

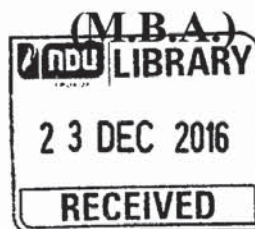
**Notre Dame University-Louaize**  
**Faculty of Business Administration & Economics**  
**Graduate Division**

**Employee Job Satisfaction: The Case of Notre Dame  
University- Louaize**

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**A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of the Master of Business Administration**



**NDU-Lebanon**

**2016**

# Approval Certificate

## Employee Job Satisfaction: The Case of Notre Dame University- Louaize

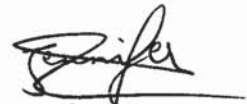
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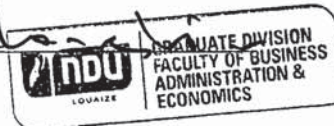
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13 June 2016

## **DECLARATION**

I hereby declare that this thesis is entirely my own work and that it has not been submitted as an exercise for a degree at any other University.

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## ABSTRACT

**Purpose-** This research attempts to study employee job satisfaction at Notre Dame University-Louaize. It examines the existence of potential variations of perception with respect to demographic variables, such as age, gender, tenure, position, education and contact with students.

**Design/methodology/approach-** This research is a case study that uses the Minnesota Satisfaction Questionnaire as a quantitative data collection tool. The philosophical approach is positivism and deductive reasoning approach.

**Findings-** Level of employee satisfaction is associated with demographic variables. Compensation constitutes an issue for those who hold high levels of educational degrees. Females tend to feel suppressed with certain issues such as creativity at work, ability utilization and responsibility

**Research limitations/implications-** The main limitation in this research was the data collection method. Some employees were unwillingness to take the time to fill out the MSQ. There is no guarantee as well that the employees filled it out with transparency and that no bias is introduced.

**Practical implications-** The results of this case study of NDU will give the management especially its human resource department, an insight on the aspects that employees find satisfying and dissatisfying with the job they are doing or with the working conditions. It will be a contribution to the staff members who continue to serve the students and faculty members for a better system of education.

**Originality/value-** Demand for education continues to grow and flourish in Lebanon, the originality of this study is that it is a case study of NDU's employees, which is one of the most growing fast universities to support the demand of the community.

**Keywords-** Job Satisfaction, employees, Notre Dame University, Minnesota Satisfaction Questionnaire, Demographic Variables.



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## Chapter 1

### Introduction

#### 1.1 Background

Job satisfaction is defined as “the degree to which an employee, by means of an effective orientation or a positive attitude, achieves a positive result in relation to his/her job, in general, or to specific personal aspects” (Leite et al, 2014, p. 480). Sypniewska (2014) defines job satisfaction to be the perception of employees of their jobs in terms of the quality of their work and performance and whether it gives them positive or negative emotions. Positive attitudes or feelings towards a job are known to be as satisfaction and negative attitudes or feelings towards a job are known to be as no satisfaction. Sypniewska (2014) states that the term job contentment is commonly used to reflect the term job satisfaction. “Contentment is the emotional reaction of pleasure or pain, experienced in connection with performing specific tasks, functions and roles” (Banka, 2002 in Sypniewska, 2014, p. 57).

Organizational commitment, employee engagement, employee retention and loyalty are terms which reflect the relation of employees with the organization they work at. Although these terms are strongly related to job satisfaction; it reflects the feelings an employee has towards the job or position.

Abraham Maslow is a supporter of the humanistic school of thought where satisfaction originated from (Sypniewska, 2014). Maslow’s hierarchy of needs is a pyramid with 5 hierarchical levels; the physiological needs being in the bottom, then the safety needs, the social needs, then self-esteem followed by self-realization to be on the top of the pyramid. After each need is satisfied, a person finds the urge to satisfy the need higher in level. Secara (2014) notes that 'having a job' lies in the self-esteem need level and that job satisfaction differs from one person to another depending on the employees' desire for job advancement.

The two-factor theory by Frederick Herzberg states that there are two groups of factors which affect employees' satisfaction at work. The first group is called the hygiene factors, which are external factors. These could be the company policies, physical working conditions and relationships with others. The second group is called the motivators, which are internal factors. These could be the recognition of the employee at work, responsibilities delegated to the employee and the sense of accomplishment from the job.

"According to Herzberg, while the positive assessment of the first group of factors does not increase job satisfaction and the lack of them is demotivating; the other group of factors contributes to the increase in job satisfaction" (Sypniewska, 2014, p. 58).

Satisfied employees are happy employees, they are not only committed to their work but to the organization they work in as well. They have strong communication skills, perform effectively in teamwork, have positive relationships with the people around them and tend to be very loyal. Satisfied employees show reduced absenteeism since they enjoy their job and feel less stress at work (Sypniewska, 2014). "A disgruntled employee often thinks about changing his job; however, if he decides to stay, his motivation is low and causes performance degradation not only in his own work but also in the overall performance of the organization" (Sypniewska, 2014, p. 60).

## 1.2 Need for the study

Education in Lebanon continues to flourish despite the economic and political situations. Notre Dame University in Zouk Mosbeh was established as an independent university in 1987. Its mission as stated on its website is: "NDU is a Lebanese private, non-profit, Catholic institution of higher education, which adopts the American model of liberal arts education. NDU offers quality instruction at a variety of degree levels and offers opportunities for research in various fields of interest for Lebanese and foreign students alike in a spirit of openness that embraces all cultures, regardless of race, gender, color, religion, or sect" (2007).

This research study about job satisfaction will give NDU, especially its human resource department, an insight on the aspects that employees find satisfying, not satisfying or



even dissatisfying with the job they are doing or with the working conditions. It will be a contribution to the staff members who continue to serve the students and faculty members for a better system of education.

Demand for education is constantly increasing in Lebanon; special attention should be given for those who work in this sector, especially in our case which is that of NDU. NDU had 7,519 students enrolled in the Fall 2014 semester as stated on its website (2014). Satisfied employees will perform with high efficiency and effectively to serve these students and their professors. Theoretically, this research study will highlight the importance of job satisfaction and that it is not just a group of theories. It will draw attention to the certain job aspects that employees of NDU find satisfying or dissatisfying.

### 1.3 Purpose of the study

This research attempts to analyze the importance of employee job satisfaction, especially in the case of Notre Dame University- Louaize. It will elaborate on certain theories related to job satisfaction and how do employees perceive satisfaction. It discusses as well certain aspects related to jobs such as achievement, ability utilization, working conditions and relationships with others. The results of this study will help the human resource department to focus on the issues that the staff members are facing and provide a starting point towards implementing positive change.

The following questions will be examined during the research with the intention of finding satisfying answers:

- 1) What is job satisfaction and why it is crucial to have satisfied employees?
- 2) What are the certain aspects that employees feel satisfied about at NDU?
- 3) What are the possible solutions to solve the issues that cause dissatisfaction?

These questions lead us to one main question; Main research question:

To what extent personal attributes enhance job satisfaction?

#### 1.4 Overview of Chapters

This research study is composed of 5 chapters. Chapter 1 is an introduction; it talks about the need and purpose of this study as well as an overview of the chapters.

Chapter 2 which is the literature review discusses the famous theories of job satisfaction such as Maslow's hierarchy of needs, Herzberg's two-factor theory and several others. It discusses as well contemporary theories of motivations, psychological empowerment, organizational commitment and well-being at the workplace. Elements of satisfaction are explained such as compensation, social support and working conditions, along with the demographic variables that cause variation in job satisfaction among NDU employees.

Chapter 3 entails the research methodology; the hypotheses and variables are listed, philosophical approach, reasoning method, population and sampling procedure, research strategy, instrumentation, research analysis and pilot testing are all clarified.

Chapter 4 identifies the findings and analyses them to either reject or accept the hypotheses suggested.

We conclude with chapter 5 which is a final overview of the results of this study. Validity and reliability are discussed with certain limitations and recommendations for the future.

## Chapter 2

### Review of Literature

#### 2.1 Introduction

Job satisfaction is one of the most studied and researched topics among organizational behaviorists and human resources personnel (Jung and Moon, 2007). "It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (Natarajan and Nagar, 2011, p. 59). Satisfied employees influence others to work with the same spirit, enhancing productivity and performance for the sake of the organization (Choong and Lau, 2011). However, low levels of satisfaction lead to absenteeism, low retention rates, job burnout and distrust with the management (Shouksmith, 1994).

