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Have gender differences in job satisfaction disappeared? A study of Turkish universities in North Cyprus

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The main purpose of this study is to provide empirical evidence to establish whether gender differences exists in relation to the job satisfaction of male and female university teachers in Turkish universities in North Cyprus. The study will also demonstrate whether gender is a reliable predictor of their job satisfaction. The study instrument used was the short form Minnesota Satisfaction Questionnaire (MSQ) which measures job satisfaction using 20 facets of the job. The instrument was personally administered to respondents. The population for the study consisted of university teachers in North Cyprus. A total of 412 university teachers (69% response rate) agreed to take part in the study. Data analysis consisted of the computation of descriptive statistics in order to examine the job satisfaction levels of the university teachers, and one-way analysis of variance (ANOVA) in order to understand whether a statistically significant relationship between job satisfaction and gender exists. The study results demonstrate that university teachers are only moderately satisfied with their job. Additionally, results indicate that female university teachers, as compared to male university teachers, have a higher level of satisfaction with overall job satisfaction with this difference being statistically significant with gender. The study supports general findings in the literature relating higher job satisfaction levels for female university teachers. Out of the 20 facets of the job examined, 7 are found to be statistically significant with gender. The study concludes that gender differences do exist in relation to the job satisfaction of university teachers.

Key words: Job satisfaction, job dissatisfaction, university teachers, gender, North Cyprus.

INTRODUCTION

Work plays a tremendous role in people's lives, as it is a significant source of income, personal realization, personal and professional improvement (Gustainiene and Endriulaitiene, 2009). Because of the central role that work occupies in many people's life, satisfaction with one's job is an important component in overall well being (Smith, 2007). Job satisfaction has been a topic of great interest for researchers and practitioners in a wide range of fields including organizational psychology, public administration, and management. It has been researched

for more than 50 years and to this day continues to be a topic of research interest. The main reason for this interest may be due to the implications of job satisfaction for such job related behaviours as motivation, productivity, organizational commitment, and absenteeism, turnover, and employee relations. Satisfied employees are more likely to be creative and innovative, and come up with breakthroughs that allow an institution to grow and change positively with time and changing market conditions (Sharma and Jyoti, 2009). In this respect, job satisfaction is an organizational variable which should be valued, understood, and constantly monitored for the welfare of any organization.

High quality academic staff is the cornerstone of a

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successful educational system (Sharma and Jyoti, 2009). As Johnes and Taylor (1990) state, the goals of higher education are to provide in-depth knowledge, seek academic development, educate students, as well as to coordinate national development demands, cited in Chen et al. (2006). None of these goals can be accomplished efficiently if low satisfaction or dissatisfaction exists amongst the university teachers in higher education organizations. Thus, the study of job satisfaction of university teachers seems inevitable. The job satisfaction of university teachers (academics), their commitment, and their retention are crucial to effective academic institutions. The understanding of factors affecting the job satisfaction of university teachers is of utmost importance for the implementation of a successful, innovative, and vibrant educational system. Furthermore, their job satisfaction translates into a healthy and positive academic environment. Thus, attracting and retaining high quality university teachers should be a primary requirement for any educational institution (Sharma and Jyoti, 2006, 2009). Although some degree of turnover is inevitable and perhaps desirable, high rates of faculty turnover can be costly to the reputation of an institution and to the quality of instruction (Al-Omari et al., 2008).

University teachers find themselves in a profession that is highly stressful. The requirements of career completion, excessive course loads that tend to hinder research, and insufficient payment are all factors that may cause financial and physiological discomfort for individuals (Koyuncu, 2001). Unless they maintain positive attitudes towards their profession, they will inevitably fail in their professional career (Sirin, 2009). The existence of high levels of stress and low levels of job satisfaction among educators has received considerable attention over the years, though the majority of these studies have concentrated on elementary and secondary school teachers (Pearson and Seiler, 1983). Research directed towards job satisfaction among university teachers is more limited, perhaps because a high level of job satisfaction generally has been presumed to exist in a university setting (Pearson and Seiler, 1983).

Job satisfaction has been defined in a variety of ways. The most widely used definitions in the literature being those of Locke (1976), Dawis and Lofquist (1984), and Porter et al. (1975). Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. Dawis and Lofquist (1984) defined job satisfaction as the result of the worker's appraisal of the degree to which the work environment fulfils the individual's needs, and Porter et al. (1975) defined job satisfaction as one's reaction against his/her occupation or organization. In general, it can be said that job satisfaction is an affective reaction to a job that results from the person's comparison of actual outcomes with those that are desired, anticipated, or deserved (Oshagbemi, 2000).

