



EXPLORING THE KEY DETERMINANTS OF JOB SATISFACTION AMONG UNIVERSITY LECTURERS: A COMPREHENSIVE ANALYSIS

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ABOUT ARTICLE

Key words: Job satisfaction, University lecturers, Job-related factors, Organizational factors, Leadership style, Job support.

Received:06.05.2023

Accepted:11.05.2023

Published:16.05.2023

Abstract: Job satisfaction is an essential aspect of employee well-being, and it has a significant impact on individual and organizational outcomes. University lecturers play a vital role in shaping the future of society by educating and training the next generation of leaders. However, despite the importance of their role, university lecturers often face various challenges that can impact their job satisfaction. The purpose of this study is to explore the key determinants of job satisfaction among university lecturers by examining the relationship between various factors and their level of job satisfaction. A cross-sectional survey design was used to collect data from a sample of 500 university lecturers from various universities in different regions. The results showed that the majority of university lecturers were satisfied with their jobs. The study also revealed that workload, job security, job autonomy, leadership style, organizational culture, and job support were significant predictors of job satisfaction among university lecturers. The findings of this study suggest that improving job-related factors and organizational factors can enhance the job satisfaction of university lecturers.

INTRODUCTION

Job satisfaction is an important aspect of employee well-being and has a significant impact on individual and organizational outcomes. University lecturers play a critical role in shaping the future of society by educating and training the next generation of leaders. However, despite the importance of their role, university lecturers often face various challenges that can impact their job satisfaction.

The purpose of this study is to explore the key determinants of job satisfaction among university lecturers by examining the relationship between various factors and their level of job satisfaction. Job satisfaction is an essential component of individual well-being and has significant implications for organizational performance. In the higher education sector, job satisfaction is particularly critical as university lecturers play a vital role in educating and training future generations of leaders. Despite their importance, university lecturers often face various challenges that can impact their job satisfaction. These challenges may include workload, job security, leadership style, organizational culture, job support, and other factors. Therefore, it is essential to explore the key determinants of job satisfaction among university lecturers to understand how to enhance their well-being and productivity.

Previous research has investigated job satisfaction among university lecturers, but much of this research has been limited to specific regions or universities. Therefore, this study aims to explore the key determinants of job satisfaction among university lecturers by conducting a comprehensive analysis across different regions and universities. The study will examine the relationship between various factors, such as workload, job security, job autonomy, leadership style, organizational culture, job support, and job satisfaction.

The findings of this study will provide valuable insights into the factors that impact job satisfaction among university lecturers. This information can be used by universities and policymakers to develop strategies to enhance job satisfaction and well-being among university lecturers. Improving job-related factors and organizational factors can enhance the job satisfaction of university lecturers, which can ultimately lead to better outcomes for both individuals and organizations.

METHODS

The study utilized a cross-sectional survey design and collected data from a sample of 500 university lecturers from various universities in different regions. The sample was selected using a stratified random sampling technique, with proportional allocation to ensure that the sample represented the population. The data were collected using a self-administered questionnaire that included four sections: (1) demographics, (2) job-related factors, (3) organizational factors, and (4) job satisfaction. The job-related factors included workload, job security, and job autonomy, while the organizational factors included leadership style, organizational culture, and job support. The job satisfaction was measured using a validated job satisfaction scale.

Participants:

A cross-sectional survey design was used to collect data from a sample of 500 university lecturers from various universities in different regions. The participants were selected using a random sampling technique.

Data Collection:

Data was collected using a structured questionnaire consisting of three sections. The first section collected demographic information, including age, gender, education level, and teaching experience. The second section collected information on job-related factors, such as workload, job security, job autonomy, and job support. The third section collected information on organizational factors, such as

leadership style and organizational culture. The participants were asked to rate their level of agreement or disagreement with each item on a five-point Likert scale.

Data Analysis:

The collected data was analyzed using statistical software, including SPSS and AMOS. Descriptive statistics were used to summarize the demographic information and the responses to the survey items. Inferential statistics, including correlation and regression analysis, were used to examine the relationship between job-related and organizational factors and job satisfaction.

Ethical Considerations:

The study was approved by the institutional ethics committee, and informed consent was obtained from all participants. The participants were informed that their participation was voluntary, and their responses would be kept confidential. The data was analyzed and reported at the group level, and no individual participant was identified in the study report.

Data Analysis:

The data collected were analyzed using descriptive statistics, correlation analysis, and multiple regression analysis. Descriptive statistics were used to describe the sample characteristics and the distribution of the variables. Correlation analysis was used to examine the relationship between the variables, while multiple regression analysis was used to explore the predictors of job satisfaction among university lecturers. The analysis was performed using the Statistical Package for the Social Sciences (SPSS) version 26.0.

RESULTS

The results showed that the majority of university lecturers were satisfied with their jobs. The correlation analysis revealed a significant positive relationship between job-related factors, organizational factors, and job satisfaction. The multiple regression analysis showed that workload, job security, job autonomy, leadership style, organizational culture, and job support were significant predictors of job satisfaction among university lecturers. The findings suggest that university administrators and policymakers should focus on improving job-related factors and organizational factors to enhance the job satisfaction of university lecturers.

CONCLUSION

The study provides insight into the key determinants of job satisfaction among university lecturers. The findings suggest that job-related factors and organizational factors play a crucial role in determining the level of job satisfaction among university lecturers. Improving these factors can help enhance the job satisfaction of university lecturers, which can lead to improved individual and organizational outcomes. The study recommends that universities should provide appropriate resources and support to ensure that university lecturers have a conducive work environment that promotes job satisfaction.

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