Employees exert certain efforts at work in hope of being recognized, recognition should be associated with rewards to encourage such behaviors by employees. Rewards are of 2 types: extrinsic and intrinsic. Extrinsic rewards are related to compensation, benefits, working conditions and hours. Intrinsic rewards are related to autonomy, recognition, responsibility and social support (Okediji et al, 2011).

"Job satisfaction is a multidimensional concept featuring personality traits and environmental factors" (Roelen et al., 2008, p. 433). Roelen et al. (2008) find in their study that work factors affect job satisfaction the most; these factors include task variety, work times and colleague relationship. They insist on the growing importance of educational opportunities and trainings that help in the personal growth of the employees.

Since people spend most of their time at work, it is very important that they are happy at the workplace to be able to give their best in performing the job. This research is a case study of employee job satisfaction at Notre Dame University; the literature review will discuss the different elements of job satisfaction with a section about student contact that differentiates workers in the academic field from others. Tai and Chuang (2014) maintain the importance of job satisfaction especially of the employees of educational



organizations because it is almost the only way to improve the quality of these institutions.

## 2.2 Satisfaction

In this section of chapter 2, we define satisfaction and highlight the background to form a relation between the different theories discussed in detail in the later sections.

### 2.2.1 Definition

Job satisfaction is the positive feeling about the job resulting from an evaluation of its characteristics (Robbins and Judge, 2014). A negative feeling might result from the evaluation, but then satisfaction will not exist, rather dissatisfaction. Buitendach and Rothmann define job satisfaction as "an effective or emotional reaction to the job, resulting from the incumbent's comparison of actual outcomes with the required outcomes" (2009, p. 1).

An individual's personality, characteristics, personal needs, life requirements and expectations all affect his/her perception of job satisfaction. The job's characteristics as well play a role in the evaluation process; such as the pay and benefits, relationship between co-workers and supervisor, autonomy on the job, working conditions, chances for advancement and feeling of accomplishment (Locke, 1976).

In a recent study, Chomal and Baruah state that "job satisfaction is the extent to which the individual experiences a pleasurable emotional state as a result of fulfilling important job values" (2014, p. 54). Satisfied employees are motivated employees; they tend to have high levels of organizational commitment, job involvement and are psychologically empowered (Arogundade and Arogundade, 2015).

### 2.2.2 Motivational Theories

Job satisfaction is one of the most complex and widely studied phenomena in organizational research for many years now (Wang et al, 2010). One of the earliest researchers in the field of psychology and sociology is George Elton Mayo. His famous research known as the 'Hawthorne Effect' took place in the 1920's when he was working at the Western Electric Hawthorne Works in Chicago. The aim of the study was to examine the working conditions and the productivity levels of the employees. What he



discovered was that it's not the external factors that affect productivity, such as electricity and the weather, but the fact that they were being observed, in other words 'given attention'. Job performance depends on the job content and the social life of the job. Other variables such as break hours and pay rates do affect productivity but to a certain extent. Job satisfaction was dependent largely on the informal relationships between the work groups. Employers and managers should take into consideration that employees can't be dealt with in separation, however should be seen as individuals forming a team. Money related motivating forces and great working condition are less vital to the employee than the need to belong to a work team. Casual or informal gatherings framed at work have a strong impact on the conduct of the employees. Supervisors must know about these "social needs" and take care of them to guarantee that employees will work for the sake of the organization rather than against it (Mayo, 1945).

In 1943, Abraham Maslow proposed in his paper entitled 'A Theory of Human Motivation' his famous 'Hierarchy of Needs'. It states that there are certain needs that an individual must satisfy to be able to fulfill the next need and so on. As a need at the bottom of the pyramid is satisfied, humans tend to go up the pyramid to satisfy the next need.

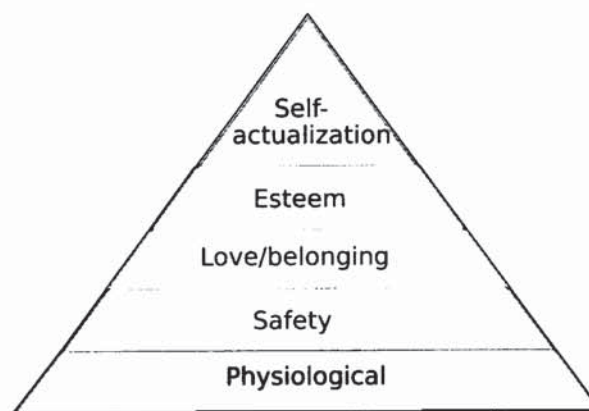


Figure 1: Maslow's Hierarchy of Needs (1943)

As the figure shows, at the bottom of the pyramid is the 'Physiological' need; this need is concerned with satisfying basic human needs such as food, water, shelter and clothing.

The second need is 'Safety'; this need deals with security of the body, family, health and employment.

The third need is 'Love/Belonging'; this need is about friends, relationships and affairs.

The fourth need is 'Esteem'; this need highlights the importance of self-confidence, achievement, mutual respect with others and reputation.

The fifth need at the top of the pyramid is 'Self-Actualization'; this need is concerned with morality, creativity, problem solving and acceptance of facts.

The theory was fully developed in 1954 in his book 'Motivation and Personality'.

Shortly afterward in 1959, Frederick Herzberg published his book 'Motivation to Work' where he proposed the Two-Factor Theory known as 'Motivation-Hygiene Theory'.

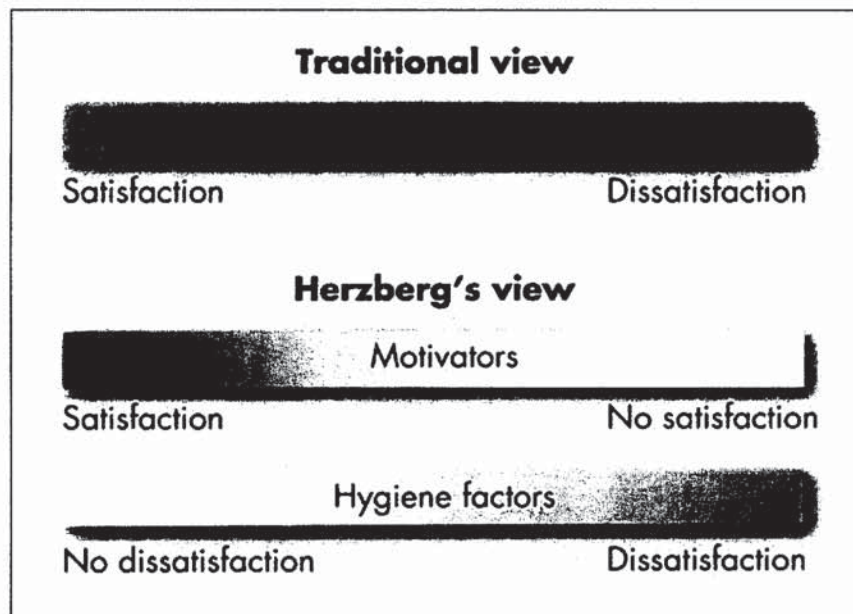


Figure 2: Herzberg's Two-Factor Theory (1959)

As the figure displays, job satisfaction or dissatisfaction is related to two factors; the motivators and the hygiene factors. The motivators or intrinsic factors are those that if exist, will cause job satisfaction, such as recognition, achievement, personal development, responsibility and the work itself. They are known as the 'satisfiers'.

The Hygiene or extrinsic factors are those that if do not exist, might cause job dissatisfaction, such as compensation, company policies, working conditions,

relationship with supervisor and co-workers. "Herzberg claimed that hygiene factors are not directly related to job satisfaction; therefore, these factors will not distinctly improve performance" (Hancer and George, 2003, p. 86).

After Herzberg's theory, in 1960 Douglas McGregor proposes the Theory X and Theory Y in his book entitled 'The Human Side of Enterprise'. McGregor was influenced by Maslow and contributed significantly to scientific management (Economist, 2008).

His theory states that there are two types of employees, those that belong to Theory X and those that belong to Theory Y.

Theory X individuals tend to be de-motivated, which causes them to avoid responsibility and prefer to be led than lead. They dislike work by nature and lack creativity and resist change. Theory X individuals tend to require close supervision and autocratic leadership since they are passive.

