

A Comparative Study of Factors Influencing Male and Female Lecturers' Job Satisfaction in Ghanaian Higher Education

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Abstract

The study sought to compare factors influencing male and female lecturers' Job satisfaction. Cross-sectional survey designs employing both quantitative and qualitative approaches were adopted for the study. Simple random sampling was used to select 163 lecturers from the four oldest public universities in Ghana. Celep's (2000) Organisational Commitment questionnaire and the Job Satisfaction questionnaire which is unknown were adopted for data collection. Also, an open ended questionnaire was used based on the research questions. The open-ended questions were used to buttress the large quantitative responses to ascertain the validity of the responses given. Findings revealed that there was no significant sex difference in job satisfaction and organizational commitment among the lecturers. Correlational analysis also revealed that job satisfaction correlated significantly with organizational commitment (i.e. commitment to occupation, commitment to school and relationship with lecturers). On the contrary, 'commitment to teaching' did not significantly correlate with job satisfaction. Interestingly, this problem of construct validity was confirmed when the qualitative response to whether the lecturers in our study sample were satisfied with their jobs elicited positive responses. Multiple regression analysis revealed that both Commitment to school and Commitment to teaching predicted job satisfaction. Findings were therefore discussed in relation to the recommendations and limitations given in this study.

Keywords: job satisfaction, commitment to teaching, commitment to school, commitment to occupation, relationship with lecturers

1. Introduction

Job satisfaction among employees in organizations have been the subject of close attention by researchers since the mid-20th century just after Maslow propounded his hierarchy of needs in 1943 (Rast&Tourani,2012). It has been and continues to be extensively researched in many developed and developing countries because the evidence suggests that job satisfaction has a bearing on economic productivity and the well-being of workers. For instance, the European Foundation for the Improvement of Living and Working Conditions regularly conducts surveys and publish reports every 5 years since 1990. Cabrita & Perista (2005) captures the aim of the 2005 which investigates conceptual and methodological issues in the study of job satisfaction. It also examines the survey results on levels of overall job satisfaction among workers, as well as identifying the relationship between specific factors relating to work and job satisfaction.

In the case of Africa, not much has been done in this area. Data that give a credible continental or comparative national picture of job satisfaction is scarce. In Ghana most studies on job satisfaction have been on basic schools and companies but there seems to be a lack of studies investigating job satisfaction among lecturers in higher education. It is therefore not surprising that we did not find studies which explore gender dimensions of job satisfaction in higher education in Ghana.

2. Job satisfaction and Commitment

Evans (1997) defines job satisfaction as a state of mind determined by the extent to which the individual perceives his or her job related needs to being met. Accordingly, Abu Saad & Hendrix (1995) also explain job satisfaction as the pleasurable emotional state resulting from the appraisal of one's job as achieving one's values. Job satisfaction may influence commitment which Nasuridin & Ramayah (2003), refers commitment to be the attitude of the employees toward their organization. Normally, the employees will commit if they are really satisfied with their present job. The satisfaction normally depends on what the employees can get or receive from the job.

2.1 The Relationship between job satisfaction and work commitment

Nasuridin & Ramayah (2003) noted that there are few studies that investigated job satisfaction with work commitment. It is believed that satisfied workers will be committed to their job and remain in the organization while dissatisfied workers will intend to quit. Basically, if the job dimensions meet their needs, the employees will give full commitment. They will find no reason for quitting from the organization as they can get what they want. Commitment is therefore interrelated to satisfaction.

Becker, Randal & Riegel (1995) defined organizational commitment in three dimensions; i.e. a strong

desire to remain as a member of a particular organization, a willingness to exert high levels of efforts on behalf of the organization and a belief in and acceptability of the values and goals of the organization.

According to Tella, Ayeni & Popoola (2007) there is a relationship between motivation, job satisfaction and commitment. Besides that, commitment and the years of experience have been found to have no significant relationship with each other. They authors found that, absence of job satisfaction will become the reason for reduction in organizational commitment and less amount of job satisfaction will lead to switchover to another job. Similarly, Billingsley & Cross (1992) reiterated that as education increases, the level of commitment decreases. This may be due to the fact that when individuals are more educated, the more their expectations increase, and the organization may not be in the position to meet their demands. Being involved in their work is another variable that is positively linked to commitment. Individuals who have a strong work ethic and view work as a central life interest tend to be highly committed.