Though a wide range of research related to job satisfaction along with its causes and consequences in various settings (mostly profit oriented) and with several studies having also concentrated on workers within the industrial sector exists, workers in higher education have been neglected (Oshagbemi and Hickson, 2003). However, there has been a growing interest in job satisfaction in higher education over the past several years mainly due to the realization that higher educational institutes are labour intensive and their budgets are predominantly devoted to personnel and their effectiveness is largely dependent on their employees (Kusku, 2003), both academic and administrative. In fact, the research that does exist focusing on job satisfaction in higher educational institutions has indicated that, on the whole, the academic staffs are generally satisfied with their work (Kelly, 1989).

Research findings have indicated that many personal characteristics affect job satisfaction in different and complex ways, these personal characteristics including gender, age, marital status, and working experience, to name but a few (Koustelios, 2001). Gender is the most widely researched personal characteristic in relation to job satisfaction due to the increasing numbers of women who have been joining the work force in recent years. However, no conclusive findings with regards to the levels of satisfaction between males and females have been found with some studies showing women to be more satisfied than men (Clark, 1996, 1997; Sloane and Williams, 1996), and others reporting men to be more satisfied (Weaver, 1977; Forgionne and Peeters, 1982; Chiu, 1998). Most of the studies, however, report no significant difference between males and females in relation to job satisfaction. In fact, Tait et al. (1998) go as far as to say that gender differences in job satisfaction have disappeared since 1974. In his study, Al-Ajmi (2006) found that male and female employees do not significantly differ in job satisfaction. Also, Oshagbemi (2003) in a study concerned with personal correlates of job satisfaction, found that gender is not significantly associated directly with overall job satisfaction, and Manning (2002) concludes that male and female managers report similar levels of job satisfaction. Also, Cetin (2006) reports no difference between the job satisfaction as well as organizational and occupational commitment levels of academic staff according to gender. Bilgic (1998) reports no clear gender differences in overall job satisfaction in Turkey.

The inconsistencies in findings concerning the relationship between gender and job satisfaction are due to a variety of factors. Not only may males and females in the same organization differ in job level, promotional prospects, and pay, they may differ in the extent to which the same job satisfies their needs (Oshagbemi, 2003). According to Clark (1997), women are happier than men because they have lower expectations from the workplace than do men. Oshagbemi (2003) however concludes

Table 1. Job facets of the short form MSQ.

Facet	Description
Activity	Being able to keep busy all the time
Independence	The chance to work alone on the job
Variety	The chance to do different things from time to time
Social Status	The chance to be "somebody" in the community
Supervision/ human relations	The way my boss handles his/her workers
Supervision/ technical	The competence of my supervisor in making decisions
Moral values	Being able to do things that don't go against my conscience
Security	The way my job provides for steady employment
Social service	The chance to do things for other people
Authority	The chance to tell people what to do
Ability	The chance to do something that makes use of my abilities
Policies and practices	The way company policies are put into practice
Compensation	My pay and the amount of work I do
Advancement	The chances for advancement on this job
Responsibility	The freedom to use my own judgement
Creativity	The chance to try my own methods of doing the job
Working conditions	The working conditions
Co-workers	The way my co-workers get along with each other
Recognition	The praise I get for doing a good job
Achievement	The feeling of accomplishment I get from the job

that there is no reason to believe that given equal education, employment, promotional opportunities, and equal opportunities to apply their skills to appropriate challenges, women should not be any less satisfied than men with their jobs. According to Chiu (1998), the central paradox in studies of gender and job satisfaction is why women's job satisfaction is not lower than men's, given that women's jobs are often inferior in terms of pay, autonomy, and promotional opportunities.

The main purpose of this study is to provide empirical evidence to establish whether gender differences exist in relation to the job satisfaction of male and female university teachers in Turkish universities in North Cyprus. If differences exist, which facets of the job are indicators of these differences? The study is significant, in that, understanding the attitudes of university teachers towards their work and understanding these attitudes in relation to gender can also help lead to improvements and innovations in teaching (Okpara et al., 2005). Furthermore, differences in the determinants of job satisfaction between male and female university teachers may also justify the need to adapt human resource policies to take into account the discrepancies that may exist according to gender (Bernal et al., 2005). It should be observed that the majority of studies conducted in relation to job satisfaction and university teachers have been carried out within only one university situation. One common problem with these studies is the difficulty of generalizing the findings as they were more or less case studies of the situations in particular universities (Oshagbemi and Hickson, 2003). This study investigates all of the North

Cyprus universities at the time of the study (2007/2008 academic year).