On the other hand, theory Y individuals tend to be motivated. They naturally like work and handle responsibility. They are self directed and self controlled and are creative. They are self empowered and participate in the decision making process. Theory Y individuals seek self-actualization, which lies on the top of the pyramid of Maslow's Hierarchy of Needs.

The figure below shows the difference between the two theories in a summary form.

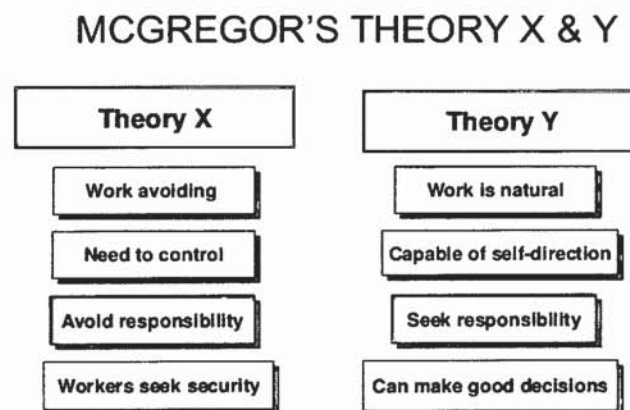


Figure 3: McGregor's Theory X Theory Y (1960)



## 2.3 Contemporary Theories

To be able to focus our research, in this section, we will discuss different theories such as motivation (expectancy theory), psychological empowerment, organizational commitment and well-being of employees that pertain to job satisfaction.

### 2.3.1 Motivation

Ambrose and Kulik defined motivation as "the set of internal and external forces that initiate work-related behavior, and determine its form, direction, intensity and duration" (1999, p. 231). Job satisfaction and motivation are strongly linked and the relationship between them has been confused sometimes (Chomal and Baruah, 2014). "Motivation is the willingness to exert high levels of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need" (Robbins, 2006). Whereas job satisfaction is an internal state or attitude, usually positive, towards the job, that results from achievement (Locke, 1976).

One of the greatest employee motivators are rewards. Victor Vroom's Expectancy theory developed in 1964 states that there is a tendency to act in a certain way, or exert a certain effort, expecting the efforts will lead to a certain outcome and eventually a reward.

Employees will be motivated to exert that effort when rewards will satisfy his/her personal goals. Robbins and Judge claim that the expectancy theory is valid when employees perceive rewards based on evaluation of effort and performance rather than being rewarded for tenure, seniority and skill requirements of the job (2014).

As figure 4 shows, efforts of an employee that are based on his/her personality, skills, abilities and knowledge, lead to a certain performance. These efforts are associated with certain expectancies on the confidence of the employee to achieve the results. Instrumentality refers to the extent to which management will deliver what it promised regarding the rewards. The outcome is a result of the efforts of the employee; valence is the worth of the reward to the employee, which could be intrinsic or extrinsic.

We will now explain the difference between intrinsic and extrinsic rewards.

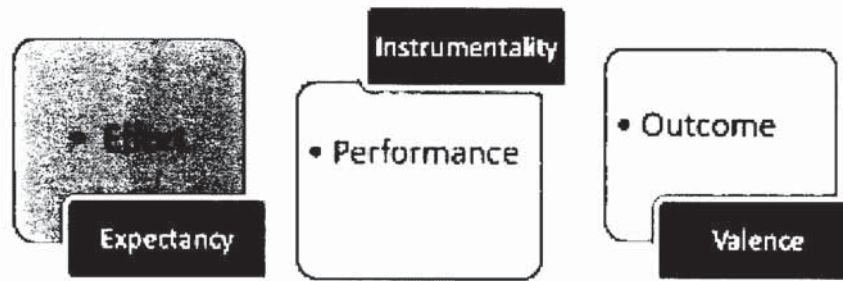


Figure 4: Vroom's Expectancy Theory (1964)

"Extrinsic rewards are separable from the job, occurring as a consequence of job performance; the effect of these rewards on worker's well-being is relatively easily foreseen... such as better pay, job security and promotions" (Linz and Semykina, 2012, p. 817).

On the other hand, intrinsic rewards are those rewards 'felt' since they are non-numeric; they are less desirable than extrinsic rewards and hard to measure. Such as: accomplishment, competence, self-progress and sense of purpose. In 1968, Herzberg noted that intrinsic rewards may not be attractive to employees in the short run, but in the long run they lead to better performance and eventually satisfaction because they motivate employees (Linz and Semykina, 2012).

In a recent study performed by Scheers and Botha in 2014, they hypothesized a positive correlation between job satisfaction and motivation of employees at grocery retailers in Pretoria, South Africa. The population consisted of 157 employees and 1600 customers. Incidental sampling was used to form a sample of 25 employees and 100 customers. After data collection and analysis of this data, the hypothesis was accepted.

Abd-El-Salam et al. (2013) initiated a paper entitled 'The Relationship among Job Satisfaction, Motivation, Leadership, Communication, and Psychological Empowerment: An Egyptian Case Study'. As a result of this case study of one of Egypt's biggest construction companies, with over 50 hypotheses, a positive relationship was found between motivation (intrinsic and extrinsic rewards) and job satisfaction. A



positive relationship was also found between motivation and psychological empowerment, and between empowerment and job satisfaction.

### 2.3.2 Psychological Empowerment

"In recent years there has been a growing consensus that employee Psychological Empowerment can be a source of competitive advantage for contemporary organizations" (Olcer, 2015, p. 112).

Employees who are psychologically empowered tend to be more satisfied with their jobs; demonstrate great performance, motivated to work towards organizational goals, are effective and innovative. Its' effect is not only observed on employees, but also on the organization, because it helps develop organizations that can cope with the rapidly changing external environments (Olcer, 2015).

Huxtable defined empowerment as "the art of giving authority to employees of an organization to settle and control matters affecting their daily activities at work, as well as share and distribute power" (Huxtable, 1995 in Arogundade and Arogundade, 2015, p. 28). Conger and Kanungo (1988) stated that psychological empowerment is a procedure of improving sentiments of self viability among authoritative individuals through the distinguishing proof of conditions that encourage frailty and through their evacuation by both formal hierarchical practices and casual methods of giving adequacy data.

Gretchen Spreitzer (1995) in her famous work defines psychological empowerment and gives it four dimensions that will be discussed below:

Spreitzer (1995) defined psychological empowerment as an arrangement of motivational comprehensions, formed by the workplace and mirroring an individual's dynamic introduction to his or her work part. The four empowerment dimensions are Impact, Competence, Meaning and Self-determination:

- 1) Impact: is the degree of an employee's influence on administrative, strategic and operating outcomes at work.
- 2) Competence: self-efficacy of an individual in the work place; the capability to perform a task with certain skills and knowledge.



- 3) **Meaning:** occurs when the value of organizational goals, activity or purpose are compatible with the employee's own values, goals, ideals, standards and purposes.
- 4) **Self-determination:** also referred to as choice, is the autonomy of an employee in deciding the course of action to take and behavior to achieve organizational goals.

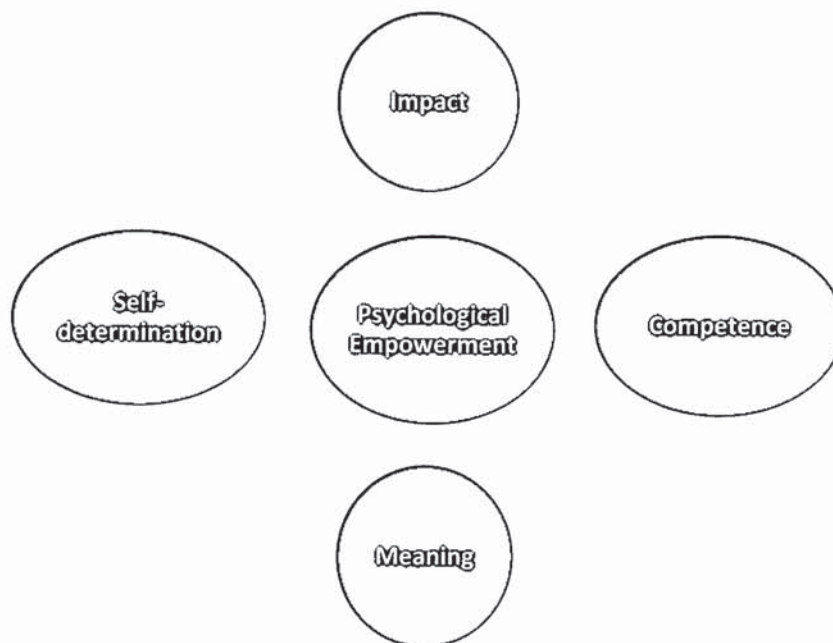


Figure 5: Spreitzer's Psychological Empowerment (1995)

Abd-El-Salam et al. stated that the "absence of any one dimension should diminish the overall degree and felt empowerment, and that together these four cognitions reflected an active, rather than a passive, orientation to a work role" (2013, p. 34). In other words, an employee may be psychologically empowered for example due to impact and competence, but meaning and self-determination may have a small effect. But this doesn't mean that he/she is not empowered.