2.2 Job Satisfaction and organizational commitment among Lecturers

Studies in other jurisdictions reveal some findings. Okpara, Squillace & Erondu (2005), found that there are gender differences apparent in the job satisfaction levels of university teachers. Similarly, Hickson & Oshagbemi (1999) also found that women academicians tend to be slightly more satisfied in their career than their male counterparts. In the same vein, Santhapparaj & Alam (2005) also investigated that female academic staff are more-satisfied than their male counterpart. Likewise Nkoka (1999), while researching the levels of job satisfaction of educators in the Bloemfontein-West district, realised that in general, female educators showed more satisfaction with the teaching profession than their male counterparts. Du Toit (1994) also found that female educators experienced job satisfaction on grounds of happiness in their personal lives, their relationships with colleagues and learners, as well as with certain matters pertaining to education.

According to Billingsley & Cross (1992), issues like age, gender, education and rate of involvement at work are factors that affect the level of commitment. Gender was found as a variable of commitment, where women exhibit higher levels of commitment than men, the reasons cited being that women have had to overcome more obstacles than men to obtain jobs. In the same view, Abu Saad & Isralowitz (1991) found that female educators and educators with higher educational levels were more likely to be satisfied with their jobs than their male counterparts. Castillo, Conklin & Cano (1999), in a survey of 81 female educators and 212 male agriculture educators, found that job satisfaction factors such as achievement, advancement, recognition and the work itself, related significantly to the female educators satisfaction, but not to that of male educators.

In addition, a study by Ma & Macmillan (1999) on educator professional satisfaction related to background characteristics and workplace conditions, indicated that female educators experienced more job satisfaction than males, and that the workplace conditions positively affected educator satisfaction. This point was further emphasised by Lee (1987) that women educators are more satisfied with their work than their male counterparts. Lee indicates salary as the most important determinant of satisfaction. Young males in mid-career need more opportunities for promotion. The lack of lateral and upward mobility in education and the fact that long service brings limited salary increases result in a great exodus of male educators from the education profession.

On the other hand, Oshagbemi (2000, 2003) found that gender does not affect the job satisfaction of university teachers directly. Koyuncu, Burke & Fiksenbaum (2006) also reported that no significant differences were found in job satisfaction between male and female professors in Turkey. In a similar study, Bas & Ardic (2002) reported that females were slightly more satisfied than male and finally, there was positive relationship between age and job satisfaction among academicians. In Zimbabwe, Chimanikar et al (2007) found that most of the academic staff in tertiary institutions are not satisfied with their job. This was due to high volume of workload, and inadequate salaries, allowances and loans to facilitate purchase of house and cars. On a similar note, Akpofure et al (2006), who conducted a research on job satisfaction among educators in colleges of education in Southern Nigeria, found that in general, educators were not satisfied with their job. The respondents indicated that they are satisfied with their workload but highly dissatisfied with their salary. On top of that, the results also showed that there was a significant negative relationship between age, education level and academic rank with job satisfaction.

Perrie & Baker (1997) conducted a study on job satisfaction among more than 36,000 school teachers in America and reported that male teachers were less satisfied than female teachers with reference to their jobs. They further found that female teachers have also strong correlation with salary and benefits than their male counterpart. Jaafar et al. (2006) found that one of the factors that contribute to job satisfaction is interpersonal relationship while Oshagbemi (2000) confirmed that lecturers are satisfied with their job when they have good rapport with their colleagues.

Although few studies have shown that females are more committed and satisfied with their jobs and are more committed (Oduro-Owusu, 2012; Oshagbemi, 2000; Okpara, 2005), it would be of interest to establish what the situation is among lecturers in Ghana to deepen understanding of the gender mix in the context of job

satisfaction and commitment in higher education.

The following are the definitions used in the study:

Commitment to University is a lecturer's belief and acceptance of the goals and values of the university and their efforts for actualizing those goals and values, and strong desires to keep up membership in the school

Commitment to teaching work is also seen as a construct that measures lecturers' promptness in executing their responsibilities, enthusiasm with which they teach, attempt to know more about the background of their students, attempts at helping unsuccessful students, whether they enjoy teaching and extend class work beyond normal school hours.