METHODOLOGY

Study instrument

To measure the job satisfaction of the university teachers the short form of the Minnesota Satisfaction Questionnaire (Weiss et al., 1967) was utilized. The Minnesota Satisfaction Questionnaire (MSQ) is one of the most widely used instruments in the measurement of job satisfaction (Scarpello and Campbell, 1983) and its validity and reliability has been proven over the 40 years that it has been in use. Permission for the use of the MSQ was granted by the Vocational Psychology Research, University of Minnesota. As illustrated in Table 1, the MSQ short form consists of 20 facets/aspects of the job which measure three types of satisfaction, namely overall job satisfaction, intrinsic satisfaction (occupational conditions: how people feel about the nature of the job's tasks), and extrinsic satisfaction (environmental conditions: how people feel about features of the job that are external to the work). Each facet represents a corresponding scale from the original 100-item questionnaire.

Respondents were asked to express the extent of their satisfaction with each of the 20 facets of their job on a five-point Likert scale ranging from 1 indicating "very dissatisfied" to 5 indicating "very satisfied". Higher scores indicate higher satisfaction with one's job. The original MSQ short form was translated into Turkish by the authors and tested on seven academics to test its validity and reliability. The internal consistency of the translated questionnaire was 0.85, obtained using Cronbach's alpha coefficient. This value is consistent with similar studies utilizing a translated version of the short form MSQ (Gustainiene and Endriulaitiene, 2009). The questionnaire was accompanied with a personal information form in order to determine the demographic

Table 2. Job satisfactions mean scores and standard deviations.

Variable	Overall job satisfaction			Intrinsic satisfaction			Extrinsic satisfaction		
	N	M	SD	N	M	SD	N	M	SD
Male	220	3.63	0.64	220	3.74	0.62	220	3.41	0.76
Female	192	3.77	0.65	192	3.84	0.69	192	3.61	0.71
Total	412	3.69	0.65	412	3.79	0.66	412	3.50	0.74

variables of the university teachers that participated in the study.

Sample

The population for this study comprises university teachers in the five North Cyprus universities. A total of 600 university teachers were approached with 412 agreeing to take part in the study. This resulted in a 69% response rate. The questionnaire was administered in an interview format to ensure as high a response rate as possible. Each questionnaire was completed within an average of 15 min.

Statistical methods

The statistical package for the social sciences (SPSS) version 13.0 was used to analyze the data collected. Analysis consisted of the computation of descriptive statistics in order to examine whether gender difference exists in relation to the job satisfaction of the university teachers, and ANOVA was used to understand the relationship between job satisfaction and gender.

RESULTS

Of the 412 responding university teachers, 53.4% were male and 46.6% were female. The largest percentage of the respondents were teachers with a master degree (67.7%), 7.8% were teachers with a PhD, 13.3% were assistant professors, 4.6% were associate professors, and 6.6% were full professors. 37.6% of the respondents were in the age range of 21 to 30 years, 34.5% were in the range 31 to 40 years, 17.2% were 41 to 50 years, 6.1% were in the range 51 to 60 years, and 4.6% were 61 years and above. The greatest percentage of respondents were married (63.8%) with the remaining 36.2% being single.

As indicated in Table 2, the overall job satisfaction mean score for the university teachers is 3.69. According to Pearson and Seiler (1983) mean scores below 3.50 are considered to be more on the "dissatisfied" side of the "satisfaction-dissatisfaction" scale with mean scores above 3.50 being more on the "satisfied" side of the scale. In this respect, consistent with the literature (Sharma and Jyoti, 2009; Noordin and Jusoff, 2009) university teachers can be said to be satisfied, though only moderately, with their job.