In his recent study in 2015, Ferit Olcer found that psychological empowerment did positively affect job satisfaction. He also found that impact, meaning and self-determination had positive effects on job satisfaction, while competence had no effect.

Odunayo Arogundade and Ayodeji Arogundade in 2015 found that competence had the highest effect on career satisfaction.

Psychological empowerment is one of the trust building tools between employees and employers/ management. When management gives an employee the chance to take responsibility for his/her actions, the employee feels challenged and utilizes his/her brainpower, capabilities, imagination and knowledge (Scheers and Botha, 2014).

Psychologically empowered employees tend to be more satisfied with their jobs; they feel worthy of themselves and the job they accomplished (meaning), especially that they had the chance to make decisions related to the job (self-determination), the job they have performed influences the organization (impact) and they have done it efficiently (competence) (Liden et al, 2000).

### 2.3.3 Organizational Commitment

"Organizational commitment is a psychological situation that determines the relationship of the employee with the organization, and as a commitment toward the whole organization" (Top and Gider, 2013, p. 669). It is a measure of the employee's loyalty to the organization and helps explain their behavior in the workplace (Wang et al, 2010). Abu-Shamaa et al. defined "organizational commitment as the psychological strength of the organizational employees, or the amount of involvement an employee have in their work" (2015, p. 12).

Meyer and Allen (1997) identified organizational commitment to have three components as figure 6 shows.

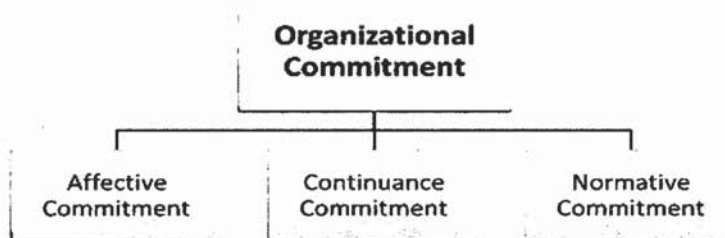


Figure 6: Meyer and Allen's Organizational Commitment (1997)

Affective commitment refers to the employee's involvement, commitment, attachment and identification with the organization. Continuance commitment is the awareness of the perceived costs of leaving the organization. Normative commitment is the feeling of responsibility and obligation towards employer and colleagues.

Job satisfaction is an indicator of organizational commitment (Testa, 2001). Employees tend to be more creative, motivated, and satisfied when they are committed to the organization (Laschinger et al, 2000). High levels of organizational commitment reduce staff absence, employee turnover rates, and increase performance of employees and their satisfaction with their jobs (Guatam et al, 2004).

Two aspects impacting commitment are discussed: work engagement and organizational context.

#### *2.3.3.1 Work Engagement*

Organizational commitment is associated with work engagement. Engaged employees utilize their abilities and capabilities to get their work done. Work engagement is positively related to job involvement, loyalty, creativity and motivation. It creates a sense of liability towards the organization among colleagues, generating feelings of meaningfulness (Deepa et al, 2014).

Khan (1990, p. 694) defined work engagement as "harnessing of organization members' selves to their work roles, in engagement, people employ and express themselves physically, cognitively and emotionally during role performances".

Abu-Shamaa (2015) describes each of the aspects as follow:

**Physically-** "physical effort exerted by employees to accomplish their roles, can also be related to the available job resources like colleagues' and supervisor's support, performance feedback and learning opportunity" (p. 9).

**Cognitively-** refers to the employee's convictions about the association they work in, its pioneers and working condition, where strong association and trusted relationship between workers lead to mental wellbeing, intellectual based trust might prompt a solid and reliable connection between them.

**Emotionally-** "concerns whether employees have positive or negative attitudes towards the organization and its leaders" (p. 9). Positive attitudes increase effective output and



generate positive energy to others. Negative attitudes generate opposite feelings to those of positive.

#### *2.3.3.2 Organizational Context*

According to Folami et al. (2014) organizational context is of two types: internal and external. Internal context has structure variables that include formalization, centralization and complexity (Mintzberg, 1979). External context is represented by perceived environmental uncertainty.

**Formalization** (Internal) refers to standards and techniques and how they characterize choice making. Formal tenets and techniques are compelling in steady, straightforward situations, while more dynamic situations require a more adaptable hierarchical structure with both vertical and horizontal, taking into account speedier choice making and reactions to changes in the business environment. Employees who work in more formalized environments tend to be more satisfied because they are efficient and effective (Folami et al., 2014).

**Centralization** (Internal) is the degree to which choice making forces are vested in an individual. Centralization works best when instability is low as the hierarchical pecking order is less inclined to be overburdened. Then again as vulnerability expands more data handling limit is required at the vital specialty unit level instead of the head-office. Therefore, decentralization is a more successful methodology in the right environment. Centralization can have a negative or positive effect on job satisfaction, although it can cause effectiveness of employees, it can also take away the autonomy of the individual (Folami et al., 2014).

**Complexity** (Internal) there are three different dimensions that constitute the complexity of an organization: Spatial, Occupational and Hierarchical. The spatial dimension depicts how physically spread the spots where the association's exercises occur are. The all the more spatially spread out the association is, the more complicated it is. The occupational dimension deals with the job's requirement to do different things from time to time and the chance to use one's abilities and skills to perform the different tasks. The more the tasks vary and the more the abilities and skills required are, the more complicated the organization is. The Hierarchical dimension describes the positional

ranks and administrative levels inside the organization. The higher the ranks and levels inside the organization, the more complicated it is (Folami et al., 2014).

**Perceived Environmental Uncertainty** (External) examines the external changes and forces that affect employees' organizational commitment. Late changes in the worldwide economy have expanded vulnerability in the business environment. Employees feel less attached to their organizations due to increasing levels of competition between organizations. This is why employers need to work on employee retention plans. The higher the levels of uncertainty, the higher the chances an employee will leave the organization (Folami et al., 2014).

In a research study performed by Top and Gider in 2013, they found that there is a positive relationship between job satisfaction and organizational commitment. The sample consisted of 333 nurses and 150 medical secretaries from 2 public hospitals and 1 private hospital in Turkey.

Another recent study in 2015 by Abu-Shamaa et al. consisted of 3 telecommunication companies in Jordan. The researchers found that job satisfaction and work engagement are significant factors in predicting employees' organizational commitment.

#### 2.3.4 Well-being at work

Well-being is defined as a positive state of happiness (Pollard and Lee, 2003). Happiness reflects a short-term position as the satisfaction of life is more stable and extends the long-term (Pollard and Lee, 2003). "Few people have ever doubted that happiness is very important" (Van Hoorn, 2007). Until 1950 psychologists mainly focused their research on negative emotions, like anxiety, stress or depression (Diener et al., 1999; Van Hoorn, 2007; Abou Hamad, 2013). The breakthrough happened in 1950 with the emergence of the positive psychology and the Subjective Well-Being (SWB) (Wilson, 1967; Diener et al., 1999; Van Hoorn, 2007; Abou Hamad, 2013).

People feel a subjective well-being abundant when they receive many positive emotions and some negative emotions when they are engaged in interesting activities (Diener and Suh, 1998).



In order to achieve well-being, all aspects of the individual must be considered: personal life, emotional and sentimental life, social life, work life, health, leisure, etc., without forgetting to eliminate any negative generators that promote stress or burnout (Abou Hamad, 2013).

Research tends to confuse well-being with other concepts like happiness, satisfaction or quality of life. These terms are used interchangeably with the concept of well-being, even if some see the well-being (subjective indicator) as a narrower element of quality of life that includes subjective and objective indicators (Pollard and Lee, 2003; Abou Hamad, 2013). Quality of life was built by the assimilation of concepts such as happiness, satisfaction, material welfare, subjective well-being, physical health and mental health (Tazopoulou, 2008).