Commitment to the teaching occupation is a construct that measures lecturers' perception of lecturing as a lifelong work, desire to become recognized in one's occupation, desire to continue work in the face of economic difficulties, sense of pride of being a lecturer, perception of value placed, deciding to become a lecturer and perception of professional values over that of other occupations.

Commitment to Work Group is based on density of the lecturers' sense of faithfulness and collaboration with other lecturers, administrators and students

3. Present study

The main purpose of the study is to investigate whether there are significant sex differences among the organisational commitments and job satisfaction among lecturers in higher education. The study also aims to analyse the forms of commitments in relation to job satisfaction. In view of the above the following hypotheses were generated:

3.1 Hypotheses

1. There will be significant sex differences among lecturers' forms of commitment (i.e. Commitment to school; Commitment to teaching work; Commitment to teaching occupation; Commitment to relationship with lecturers).
2. There will be significant sex difference in lecturers' job satisfaction
3. There will be significant correlations among lecturers' job satisfaction and their forms of commitment.
4. Forms of job commitment will predict job satisfaction

3.2 Research questions

1. Are lecturers satisfied with their jobs?
2. Why are there significantly more male than female lecturers in our universities?
3. From the perspectives of lecturers, how can Ghanaian universities achieve job satisfaction and commitment among its lecturers?

4. Methods

The study's design involved a cross-sectional survey using quantitative and qualitative approaches. In view of that the instrument used was a close-ended questionnaire which enabled the researchers to elicit reliable and valid information from the respondents. The qualitative part involved open-ended questionnaires. The quantitative approach lends itself well to studies like ours in which there is an investigation of differences as well as predictions. Second, the method of using open-ended questions to collect some of the data afforded the opportunity of collecting qualitative data to support the quantitative data which we could otherwise not have been able to obtain with the close-ended questionnaire.

Two target populations were employed for the study. The target group or population were male and female lecturers in four of the public universities. As indicated, all the lecturers in the four public universities in Ghana were included in the study. In view of that and to obtain a representative of the population used, proportional random sampling technique was employed to select the lecturers for the study. It was proportional because in each institution it was assumed that there are 4 males to a female lecturer. This estimation was made based on the current teaching staff situation in the University of Education, Winneba (University of Education, 2013). In all 163 male and female lecturers were used for the intended study which consisted of 108 males and 55 females.

Celep's (2000) 'Organizational Commitment' and 'Job Satisfaction Questionnaire' which is unknown was adapted for the study. Celep developed the questionnaire based on the theoretical assumption that high levels of commitment lead to several favourable organizational outcomes. The questionnaire has five subscales involving five factors namely; Job Satisfaction (Unknown author); Commitment to school; Commitment to teaching work; Commitment to teaching occupation and Commitment to relationship with lecturers.

The items in the subscales were assessed using a five point-likert scale, with 'Very low' and 'very high' as anchors of 'Low', 'Not sure', and 'High'. Values of 1 through to 5 were assigned to each response

choice as follows: 1 = very low, 2 = low, 3 = not sure, 4 = high and 5 = very high. Also, there were open-ended questions to elicit more information from the respondents to buttress the quantitative responses.

A pilot study was conducted for a small section of the respondents. Exploratory factor analysis was conducted to assess the construct validity of the instrument. Factor analysis was performed to see if the same five factor structure making up Celep's (2000) 'Organizational Commitment and Job Satisfaction Questionnaire' could be validated using Ghanaian respondents. The factor analysis confirmed the existence of the five factor structure. Cronbach's alpha, a measure of the internal consistency of subscales in a questionnaire was used to assess the reliability of the instrument. The following are the reliability coefficient of the constructs.