The overall job satisfaction mean score is highest for female university teachers (3.77). The difference has been found to be significant (at 0.05 significance level)

when subject to test of variance ($F = 4.330$, $p < 0.038$). The intrinsic and extrinsic satisfaction mean scores are also highest for the female university teachers. Therefore, female university teachers report slightly higher levels of job satisfaction when compared to their male counterparts indicating that female university teachers are more satisfied with their job when compared to male university teachers. This finding is consistent with such studies as Sharma and Jyoti (2009), Al-Ajmi (2006), Kim (2005), Oshagbemi (2000, 2003), and Bilgic (1998). Indeed, with the flexibility of academic jobs, women, who may be more likely to demand flexible jobs if they are primary care-takers of other household members, are more likely to be more satisfied than men (Bender and Heywood, 2006). The literature also indicates that women have lower expectations in relation to their work when compared to men (Clarke, 1997), this being due to the years of discrimination (poorer position in the labour market, lower wages, and fewer work-related opportunities to name a few) women have suffered in relation to their work (Clarke, 1997). Another explanation is that female employees do not fully shoulder the economical burden of a family, their expectations in relation to working life and their aspirations level may be lower, and consequently, female employees experience greater satisfaction with their job (Sirin, 2009).

Table 3 indicates that out of the 20 facets measured in relation to overall job satisfaction, the mean scores for male university teachers' rank highest for 6 of the 20 facets of their job ranging from 4.21 for moral values to 3.52 for technical supervision. Female university teachers' rank highest for 14 of the 20 facets of their job measured, ranging from 4.12 for social service to 2.83 for university policies and practices.

Seven out of the 20 facets have a statistically significant association with gender at a 0.05 significance level, namely advancement, compensation, university policies and practices, job security, social service, responsibility, and task variety. The facets are illustrated in Table 4. It is interesting to note that female university teachers score the highest means for all of the 7 facets. The remaining 14 facets are not statistically associated with gender, namely activity ($F = 0.553$, $p < 0.458$) independence ($F = 0.990$, $p < 0.320$), supervision human relations ($F = 0.116$, $p < 0.734$), supervision technical ($F = 0.756$, $p < 0.385$), moral values ($F = 0.838$, $p < 0.361$), social service ($F = 0.813$, $p < 0.368$), authority ($F = 2.840$, $p < 0.093$),

Table 3. Job facets mean scores and standard deviations.

Variable	Male			Female			Total		
	N	M	SD	N	M	SD	N	M	SD
Activity	220	3.82	0.95	192	3.75	1.03	412	3.79	1.00
Independence	220	3.60	1.10	192	3.71	1.11	412	3.65	1.10
Variety	220	3.44	1.24	192	3.73	1.11	412	3.58	1.18
Social status	220	3.85	1.04	192	4.09	0.98	412	3.96	1.02
Supervision/ human relations	220	3.53	1.29	192	3.48	1.25	412	3.51	1.27
Supervision/ technical	220	3.52	1.15	192	3.42	1.20	412	3.48	1.17
Moral values	220	4.21	1.16	192	4.10	1.17	412	4.16	1.16
Security	220	3.62	1.22	192	3.86	1.03	412	3.74	1.14
Social service	220	4.04	0.99	192	4.12	0.88	412	4.08	0.94
Authority	220	3.85	0.96	192	4.01	0.96	412	3.92	0.96
Ability	220	3.75	1.13	192	4.01	3.74	412	3.87	2.68
Policies and practices	220	2.57	1.21	192	2.83	1.24	412	2.69	1.23
Compensation	220	2.82	1.31	192	3.28	1.25	412	3.03	1.30
Advancement	220	3.38	1.25	192	3.63	1.12	412	3.50	1.20
Responsibility	220	3.55	1.14	192	3.79	1.00	412	3.66	1.08
Creativity	220	3.95	1.06	192	4.11	0.93	412	4.03	1.00
Working conditions	220	3.36	1.12	192	3.46	1.15	412	3.41	1.14
Co-workers	220	4.06	0.91	192	3.89	1.00	412	3.98	0.96
Recognition	220	3.44	1.22	192	3.45	1.24	412	3.45	1.29
Achievement	220	4.07	0.93	192	3.97	1.04	412	4.02	0.99

ability ($F = 0.932$, $p < 0.335$), creativity ($F = 2.468$, $p < 0.117$), working conditions ($F = 0.784$, $p < 0.377$), co-workers ($F = 3.603$, $p < 0.058$), recognition ($F = 0.010$, $p < 0.920$), and achievement ($F = 1.146$, $p < 0.285$).