The quality of life therefore cannot be limited; one must ask what to consider: the objective components such as living conditions, the subjective components such as happiness or satisfaction, physical or psychological components. We continue our thesis by focusing on SWB.

There is no consent as to the definition according to McDowell and Newell (1996), and we can find more than eighty measurement scales. However, authors like Dupuis et al. (2009) and Easton et al. (2013) defined three main areas:

- 1- The subjectivity of quality of work life.
- 2- The quality of work life must integrate organizational, individual and social life.
- 3- The work has an influence on other areas of life and an integral part of the overall quality of life.



<b>Well-Being Scale</b>	<b>Tool</b>
Life satisfaction	<i>Life Satisfaction Index-A</i> (Neugarten et al., 1961)  <i>Satisfaction with Life Domain Scale</i> (Baker and Intagliata, 1982)  <i>Satisfaction with Life Scale</i> (Diener, Emmons, Larsen et Griffin, 1985)
Moral scale	<i>Philadelphia Geriatric Center Moral Scale</i> (Lawton, 1975)
General Well-Being	<i>General Well-being Schedule</i> (Dupuy, 1973; Fazio, 1977)  <i>Self-Representations of General Psychological Well-Being of American Adults</i> (Dupuy H.J., 1978)
Happiness Scale	<i>Memorial University of Newfoundand Scale Happiness</i> (Kozma and Stones, 1980)  <i>Index of Happiness</i> (Fordyce, 1988)
Life Satisfaction For The Elderly	<i>Life satisfaction in the Elderly Scale</i> (Salamon and Conte, 1982 and 1991)
Perception of Well-Being	<i>Perceived Well-Being Scale</i> (Reker and Wong, 1984)
Positive and Negative Affect Scale	<i>Positive Affect Negative Affect Schedule</i> (Watson et al., 1988)
Psychological Well-Being Scale	<i>The Scales of Psychological Well-Being</i> (Ryff and Essex, 1992)
Subjective Happiness Scale	<i>Subjective happiness scale</i> (Lyubomirsky and Lepper, 1999)

Table 1: Well-being scales (Bouffard, 1999 and Abou Hamad, 2013)

For Taylor (1979 cited in Easton et al., 2013), essential components of quality of life at work could be identified as extrinsic and intrinsic factors. Extrinsic factors such as basic employment wages, working conditions and hours, intrinsic factors are related to the work itself.

The participation of employees in managerial decisions helps in adding to individual sense of power, as well as social support, equity and self development.

Warr et al. (1979 cited in Easton et al., 2013), also established a list of factors such as participation, motivation, job satisfaction, life satisfaction, happiness, etc.

Well-being at work can lead to individual performance. Wright et al. (1993) develop an evaluation model taking into consideration four dimensions of welfare : work facilitation, goal emphasis, support and team bulding, in order to assess individual performance. Similarly, through their study, Wright et al. (2007) show a positive relationship between psychological well-being at work and individual performance.

## 2.4 Elements of Job Satisfaction

In this section of chapter 2, the elements that affect job satisfaction are discussed, such as: salary (compensation), supervisor and colleagues' relationship with the employee and the working conditions of an organization. As well as 5 demographic variables studied in relation to the employees of NDU, which are: age, gender, tenure, education, and student contact.

### 2.4.1 Work Factors

#### 2.4.1.1 *Salary*

By definition, a salary "is a fixed regular payment, usu. monthly, to an employee" (Collins, 2006). Chaudhry et al. (2011, p. 1) state "salary or pay is a form of episodic compensation from a firm to its worker, which is completely stated in an employment contract".

Salary lies in the 'Esteem' level of Maslow's hierarchy of needs (1943) discussed in section 2.2.2; a high salary income indicates a certain level of purchasing power, it reflects individual capabilities and expertise (Malka and Chatman, 2003).

According to researchers, high levels of income increase job satisfaction, which helps to retain and motivate employees. It enhances their performance and productivity levels, encourages them to work towards achieving organizational goals and helps decrease turnover rates (Chiu et al. 2002, Milkovich et al. 2014, Hom and Griffeth 1995, Tang et al. 2000, Laws and Tang 1999).

The genuine capability of an organization must be acknowledged when the productivity capabilities of all people and groups are completely adjusted, submitted and invigorated to effectively perform the objectives of the organization (Gupta, 2011). "It is therefore, imperative for the employers to pay adequate attention to the compensation package of the employees" (Gupta, 2011, p. 72).

On the other hand, Sweet et al. (2006) and Cummins (2002) argue that income and monetary awards have little or less impact on job satisfaction than other variables do, such as working conditions and social status.

"Satisfaction with money is relative, but experience with consumption is absolute" (Luna-Arocas and Tang, 2014, p. 279). This is why satisfaction with pay or salary is partially cognitive (Greene et al. 2001). Greenberg (1993) notes that pay dissatisfaction trigger some individuals to act in an unethical manner, such as stealing and cause feelings of anger and hate.

Pay-for-performance is observed to be one of the most effective systems of pay (Omar and Ogenyi, 2006). It helps build trust between the employee and employer, increasing performance and restructuring the organization (Boselie et al. 2001).

There are several other factors that affect pay satisfaction: job safety, education, age and seniority (Chaudhry et al. 2011). A study conducted by Kathawala et al. in 1990, declare that individuals who prefer job safety over pay satisfaction prioritized safety over pay satisfaction, and those who prefer pay satisfaction over job safety, prioritized salary to safety not only as a satisfier but as a motivator as well. In relation to education, an early study in 1966 by Klein and Maher states that in order for higher education to generate higher levels of job satisfaction, salary or pay must be higher to reflect the feelings of worth of the individual, or else education will be a source of de-motivation generating feelings of pay dissatisfaction.



Lawler and Porter (1967) claim that age and seniority are predictors of pay satisfaction. "Age and seniority fix main things to better job enactment, and thus the associations originate between age and salary and seniority and salary must be imitating the fact that administrations are paying for excellence" (Chaudhry, 2011, p. 5).

#### *2.4.1.2 Supervisor Relationship*

"Based on social exchange relationships, perceived supervisor support refers to the perception of employees regarding their relationship with their supervisor and how well they can rely on the supervisor to care for their individual concerns" (Hsu, 2011, p. 235). Employee-Supervisor relation is of high importance due to its effect on employee performance, because supervisors are viewed as the relation between the employee and the organization, they are the first contact with upper management (Thisera, 2013); they play a great role in resource allocation, distribution of duties inside the office and work design (Charoensukmongkol et al. 2016). The quality of the supervisor-subordinate relationship is reflected in the job outcomes of employees; employees who feel supported by their supervisors tend to be more productive, motivated, satisfied, involved and less oriented to leave the organization (Hooper and Martin, 2008). On the other hand, employees who are noticed to have high turnover rates are those who are not motivated enough and don't feel led to work towards organizational goals, a managed relationship between employees and supervisors helps maintain the well-being of employees by supporting their decisions and ideas (Unovckova and Klupakova, 2013).

Based on the Leader-Member theory, Graen and Uhl-Bein, 1995, state that the quality of the supervisor-subordinate relationship is an indicator of the trust, respect and obligation towards each other and the organization. Since supervisors/managers are indicative of the organization's policies and culture, they represent the organization in terms of performance appraisal, reward systems, recognition, valuation of contribution and well-being; this creates a feeling of 'repay' to the supervisor and organization (Hsu, 2011 and Rhoades et al. 2001).

In context of perceived supervisor support, organizational support is found to impact employee attitudes toward the organization; positive feelings arise such as organizational commitment and sense of belonging if they feel their organization is

supporting them and respectful. It's the supervisor's role that helps deliver this message to the employees (Eisenberger et al. 1990).

Supervisor support has a direct positive effect on employee job satisfaction (Charoensukmongkol et al. 2016). The employees' perception of their supervisors generates either positive or negative feelings, when supervisors are supportive; this generally leads to positive feelings and a work relaxing environment that reduces stress from job burnout, which leads to job satisfaction (Galletta et al. 2011).

A study by Ibrahim in 2012 found that both supervisor support and organizational support significantly correlate positively with job satisfaction, the sample under study consisted of 115 part-time MBA students registered with a local public university in Malaysia.