Table 1

Reliability Statistics of the subscales of Celep's (2000) 'Organizational Commitment and Job Satisfaction Questionnaire'

Construct	Number of Items	Cronbach's Alpha
Job satisfaction	19	0.83
Commitment to school	7	0.75
Commitment to teaching	6	0.71
Commitment to occupation	6	0.80
Relationship with lecturers	4	0.69

Permission was sought from the appropriate authorities in the universities where the data collection took place before the administration of the questionnaire to the lecturers. Further permission was sought from the lecturers by asking them to fill out and sign a consent form. After the consent form was signed, researchers administered the questionnaires to the respondents. A week of the administration of the questionnaires, researchers and their assistants visited the institutions to collect the administered questionnaires. Those that were not collected were later collected after another week.

Data analysis was done using the statistical package for social sciences (SPSS) version 16. The data gathered were numbered, edited and coded into the package. Analytical techniques such as correlation, t-test and regression were used to test the hypotheses generated for the study. Because the above mentioned analytical techniques are parametric, data were cleaned and screened for the assumptions underlying parametric tests including normality of distribution. Data from the open-ended questionnaire were analysed using factor and thematic analysis.

5. Results

5.1 Demographic details

One hundred and eight male lecturers representing 66.3% and 33.7% (55) represent female lecturers from the four universities were sampled. As noted, four universities were employed of which 28.2% (46) represent respondents from university of Ghana (UG), 23.9% (39) represent respondents from Kwame Nkrumah University of Science and Technology (KNUST). Also, 22.7% (37) were respondents from University of Cape Coast (UCC) and 25.2% (41) from University of Education, Winneba. With regard to their status, 1.8% (3) are full professors, 4.3% (7) are associate professors, 20.2% (33) are senior lecturers, 54% (88) are lecturers and 18.4% (30) represent assistant lecturers. Finally, 1.2% (2) shows the number of lecturers who did not indicate their status. Out of the total sampled, 20.2% (33) are single (not married), 74.8% (122) are married while 3.1% (5) of them are divorced. Three lecturers i.e. 1.8% remained silent on their status. Finally with the level of motivation of salary among lecturers, 21.5% (35) are satisfied with their salary while 11% (18) said they are unsatisfied. Also, 60.1% (98) of lecturers consider their salary to be moderate and 7.4% (12) fail to express their level of satisfaction.

5.2 Hypothesis 1:

There will be significant sex difference among lecturers' forms of Commitment (i.e. Commitment to school; Commitment to teaching work; Commitment to teaching occupation; Commitment to relationship with lecturers).

T-tests were conducted to explore whether there were differences between male and female lecturers with regard to their commitment to school, commitment to teaching, commitment to occupation and relationship with lecturers. The results of the t-test as reported in table 2 showed that there were no significant sex differences in commitment to school, commitment to teaching, commitment to occupation and relationship with lecturers. This implies that the hypothesis that there will be significant sex difference in lecturers' forms of commitment is

rejected and the null hypothesis is accepted.

Table 2 *roup statistics and t-test of sex differences in commitment to school, commitment to teaching, commitment to occupation and relationship with lecturers*

Sex	N	Mean	Std. Dev	t	df	Sig
Commitment to school						
Male	108	3.8469	.51778	-1.443	159	.151
Female	53	3.9766	.57262			
Commitment to teaching						
Male	108	4.2270	.50302	-0.625	159	.533
Female	53	4.2824	.57822			
Commitment to occupation						
Male	108	4.0639	.63455	-1.072	159	.285
Female	53	4.1783	.63937			
Relationship with lecturers						
Male	108	4.0255	.64121	0.785	159	.434
Female	53	3.9387	.69494			

5.3 Hypothesis 2: There will be significant sex difference in lecturers' job satisfaction

A statistical mean difference was tested between male and female lecturers with regard to their job satisfaction. As can be seen in Table 3, the mean scores for the females (Mean = 3.1475) was more than the males (Mean = 3.1070), but to ascertain whether there is a significant difference between the two mean satisfaction scores, an independent sample t-test was performed. As can be seen in Table 3, the t-test showed that there was no statistically significant sex difference in the job satisfaction mean scores ($t = -.465$, $df = 159$, $sig. = .642$, $p > 0.05$). This result indicates that the hypothesis that there will be a significant sex difference in lecturers' job satisfaction is rejected and the null hypothesis is accepted.