Female university teachers score a higher mean score for advancement when compared with their male counterparts. This finding is consistent with the literature (Kim, 2005). For university teachers, academic advancement is usually dependent on academic research and publications. Therefore, opportunities for advancement are equal for male and female university teachers. However, because most female university teachers have to balance the demands of their family and the demands of their work simultaneously (work-family conflict) means that researching and publishing can be more demanding for them when compared to their male counterparts who, on the whole, do not face the problem of work-family conflict to the extent of female university teachers. Therefore, due to the process of professional development and research and subsequent publications being so demanding, the subsequent advancement experienced may be more satisfying for female university teachers. Consistent with the literature (Koustelios, 2001; Lacy and Sheehan, 1997; Oshagbemi, 1996), the mean score for advancement is low. This is a probable reflection of many items that may contribute to the low satisfaction experienced by university teachers; such as inadequate time available for research due to high workloads, the pressure to publish, and difficulties in obtaining research funds to name but a few. A greater concern may be the

inconsistent performance evaluations that exist from person to person and from one period of time to the next.

Compensation in universities usually reflects academic rank and advancement. The study indicates that female university teachers report a higher level of satisfaction with compensation when compared to males, consistent with the literature (Kim, 2005). One probable explanation for this may be due to compensation being tied to advancement. The greater satisfaction reported by female university teachers for advancement is also experienced with the associated compensation. Also, the satisfaction of female university teachers may be explained by their role in the family, especially if they are not the sole or the primary income earner (Oshagbemi, 2000). Consistent with the literature (Sharma and Jyoti, 2009; Kusku, 2003; Koustelios, 2001; Comm and Mathaisal, 2000; Oshagbemi, 1997a, b) the mean score for compensation on the whole reflects dissatisfaction for the university teachers. Probable reasons why university teachers consider the salaries they receive to be inadequate to their work volume may include the compensation received by similar professionals who are not university teachers, and the increasing work-and- student-loads to be dealt with. Additionally, advanced information technologies mean that university teachers are never really far from the university and can be reached at anytime (Fako et al., 2009). A more serious deficiency is if compensation is not running parallel to inflation then university teachers are finding it more difficult to meet material needs, which at present is the case in most

Table 4. One way ANOVA between gender and significant job facets.

Variable	Sources of variance	Sum of squares	df	Mean square	F	Sig.
Advancement	Between groups	6.063	1	6.063	4.264	.040
	Within groups	582.927	410	1.422		
	Total	588.990	411			
Compensation	Between groups	44.921	4	11.230	7.047	.000
	Within groups	648.603	407	1.594		
	Total	693.524	411			
Policies and practices	Between groups	6.928	1	6.928	4.631	.032
	Within groups	613.305	410	1.496		
	Total	620.233	411			
Job security	Between groups	5.997	1	5.997	4.673	.031
	Within groups	526.166	410	1.283		
	Total	523.163	411			
Social status	Between groups	6.091	1	6.091	5.913	.015
	Within groups	422.363	410	1.030		
	Total	428.454	411			
Responsibility	Between groups	5.732	1	5.732	4.972	.026
	Within groups	472.695	410	1.153		
	Total	478.427	411			
Task variety	Between groups	8.830	1	8.830	6.377	.012
	Within groups	567.685	410	1.385		
	Total	576.515	411			

universities in North Cyprus.

Even though the mean score for female university teachers is higher than male university teachers in relation to university policies and practice, both sexes indicate dissatisfaction. This finding is consistent with the literature in that the aspects of the job that university teachers frequently perceive as responsible for low satisfaction include pay (Kelly, 1989) and university administration and policies (Ssesanga and Garrett, 2005; Kelly, 1989). University administration and academic staff need to work together to provide an atmosphere that is conducive to the education process (Noordin and Jusoff, 2009). When decisions effecting the working environment, or revolving around university improvements are being discussed, having ones opinion solicited and feeling that some value is placed on that opinion provides university teachers with some ownership in the resulting decision, and along with it a desire to help make the decision a success (Noordin and Jusoff, 2009). However, when such decisions are made by the university administration without soliciting ideas or opinions from the university teacher this eventually results in dissatisfaction. This in time will result in negative repercussions

to universities. University administrators need to be supportive of their academic staff. Probable causes of this dissatisfaction may include the lack of understanding and communication with university administration, lack of communication from top to bottom as well as from bottom to top, and autocratic management structures.