#### *2.4.1.3 Co-worker Relationship*

Section 2.4.1.2 discusses the relationship between supervisors and employees, section 2.4.1.3 talks about the relationship between co-workers and employees. Psychological support provided by supervisors and co-workers is of the greatest given to employees, it helps enhance their performance and well-being (Mayo et al. 2012).

Thoits (1982, p. 148) defines social support as "that subset of persons in the individual's social network upon whom he or she relies for socio-emotional aid, instrumental aid, or both". Social support has three dimensions to it: the function, the source of support and the structure of support. Regarding our topic of co-worker relationship, the function is the emotional support, the source is the co-worker and the structure is the network (Hobfoll and Vaux, 1993). Cobb (1976) defines emotional support to be giving of pleasant feelings such as love, care, value and confidence. Cobb (1976) also stated that social support aids in preventing physiological diseases and psychological diseases such as depression and anxiety. "Social support is an interaction with the natural network of family members, friends and colleagues that provide information, emotional support or practical aid" (Berkman et al. 1992 in Amarnah et al. 2010).

Other than emotional support, co-workers provide each other with assistance at work, help in assigned tasks, information sharing, and better understanding of organizational procedures and most importantly friendship, these create a pleasant bond between them (Hill et al. 1989).



Since co-workers are in contact on almost a daily basis, their close interactions and daily conversations about work-related and non-work related issues aid in fostering trust (Halbesleben and Wheeler, 2012). Milman (2003) notes that co-worker support is a predictor of employee retention because friends help create a stress free environment that positively enhances employee performance. Whereas the lack of support and attention between colleagues, creates a tense environment, with negative attitudes towards each other, emerging low productivity, absenteeism and lack of organizational commitment (Okediji et al. 2011).

The results of the study performed by Amarnah et al. in 2010 showed that social support from co-workers positively correlated with job performance. The sample under study consisted of 365 Jordanian hospital nurses. 150 employees of Champion Brewery in Uyo, Nigeria, participated in a study to test the effect of co-worker support on job satisfaction, as reported "participants who perceived their co-worker to be fully involved in their work exhibited higher degree of job satisfaction than those who perceive their co-workers to be unhelpful" (Okediji, 2011, p. 37).

#### *2.4.1.4 Working Conditions*

"Many businesses fail to understand the importance of working environment for employee job satisfaction and thus face a lot of difficulties during their work" (Raziq and Maulabakhsh, 2015, p. 718). Certain working conditions must be available to provoke employees to work efficiently and productively.

The working environment consists of 2 dimensions: Work and Context. Work is their daily tasks and assignments that are performed with certain sets of skills and training. Context deals with the physical and social aspects of the job (Raziq and Maulabakhsh, 2015).

Spector (1997) identifies good working conditions as those that provide security, social support from supervisors and co-workers and motivation to work for achieving organizational goals, the presence of these factors increase the sense of belonging and commitment to the organization. Other factors that are considered as working conditions are compensation and fair working hours (Lane et al. 2010).



On the other hand, unpleasant working conditions are those that involve physical effort such as weight lifting, kneeling, stand up all the time, lack of hygiene, noise, pollution, diseases, inappropriate temperature and sometimes life threatening hazards (Kahya, 2007). Shikdar and Sawaqed (2003) state that unpleasant working conditions decrease performance and lead to job dissatisfaction.

Atambo et al. (2013) claim that there is a significant relation between working conditions and job satisfaction. Their study concluded that the availability of efficient and effective communication between employees and management, engagement of employees in decision making and in drawing the strategic outlines of the work, availability of capacity building programs, and emphasis on team work are indications of good working conditions.

Motivated employees who work for the sake of the organization are the most valuable asset it can have. This is why it is crucial to make available appropriate working conditions, because they enhance employee performance and satisfy them. Increased productivity is maintained when employees work in an environment that respects their mental, social and physiological status (Jain and Kaur, 2014).

A recent study consisted of 210 employees from different sectors: education, banking and telecommunication in Pakistan. The results indicate a positive relationship between working conditions and job satisfaction of employees (Raziq and Maulabakhsh, 2015).

Other researchers reached the same results Kinzl et al. 2005, Repley, 2003 and Turnispeed and Murkison, 2000.

#### 2.4.2 Demographic Variables

##### 2.4.2.1 Age

In 1968, Hall and Nougaim developed the career stage model. The model states that there are three stages in an individual's working life. The first stage is about identifying the job that a person likes and is interested in. The second stage is when the person starts to accomplish goals and handles responsibilities; it is the stage of advancement and developing a certain life style. The third stage is concerned with consulting and giving advice to others in the organization. It involves decisions related to living standards.

Kacmar and Ferris (1989) state several points on why the career stage model helps us understand the relationship between age and job satisfaction:

- 1) Top managers and executives are often not young in age, with high levels of management comes power, prestige and status in the community, so age is associated with a certain image of confidence (Miller and Form 1951).
- 2) The career stage model takes into consideration not only aspects of an individual's job, but also his/her life obligation and family (Greenhaus, 1987), which constitutes a bigger and better picture of the effect of age on job satisfaction.
- 3) Most theorists link each phase to a certain age range, "this specific reference to age at each stage of an individual's career clearly shows the importance of age to the career stage literature" (Kacmar and Ferris, 1989, p. 202).

In the late 1950's, Frederick Herzberg et al. suggested that age and job satisfaction have a U-shape relationship. At the beginning of their career life, employees seem to be satisfied with their jobs, as the years pass by, satisfaction begins to decline, until it reaches a stage where it begins to incline again and remains high. The explanation for this relationship is that individuals when they start work, they set high expectations and dreams of their career life, but when these expectations are not fulfilled, satisfaction decreases. As they gain experience in work and the real life, people adapt and adjust to certain facts, which increases satisfaction levels again.

A study by Kacmar and Ferris in 1989 supports Herzberg's theory due to the results that indicate a U-shaped curvilinear relation between age and job satisfaction. Other researches such as Clark et al. (1996) and Hunter (2007) agree with Herzberg's theory as well.

Gibson and Klein (1970) propose that age has a linear positive relationship with job satisfaction. Several other researchers agree that as age increases, job satisfaction increases as well (Melvin 1979, Rhodes 1983 and Lahoud 2006). The reason for this relationship is that older employees tend to have a different approach and attitude towards the job than younger employees; they are more experienced and mature. Older



employees tend to be more committed towards the organization, skilled and perform effectively (Kumar and Giri, 2009).

On the Contrary, Luthans and Thomas (1989) found a negative relationship between age and job satisfaction. It is suggested that as employees get older, their excitement and energy is burned out, which causes fatigue and disinterest in work (Oshagbemi and Hickson, 2003).

While some researchers found a U-shape relationship between age and job satisfaction, some found a negative one and others a positive one. Other studies found no relationship, in other words, 'no impact' of age on job satisfaction (Bernal et al. 1998, Sarker et al. 2003 and Bos et al. 2009).

#### *2.4.2.2 Gender*

"Diversity in the workforce can serve to provide a richer mix of talents and ideas" (Sumner and Niederman, 2004, p. 29). Women's employment rates are constantly increasing, but their job satisfaction levels in relation to males remain vague (Mason, 1995).

The base of gender discrimination is built in our unconscious, it comes from culture and growing up, but people don't seem to notice it due to the women encouraging campaigns in the workplace, yet they still exist and hold back women from achieving advancement in their careers (Maupin, 1993).

Biologically, women tend to be more emotional, sensitive and caring, which is a weak point held against them in the workplace, they are viewed to be less confident, able to make decisions and determined (Cleveland et al. 2000). Discrimination against them is translated in terms of promotion opportunities, compensation, high levels of working positions, training sessions and even in intangible matters such as social support from supervisors and co-workers (Igbaria and Baroudi, 1995).

The issue of wage difference between men and women remains the most noteworthy, even if other factors are controlled for, such as: age, tenure, education and experience, men earn higher than females holding the same occupational position (Keaveny and Inderrieden, 2000). This difference may be due to women prioritizing family obligations over the job (Polachek, 1981).



Mason (1995) discusses three theories that help in predicting the difference between men and women regarding job satisfaction and job-content:

1) Socialization Theory

"This view suggests that any observed differences in job satisfaction are attributable, not to gender, but rather to other variables that systematically co-vary with gender because of prevalent segregation by gender of jobs in organizations" (Mason, 1995, p. 144).