Table 3 Independent samples t-test of lectures' sex and job satisfaction

Sex	N	Mean	Std. Dev.
Male	108	3.1070	.51081
Female	53	3.1475	.53521

$t = -.465$ $df = 159$ $sig. = .642$ $p > 0.05$

5.4 Hypothesis 3:

There will be significant correlations among lecturers' job satisfaction and their forms of commitments

The hypothesis that there will be significant correlations among job satisfaction and the various forms of commitment were statistically tested using Pearson's correlation. From table 4, it can be seen that as hypothesized Commitment to relationship with lecturers significantly and positively correlated with Job satisfaction ($r = .213$, $p < 0.01$) indicating that the higher the commitment to relationship with lecturers, the higher is the job satisfaction. Also, table 4 shows that Commitment to occupation ($r = .191$, $p < 0.05$) and Commitment to school ($r = .470$, $p < 0.01$) both correlated significantly and positively with Job satisfaction, indicating that the higher the commitment to occupation and school, the higher is the job satisfaction. However, the correlation between Commitment to teaching and Job satisfaction did not reach the 0.05 level of significance indicating that Commitment to teaching has very little to do with job satisfaction.

Table 4 Correlations among the commitment and job satisfaction variables

	Relationship with lecturers	Commitment to occupation	Commitment to teaching	Commitment to school
Job satisfaction	.213**	.191*	.012	.470**
Commitment to school	.355**	.395**	.291**	
Commitment to teaching	.496**	.345**		
Commitment to occupation	.314*			

*p < 0.05 (2-tailed)

**p < 0.01 (2-tailed)

5.6 Hypothesis 4: Forms of job commitment will predict job satisfaction

Table 5 displays unstandardized (b) and standardized (beta) regression coefficients, the multiple correlation coefficients (R), adjusted R^2 and the value of t and its associated p-value for each of the Commitment variables that entered into the equation. As shown in table 5, Commitment to school, Commitment to teaching, Commitment to occupation and Relationship with lecturers together explained 23.4% (adjusted $R^2 = .234$) of the variance in job satisfaction, leaving 76.6% to be explained by other factors not in our model. Nevertheless, the findings suggest that the present model is a fairly good predictor of job satisfaction of lecturers. Based upon the order of entry for the present sample, it would appear that commitment to school and commitment to teaching explained the bulk of the variance in job satisfaction (beta = .467, t = 5.965, p < 0.001) and (beta = -.204, t = -2.483, p < 0.05) respectively. In other words, one standard deviation increase in commitment to school increases a lecturer's job satisfaction by 46.7%, (when the effects of commitment to teaching are controlled for), while one standard deviation increase in commitment to teaching decreases a lecturer's job satisfaction by 20.4% (this is true if the effects of commitment to school are held constant). As can be seen in Table 5, the contributions of commitment to occupation and relationship with lecturers were not statistically significant at the 0.05 level and therefore not good predictors of lecturers' job satisfaction.

Table 5 Forced entry regression of the Commitment variables on Job satisfaction

Variable	b	Beta	R	R^2	t	Sig(t)
Step 1						
Constant	1.678				4.726	.000
Commitment to school	.450	.467			5.967	.000
Commitment to teaching	-.200	-.204			-2.483	.014
Commitment to occupation	.027	.033			.425	.671
Relationship with lecturers	.108	.137			1.659	.099
			.503	.234		

5.7 Qualitative Analysis

- To ascertain whether there is actually a significant sex difference in job satisfaction among lecturers in the four main public universities, the lecturers were then asked some few questions with regard to that. From the responses given majority of the lecturers noted that they are satisfied with their jobs. Basically because they are able to impact to others, enjoy security in the job, there is prestige, lecturing is one of the best jobs in the country and promotion is assured. For instance a lecturer from UEW noted: "I get the opportunity of impacting other people's lives" and from UG a lecturer noted: "For its prestige and the assurance of promotion". Counter intuitively, a few said no. These were excerpts: "I don't have access to tools and equipment for effective learning"

“No, my expectations have not been met in the job. Promotion issues are very frustrating”
“No, the facilities required are not available”

These were excerpts from UEW, KNUST and UCC respectively.

