soni et al. [28] and Gesinde and Adejumo [25] who reported that years of work experience influence workers' job satisfaction. The reason is that as workers gain such experiences, their progressive experiences are associated with roles which are accompanied by benefits that are likely to make them satisfied. This might have happened among the senior staff of University of Cape Coast who have 6-10 years of work experience, but not to those who have above 10 years of work experience. However, the finding contradicts Bhandari and Soni [27] and Kardam and Rangnekar [26] who reported that job satisfaction is not determined by the number of years an individual has worked. Work experience. As a motivation factor, is linked with work itself,

responsibility, advancement and the personal growth of the employees especially in the academic world [20]. It is therefore expected that, when such advances with respect to the personal growth, and the actual work of the employee are made, they enhance senior staff's pleasure, which makes them work with the needed passion, leading to their satisfaction.

The third objective determined if a difference exists in the job satisfaction of senior staff with respect to their academic qualification. The results revealed a statistically significant difference in the job satisfaction of senior staff concerning their academic qualification with senior staff who had a second degree as their academic qualification being more satisfied with their jobs. The result shows that academic qualification determines job satisfaction of the senior staff that were sampled. From the results, it is evident that senior staff who had the highest academic qualifications were more satisfied with their jobs than those who had lower qualifications. The expectation is that, a higher academic qualification comes with higher tasks and responsibilities, as well as other benefits. Referring to literature, Gurbuz [25] points out that an increase in academic qualification leads to an increase in job satisfaction. Ishola et al. [30] also confirmed that workers who had higher academic and professional qualifications reported higher levels of job satisfaction than their counterparts with low educational and/or professional qualifications. In every work environment including the work of the non-academic staff at the University of Cape Coast, effort made to pursue further studies at any level is associated with benefits due to the additional and expert role the employee may play. This has been justified among the senior staff that were sampled. In other findings, Jaoko [31] points out that a positive relationship exists between academic qualification and job satisfaction. This suggests that, as one's level of education or qualification increases, the more he or she becomes satisfied, and the vice versa. Bucheli et al. [32] extend the positive association between educational qualification and job satisfaction, and posit that, workers with higher academic qualification had higher salaries due to their higher responsibilities as compared to workers with lower qualifications. This might have happened among the respondents that were sampled. From the motivation-hygiene theory by Herzberg et al. [20] achievement and responsibility lead to employees' satisfaction. Academic qualification therefore solidifies and increases employees'

achievement. This eventually determines their responsibility and recognition, which makes them more satisfied with their job.

The fourth objective sought to uncover if a difference exists in the job satisfaction of senior staff with respect to their rank. The results revealed no statistically significant difference in the job satisfaction of senior staff concerning their rank. The result shows that the senior staff's job satisfaction is not determined by their ranks. Eyupoglu and Saner [17] report that the level of job satisfaction of academics does not depend on rank. Similarly, Platsidou and Diamantopoulou [19] confirm using academic staff from Greek Universities that, rank has no significant effect on job satisfaction. The result means that for every row or line of the senior staff that were surveyed, each of them were satisfied. Drawing from Herzberg et al. [20] theory, hygiene factors do not necessarily lead to job satisfaction. Just like gender, rank as a demographic variable can be linked with status, and each row or line of workers may, perhaps, be satisfied at the level where they are. A situation like this may not necessarily lead to differences in job satisfaction irrespective of rank. The finding is inconsistent with Ssenga and Gerrett [41], Noble and McCornic [34], and Milledzi et al. [10] who reported that job satisfaction of workers including academic staff is determined by their rank. We further explain this result by indicating that, irrespective of the rank senior staff attain, they might have the same expectations and are satisfied with their job regarding their line or row of authority. A situation like this will not cause any difference in the job satisfaction of workers. This might have happened among the senior staff of the University of Cape Coast.

## 6. CONCLUSIONS AND RECOMMENDATIONS

From our results, we observe that while some demographic variables determine senior staff's job satisfaction, others do not. Our results show that both gender and rank do not determine senior staff's job satisfaction. We therefore make a conclusion that whether a male or female, highly ranked or lowly ranked, does not determine the level of job satisfaction. However, our results point out that years of working experience and academic qualification determine the job satisfaction of senior staff. Based on this, we conclude that the higher the level of academic qualification, the higher the level of experience a worker obtains. The academic

qualification and experience collaborate to determine the responsibility and benefits that accompany that responsibility, and this makes the worker more satisfied. We link gender and rank to Herzberg's et al. [20] hygiene theory whereas academic qualification and years of work experience are linked to the motivation aspect of Herzberg and colleague's theory. We therefore make a conclusion that gender and rank are dissatisfiers while years of work experience and academic qualification are satisfiers. The results imply that senior staff and workers in tertiary educational institutions in particular should seek for avenues to develop themselves through longer years of work and pursuing further studies on the job. For this to be feasible, managers and administrators of tertiary educational institutions should develop strategies to enhance working conditions that will ensure better working environment, which is free from obstacles, to enhance employees' progress. This can be achieved through the provision of incentives such as opportunities for further studies, higher responsibilities and promotion. This will contribute to workers' achievement, responsibility, recognition, personal growth, and job satisfaction.

## CONSENT

Informed and written participant consent was obtained and preserved by the authors.

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## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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