2) Social Role Theory

States that certain occupational positions (social roles), those that are most noticeable (enriched positions), require certain education, training and development, are occupied by males, while impoverished positions are occupied by females. Therefore, men's/women's social role indicates their levels of job satisfaction.

3) Structural Theory

This theory contradicts both Socialization and Social Role theories; it claims that both women and men have equal chances in the workplace. Those who demonstrate favorable attitudes and behaviors are more likely to succeed.

Eagly (1987) argues in favor of women that though a job might not be demanding and challenging, women are satisfied by demonstrating care and support to others.

However, Bem (1974) introduces the concept of 'androgynous' that individuals, whether female/male can have both characteristics, masculine and feminine at the same time. Females can be competitive, task-oriented and aggressive and males can be nurturing, sensitive and people-oriented.

Studies conducted by several researchers concluded that females are satisfied more than males; the reason is that females set low expectations from the workplace and don't compare themselves to males, but rather to underprivileged females (Clark, 1997 and Jung and Moon, 2007).

Contradicting results show that men are more satisfied than women (Chusmir, 1981). While other studies revealed no relation between gender difference and job satisfaction (Dantzker and Kubin, 1998 and Sumner and Niederman, 2004).

### *2.4.2.3 Education*

The third variable that affects the level of employee job satisfaction in our study is Education. We will start by stating the benefits of education, not only on job satisfaction, but on the personal lives of individuals as well. Then the disadvantages will be discussed along with the results of different researchers who found conflicting results regarding the relation between education and job satisfaction.

Education is associated with high levels of earnings, prestige and rewarding jobs (Freeman, 1976). Vila (2000) claims positive impacts of education on relationships between co-workers and supervisors, greater autonomy in the job, healthier working conditions and ability to perform complex tasks. "Better- educated people are thought to both form more accurate expectations and pursue their aspirations more efficiently than poorly educated people" (Vila and Garcia-Mora, 2005, p. 409). Education shortens the period of unemployment after graduation (Kettunen, 1997), enhances well-being and adds to happiness and quality of life (Hartog and Oosterbek, 1998). "Economists and other scientists have identified several education-related personal choices that improve health or reduce illness, such as healthier personal habits, residence choices and occupational choices (Florit and Lladosa, 2007, p. 160). Ross and Wu (1995) state that educated people not only have healthier lifestyles, they are socially supported from their surroundings better than uneducated people.

Different kinds of people pursue education in their lives for different reasons (Glenn and Weaver, 1982). It depends on the reasons of education the level of job satisfaction that it will yield for the individual, for example, some people attend colleges for the extrinsic rewards of education, if this individual doesn't receive the extrinsic rewards he/she aimed for, they will be dissatisfied, because their expectations weren't fulfilled (Glenn and Weaver, 1982).

However, intrinsic rewards, and those rewards that don't deal with tangibles, are harder to measure because they are subjective (Vila and Garcia-Mora, 2005). Yet both forms of rewards are 'self-assessed', "they indicate how people value the whole package of both monetary and non-monetary returns to their jobs according to their own personal preferences and expectations" (Vila and Garcia-Mora, 2005, p. 410). Here the issue of drawbacks of education appears.



Education tends to raise the expectations of employees in terms of rewards and higher positions, however, when these expectations are not attained, job dissatisfaction appears, because employees feel they are over qualified for the position they hold (Hersch, 1991). Mismatches between salaries and level of education often exist in the workplace; overeducated people tend to earn the same, as undereducated people, both holding the same position at work; sometimes they even earn less (Allen and van der Velden, 2001). In section 2.4.2.2 we argue about the gender impact on job satisfaction and how females tend to earn less than males both working at the same level in the organization. Glenn and Weaver (1982) argue the same about education; well-educated women tend to earn less than men since they are not viewed as the principal source of income for families. However, the intrinsic rewards that education generates, tends to impact women more than men, such as well-being.

Meng (1990) concludes that education helps increase job satisfaction; because it enhances the relationship between co-workers and supervisors, autonomy and work engagement.

On the other hand, several other researches find a negative relationship between education and job satisfaction (Johnson and Johnson, 2002), some relate this relation to salaries being constant (Clark, 1996).

Wright and Hamilton (1979) didn't discover a positive nor a negative relationship, but rather no effect. Education has no impact on job satisfaction (Idson 1990).

Some researchers' state that education's effect on job satisfaction must be measured after controlling for certain features of the job and workers' characteristics (Groot and Maassen van den Brink, 1999 and Vila and Garcia-Mora, 2005).

#### *2.4.2.4 Tenure*

"Though age and tenure are highly related, they are conceptually different" (Gibson and Klein, 1970, p. 411). To help understand it, we will discuss the theory of 'life span development' that Natarajan and Nagar (2011) explain. According to them an individual passes through 3 main stages in his/her life. The first stage is known as the infancy stage, it is concerned with the traits and characteristics passed through genes. The second stage is the adolescent stage which is the most complex. During this stage individuals explore their surroundings and try to rationalize what they have learned



during the past years. The third and final stage is the adulthood stage; it deals with adjusting to the environment and finding balance in life.

Similar phases apply to employees when they join an organization; it takes time for individuals to adapt to their surroundings, especially if their values are different from those incorporated in the organization, but if they fail to, they tend to leave the organization (Natarajan and Nagar, 2011). Employees who stay at the organization build high organizational commitment and maturity; they have high levels of affective and normative commitment (Natarajan and Nagar, 2011).

Herzberg et al. (1957) find that age as well as tenure has a U-shape relationship with job satisfaction. In 1965, Hulin and Smith reject Herzberg's theory to state that age and tenure are linearly related to job satisfaction. A possible explanation to the positive relationship between tenure and job satisfaction is that with time and service to the organization, employees learn to put a ceiling to their expectations that would not exceed their actual return, this way disappointments are diminished (Gibson and Klein, 1970). "This interpretation relies heavily on the as yet unproved assumption that a prime 'cause' of employee satisfaction is the congruence between expectations and expectation fulfillment" (Gibson and Klein, 1970, p. 412).

Sometimes, high-tenure employees are not satisfied, but the fact that they are too involved now with the organization makes it very hard for them to leave (Judge 1993), "high-tenure individuals may have accumulated more side bets, sunk costs, or investments with the organization" (Duffy et al. 1998, p. 951).

Tenure is not only associated with the years of employment in the organization, it is also associated with the department or office or employment. General procedures and compensation structure are common to the whole organization, but the working conditions, culture and social network of the departments, are the ones that affect commitment and motivation the most leading to job satisfaction (Natarajan and Nagar, 2011).

#### *2.4.2.5 Student Contact*

Jobs requiring contact with students are those in the academic field, either schools or universities, in our case, it is a university. Tai and Chuang (2014) state that employees in

universities play a great role in the success of the institution and quality of learning because they are the first line people who have contact with students. Since the universities' environment is a demanding one, employees should have commitment and loyalty to be able to tolerate the stressful working environment (Tai and Chuang, 2014). In their study, Khalid et al. (2012) find that job related elements such as compensation, relation with supervisors and co-workers, working conditions, job security and other demographic variables affect job satisfaction of university staff.

As mentioned above, stress is one major factor that affects job satisfaction. Stress in the workplace causes anger, depression and loss of energy, eventually leading to poor performance and job burnout (Anand and Arora, 2009).

Maslach et al. (1996) define burnout as "a syndrome of reduced personal accomplishment, increased emotional exhaustion and increased depersonalization experienced by individuals that work closely with people". Reduced personal accomplishment is the feeling of no worth; the job did not help me accomplish success. Emotional exhaustion is the physical and emotional loss of energy due to demanding jobs. Depersonalization is the state of negativity towards others.

Burnout is a result of work overload that could be associated with lack in staff, poor managerial decisions, unhealthy working conditions and unfulfilled expectations (Sumner and Niederman, 2004). Piko (2006) claims that job burnout is a major cause of job dissatisfaction.

A study by Olorunsola (2013) that consists of 400 respondents from 2 federal universities and 2 state universities in South West Nigeria reveals that job satisfaction varies in relation with the following components: achievement, advancement, recognition, working conditions, supervision, salary, university policies, interpersonal relations and work itself (respectively from highest to lowest). The study recommends that "university and administrative policies should be enriching and robust to accommodate innovation, empowerment of workers, in-service training, promotion of workers as at when due advancement, car loans, medical facilities, housing loans,



training on the job opportunities, pension scheme and security of workers" (Olorunsola, 2013, p. 173).