2. With regard to why there are significantly more male than female lecturers in our universities, the lecturers gave diverse reasons. Some were due to the perception that ‘a woman’s place is in the kitchen’, family demands on females are higher than the males, males have more time to pursue further studies and also it’s because of choice. But then quiet intriguingly a lecturer from UG noted that he doesn’t have the statistics yet since he is the only male lecturer among five females in his department.

3. Finally, lecturers believe that they can be committed and satisfied with their jobs:

“if lecturers are recommended and rewarded (promoted) on their efforts, when we get all the resources we need to work with, by providing the enabling environment for effective lecturing and providing job security”. These were examples of major responses from lecturers from UEW, UG, KNUST and UCC respectively.

6. Discussion and Recommendations

6.1 Sex difference in lecturers’ job satisfaction

The present findings that there was no significant sex difference in lecturers’ job satisfaction though the females’ mean score was slightly higher than that of the males is not consistent with those of previous studies. For instance Okpara, Squillace & Erondu (2005) found in a study of university teachers in the United States that there was a sex difference in job satisfaction. Various authors, for example, UK university teachers (Hickson & Oshagbemi, 1999), Nigerian teachers, (Nkoba, 1999), Bedouin Arab school teachers (Abu Saad & Isralomitz, 1991) US school teachers, (Ma & Macmillan, 1999 and Du Toit, 1994) have reported similar findings.

However, the present finding is consistent with that of Koyuncu, Burke & Fiksenbaum (2006) who reported in a study that there was no significant difference in job satisfaction between male and female professors in Turkey. Our finding of non-significant sex difference may be as a result of how presently there has been a change in education with regard to gender. Presently in Ghana, the education of the female is a major priority of the government and the family as well. It is now believed that women are equally essential as men in every facet of the work environment. In view of that there have been developments of equal sharing of responsibilities in the family and in the work place. The male as well as the female contribute to family and nation building. As a result, both the male and female lecturer equally believes that there are no ‘special’ incentives for anybody that will make him or her not satisfied or unsatisfied. From the interviews conducted with regard to whether female lecturers require more effort than the male counterparts, it was revealed by the majority that females require more effort since they are burdened with house chores and other family duties. A few said the contrary. Again, lecturers response to why there are more male lecturers than female lecturers were similar to the responses of whether female lecturers require more effort than their male counterparts.

6.2 Sex differences among lecturers’ forms of commitment

Our findings showed that there were no significant sex differences among lecturers’ forms of commitment. This finding is not surprising given our earlier finding that there were no significant sex difference with regard to job satisfaction among the lecturers. This is because our finding below which indicates that forms of commitment and job satisfaction are highly correlated suggests that the Sex variable might well be responsible for the relationship between the two variables (Job satisfaction and Forms of commitment). In this case it is reasonable to assume that the Sex variable will also produce a null result when it is correlated with the Forms of Commitment variable. Further research employing multivariate analytical techniques might test this assumption. As stated earlier, there may not be ‘special’ incentives for both sexes that will warrant more commitment or less commitment. The mean results for commitment for both sexes revealed that lecturers commitment are high and therefore are committed to their jobs. However, our findings were not consistent with a US study by Billingsley & Cross (1992) who compared general and special educators and found that women exhibited higher levels of commitment than men. But it should be noted that the population used by Billingsley & Cross was very different from the one used in the present study.

6.3 The relationship between forms of commitment and job satisfaction

We found that job satisfaction correlated significantly with all the various forms of commitment with the exception of commitment to teaching. From the findings, it was not surprising that commitment to occupation, commitment to school and relationship with lecturers which are all part of organizational commitment correlated positively and significantly with job satisfaction. This is because from previous studies it has been found that workers who are committed to their job are most of the time satisfied. From Nasurdin & Ramayah (2003), satisfied workers will be committed to their job and remain in the organisation. This finding was also in agreement with Billingsley & Cross (1992) who found a strong correlation between the various forms of commitment and job satisfaction in their comparative study of general and special educators. A multivariate

study by Tella, Ayeni & Popoola, (2007) gave some support to our findings by suggesting that absence of job satisfaction would lead to less commitment and might result in switchover to another job.