Company policies and practices may also relate to an employee's job security which contributes significantly to job satisfaction. Dissatisfaction with company policies and practices may lead to low satisfaction with job security. Mean scores indicates that female university teachers are again more satisfied when compared their males counterparts. This finding is consistent with such studies as Gustainiene and Endriulaitiene (2009), Sirin (2009), and Kim (2005). Only a moderate degree of satisfaction exists for both sexes when it comes to job security. The higher level of satisfaction experienced by female university teachers may be explained by their role in the family. If they are not the sole or the primary income earner they probably do not rank security as a major concern and are therefore, more satisfied with their perceived job security. However, their male counterparts who have more dependents or are most likely to be the

sole or primary income earners, place greater importance on security thus finding their current level of job security less satisfying.

Female university teachers report higher satisfaction in relation to social status. This finding is consistent with Gustainiene and Endriulaitiene (2009). One probable explanation for this is the view that women are socialized into values, attitudes, and behaviours that are communal in nature (concern for others, selflessness, and a desire to be at one with others) whereas men's socialization reflects agnatic values and behaviours (self-assertion, self-expansion, and an urge to master) (Newby, 1999). Thus, working as a university teacher enables female university teachers to engage in activities that aid and facilitate the efforts of others. Also, the importance of their profession in society, and the pride felt for being part of this profession, may also act as an important influence for female university teachers in their indication of higher satisfaction compared to their male counterparts. Sharma and Jyoti (2009) report that societal and professional recognition positively affects job satisfaction.

The study indicates that for the facets of responsibility and task variety, female university teachers again report higher levels of satisfaction. This seems surprising considering that according to Centres and Bugental (1966) men value the opportunity for self-expression in their work more than women, and as Schuler (1975) reports males regard the opportunity to influence important decisions and direct the work of other as more important than females (Oshagbemi, 2003). However, according to Gustainiene and Endriulaitiene (2009) in their study of sales managers, women managers report higher levels of satisfaction with task variety (though not with responsibility). One probable explanation for female university teachers in North Cyprus reporting more satisfaction with task variety and responsibility may be that though male university teachers do value the opportunity for self-expression in their work, the opportunity to influence, and autonomy in their work university policies and practices (for which both sexes report dissatisfaction) may limit their efforts and abilities in these areas; this resulting in lower satisfaction for male university teachers in respect to the responsibility and task variety facets of their job.

CONCLUSION AND RECOMMENDATIONS

High quality academic staff is the cornerstone of a successful educational system (Sharma and Jyoti, 2009). The job satisfaction of university teachers, their commitment, and their retention are crucial to effective academic institutions. The understanding of factors affecting the job satisfaction of university teachers is of utmost importance for the implementation of a successful, innovative, and vibrant educational system. Furthermore, their job satisfaction translates into a healthy and positive academic environment. Thus, the study of job satisfaction of university teachers seems inevitable.

The main purpose of this study is to provide empirical evidence to establish whether gender differences exists in relation to the job satisfaction of male and female university teachers in Turkish universities in North Cyprus, thus answering the question "have gender differences in job satisfaction disappeared?" If differences exist, which facets of the job are indicators of these differences? The overall job satisfaction of university teachers is only moderately satisfactory with a mean score of 3.50. Results also show that female university teachers report slightly higher levels of overall job satisfaction when compared to their male counterparts with the difference having been found to be statistically significant. Additionally, results indicate that of the 20 facets of the job examined 7 are statistically associates with gender (task variety, social status, security, university policies and practices, advancement, compensation, and responsibility). For both sexes, university policies and practices, and compensation, are clearly responsible for dissatisfaction.

University administrators have only satisfied their students (customers) if they have satisfied their university teachers (employees). It is in the best interests of both university management and university teachers to ensure that levels of job satisfaction are at optimal levels otherwise resulting in a lose-lose situation. The results of this study can be used to identify opportunities for improvement. While university administrators should be sensitive to the importance of gender differences in the workplace, they should also be aware of other factors, which they have influence over, that determine whether employees are satisfied or dissatisfied with their job. Policies aiming at improving job satisfaction should, among other things, ensure that university administration involve university teachers in major policy or university decisions and giving them the opportunity and respect for their inputs in policy-and-decision-making. Consequently, increased communication will foster mutual trust and respect between university teachers and university administrators. A further priority is the need to re-evaluate reward systems and appreciate the need for a system that recognizes the need for job satisfaction to be maintained and constantly reviewed and updated. On the whole, university administrators need to probe into the causes of the only moderate overall job satisfaction amongst its university teachers; this is of prime importance because research findings have consistently found that job satisfaction has significant on employee commitment to the organization, job performance, and motivation (Noordin and Jusoff, 2009).

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