But ‘commitment to teaching’ which did not correlate with job satisfaction was not surprising when the problem of construct validity is explained in the Ghanaian context. Teaching in Ghana is a profession that a lot of people abhor. A lot of Ghanaians don’t want to be called teachers or be associated with the name because it is believed that their working conditions and salary are not good and because of this, they have lost their professional standing when compared to other professions. So then, even if lecturing is a form of teaching, majority do not want to be associated with the word ‘teacher’ but would rather be called a lecturer since at that level there is some kind of prestige and respect associated with it. Therefore it is possible that participants in the present study might have interpreted the construct of ‘Commitment to teaching’ in the Ghanaian context.

Interestingly, this problem of construct validity was confirmed when the qualitative response to whether the lecturers in our study sample were satisfied with their jobs elicited positive responses. Majority of the lecturers noted ‘yes’ and gave numerous reasons. Some said it was because there was a sense of security, assurance of promotion, respect, prestige, appreciable salary, etc. However, because the questionnaire asked about commitment to teaching rather than commitment to their jobs, the negative connotations attached to teaching might have influenced their responses. This demonstrates one of the inherent problems in using self-report questionnaires as in the present case it did not offer the researcher the opportunity to validate the ‘teaching’ construct whereas the interview did.

6.4 The effects of forms of job commitment on Job satisfaction

As part of our subsidiary analysis we tested a model in which we regressed the forms of commitment variables on job satisfaction, to see if the commitment variables are good predictors of job satisfaction. The findings revealed that whilst commitment to school gave the lecturers job satisfaction, commitment to teaching did not; in fact, it gave them less job satisfaction. Plausible explanations why the lecturers in the present study believed that committing themselves to teaching gave them less job satisfaction has already been given. However, further research is needed to attest the present explanations.

Commitments to occupation and relationship with lecturers were found to be very poor predictors of job satisfaction. The present findings were not consistent with those of Jaafar et al (2006) and Oshagbemi (2000) whose findings suggested that interpersonal relationship or rapport with colleagues contributed to job satisfaction. A probable explanation might be that the lecturers in the present study felt that they needed good working conditions as well as teaching and learning materials in order to make an impact and also be satisfied with their job. It may also be that relationship with colleagues was not so good or cordial.

Finally, lecturers were asked during the interview to respond to how a university can help achieve job satisfaction among its lecturers. Majority mentioned the issue of proper guidelines to promotion, assurance of security, good teaching and learning materials, motivation to further studies, etc. it is obvious to note that these lecturers mentioned the above because they are lacking and management must seriously adhere to these cries of the lecturers so the work will go on smoothly.

6.5 Recommendations

Based on the findings of the present study, we make the following recommendations:

1. The significant relationship between job satisfaction and the three forms of commitment should inform our lecturers that the more committed they are in their jobs the more satisfied they will be in their jobs. In view of that they should put extra effort in their jobs through teaching and research as well as good relationship with colleagues and students. This will result in maximum output in the university environment.
2. Though there were no significant sex difference in organisational commitment and job satisfaction. Male respondents especially believe that females have special privileges and are less in the university teaching profession so will be more satisfied with their jobs. In view of the limited number of females in the profession, the university authorities and government should increase their efforts in employing more female lecturers so there will be a balance.
3. Qualitative responses indicated that lecturers are limited in teaching and research due to lack of educational materials. As a result of these, proper teaching using the right materials are lacking and research is limited. It is therefore expedient that working conditions be improved, provision of teaching and learning materials and guidelines for promotion should be streamlined by the university authorities.
4. The stigma that appears to be attached to teaching and teachers needs to be addressed by the Ministry of education through further research.

6.6 Limitations

1. Our results on sex difference in commitment to job satisfaction were limited to the four main oldest public universities in Ghana. It would therefore be noted that findings can only be generalised to these four public

- universities and not to all the public universities in Ghana.
2. Even though the population for the study ranged from Assistant lecturer to Professor a comparative and micro analyses of the sex differences within these positions were not attempted. Such an approach could have shed more light on sex differences within the lecturing positions and job commitment and satisfaction.
 3. The problem of construct validity of the 'Commitment to Teaching' subscale which caused the discrepancy between participants' responses from the quantitative and qualitative data could have been avoided if the factor analysis performed on this subscale had been more effective.

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