Another study conducted by Tamini and Kord (2011) shows that job burnout affects job satisfaction negatively, especially emotional exhaustion and depersonalization, while personal accomplishment has a positive effect on job satisfaction. The sample includes 170 employees from an Iranian university ranging from 20 to 50 years of age.

## 2.5 Conclusion

There are several factors and elements that affect the satisfaction of the employee. Some are co-related and vary with each other. Some variables are important more than other variables.

Early researchers came up with the motivation theories that expanded research on the issue of job satisfaction. Motivation is triggered by rewards; expecting certain intrinsic or extrinsic rewards encourages employees to act in a certain way. Motivated employees are usually psychologically empowered. They are self-confident and have the ability to control their actions and exert certain behaviors depending on the situation they are facing. Organizational commitment tends to increase when employees are satisfied. Commitment enhances employee performance by persuading them to work towards the organizational benefit; this creates a feeling of belonging to the institution. Well-being of employees usually is a result of happiness at work. Happy employees are satisfied employees. Satisfied employees are motivated.

Other factors that influence employee job satisfaction are salary or compensation. Compensation gives the employee a sense of reward for the job he/she has been doing. However, if the compensation does not fulfill the expectation of the employee, dissatisfaction might be a result.

Social support is a form of intrinsic rewards that affects employee's actions in their daily routine at work. The support that an employee gets from his/her supervisor and colleagues is stress relieving or on the contrary if no support existed stress is generated from such relationships.

The working conditions are one of the most affecting variables of job satisfaction as the results of many researchers have indicated. The surrounding space, atmosphere and



environment play a role in motivated employee performance as well as organizational commitment.

Demographic variables mainly have shown contradicting results whether they cause job satisfaction or dissatisfaction. Age, gender, tenure and education all vary from one employee to another resulting in different perceptions of the above mentioned factors. Working position has often been associated with age and tenure, which causes confusion and the literature about this topic, is rare. Student contact is a feature related to employees of academic institutions. Dealing with people is one of the hardest aspects of a job and causes stress to employees, especially when the surrounding environment is not supportive and lacks basic motivating factors.

Happy employees are likely to be motivated, engaged, committed and loyal to their employers.

## 2.6 Summary

<b>Author (Year)</b>	<b>Factor/ Theory</b>	<b>Statement</b>
Mayo (1927)	Hawthorne Effect	Job performance depends on the job content and the social life of the job.
Maslow (1943)	Hierarchy of Needs	There are certain needs that an individual must satisfy to be able to fulfill the next need and so on.
Herzberg (1959)	Two Factor Theory	Intrinsic factors (motivators) cause satisfaction if exist. Extrinsic factors (hygiene) cause dissatisfaction if don't exist.
McGregor (1960)	Theory X- Theory Y	Theory X people are demotivated. Theory Y people are motivated.
Vroom (1964)	Expectancy Theory (motivation)	Extrinsic and intrinsic rewards are expected as a reward of required performance.
Spreitzer (1995)	Psychological Empowerment	4 dimensions: Impact, Competence, Meaning and Self-determination, if exist, cause job satisfaction.
Meyer and Allen (1997)	Organizational Commitment	3 components: Affective, Continuance and Normative, if exist, cause job satisfaction.

Table 2: Motivational Theories and Contemporary Theories on Job Satisfaction Summary

<b>Factor</b>	<b>Statement</b>
Salary	Increases job satisfaction by motivating employees if valued as adequate and as expected.
Supervisor Relationship	If supportive, increases turnover rates, organizational commitment and reduces job burnout.
Co-Worker Relationship	If supportive, boosts psychological and physiological health and helps in work related features.
Working Conditions	Healthy working conditions such as security and social support increase satisfaction. Hazard working conditions such as pollution and lack of hygiene decrease satisfaction.

Table 3: Elements of Job Satisfaction Summary

<b>Variable</b>	<b>Relationship between variable and job satisfaction</b>
Age	Herzberg (1957) U-shape relation Gibson and Klein (1970) positive relation Luthans and Thomas (1989) negative relation
Gender	Moon (2007) females are more satisfied Chusmir (1981) males are more satisfied Sumner and Niederman (2004) no relation
Education	Meng (1990) positive relation Johnson and Johnson (2002) negative relation Idson (1990) no relation
Tenure	Herzberg (1957) U-shape relation Gibson and Klein (1970) positive relation Judge (1993) negative relation

Table 4: Demographic Variables Summary



## **Chapter 3**

### **Methodology**

#### **3.1 Introduction**

The purpose of this study is to examine what variables affect the satisfaction of employees at Notre Dame University- Louaize. In this section we will be discussing the variables and hypotheses of this research. The methodology will be discussed in details; the philosophical approach, reasoning, population and sampling procedure, research strategy, instrumentation, research analysis and pilot testing. We will conclude and a summary is provided as well.

#### **3.2 Hypotheses**

This research will test for six hypotheses:

- H1: Age causes variation in employee job satisfaction.
- H2: Females are more satisfied with the job than males.
- H3: Tenure causes variation in employee job satisfaction.
- H4: Working position causes variation in employee job satisfaction.
- H5: Educational degree causes variation in employee job satisfaction.
- H6: Student contact causes variation in employee job satisfaction.

#### **3.3 Variables**

Trochim and Donnelly defined "the independent variable as the variable that you manipulate while the dependent variable is the variable affected by the independent variable" (2006, p. 8).

In this research, the dependent variable is the employee job satisfaction, while the independent variables are age, gender, tenure, position, education and student contact.

### 3.4 Methodology

#### 3.4.1 Philosophical Approach

There are two main philosophical dimensions in research:

- 1) Positivism.
- 2) Phenomenology (also known as constructivism).

Positivism is concerned with inferences that can be verified through experience and direct measurement. Usually positivists use deductive reasoning with the intention of generalization of the results. Objectivity is a very important aspect of positivism where there is separation between the observer and the observed object.

On the other hand, phenomenology is concerned with studying social issues holistically and in context to gain insights about people. Participation of active agents is required to be able to interpret certain results (Menassa, 2014).

This research is of positivism philosophical approach; the MSQ is used as direct measurement to collect quantitative data from NDU employees and deductive reasoning is used to find the relationship between the dependent and independent variables.

#### 3.4.2 Reasoning

Deductive and inductive are the two methods of reasoning in research. "Deductive is a top-down reasoning that works from the more general to the more specific. Whereas inductive is a bottom-up reasoning that begins with specific observations and measures and ends up as general conclusion or theory" (Trochim and Donnelly, 2006, p. 16-17).

Relevant theories about employee job satisfaction have been studied in chapter 2, six hypotheses will be tested for either rejection or approval, after the data has been collected from the employees, finally a model will be set that describes the relationship between the variables; therefore, this research uses a deductive reasoning approach. The hypotheses are listed in section 3.2 and we will either reject and/or accept them based on the findings discussed in chapter 4.

### 3.4.3 Population and Sampling Procedure

NDU-Louaize has approximately 231 staff members, the sample of this research consisted of 231 staff members, we intended to go for a census. "A census is a kind of survey that involves a complete enumeration of the entire population of interest" (Trochim and Donnelly, 2006, p. 36).

The list of staff members was extracted from the NDU online Catalog 2014-2015. The list originally had 221 staff, however, during the distribution process of the questionnaire a few members were added and a few were removed from the date the Catalog was set.

The response rate is 81.8%; 189 responded (114 females, 75 males), 35 did not respond, 7 used for pilot testing. There are several reasons for not responding, such as: no desire to response, disinterest and maternity leave.

The staff members are divided into 13 departments/ offices, below is a table of the departments with the corresponding number of staff members assigned to each office and a pie chart representing the response rate in % of each department:

<b>Department/ Office</b>	<b>Number of staff in corresponding department</b>
Office of the President	4
Office of Academic Affairs	4
Research Center	10
Office of Registrar	9
Office of Admissions	8
Student Affairs Office	25
The Library	26
Office of Public Affairs and Communications	19
Office of Administration	47
Office of Finance	13
Faculties	32
DAVA- Division Audio-Visual and Academics	16
DCS- Division of Computing Services	18

Table 5: Distribution of Staff by departments



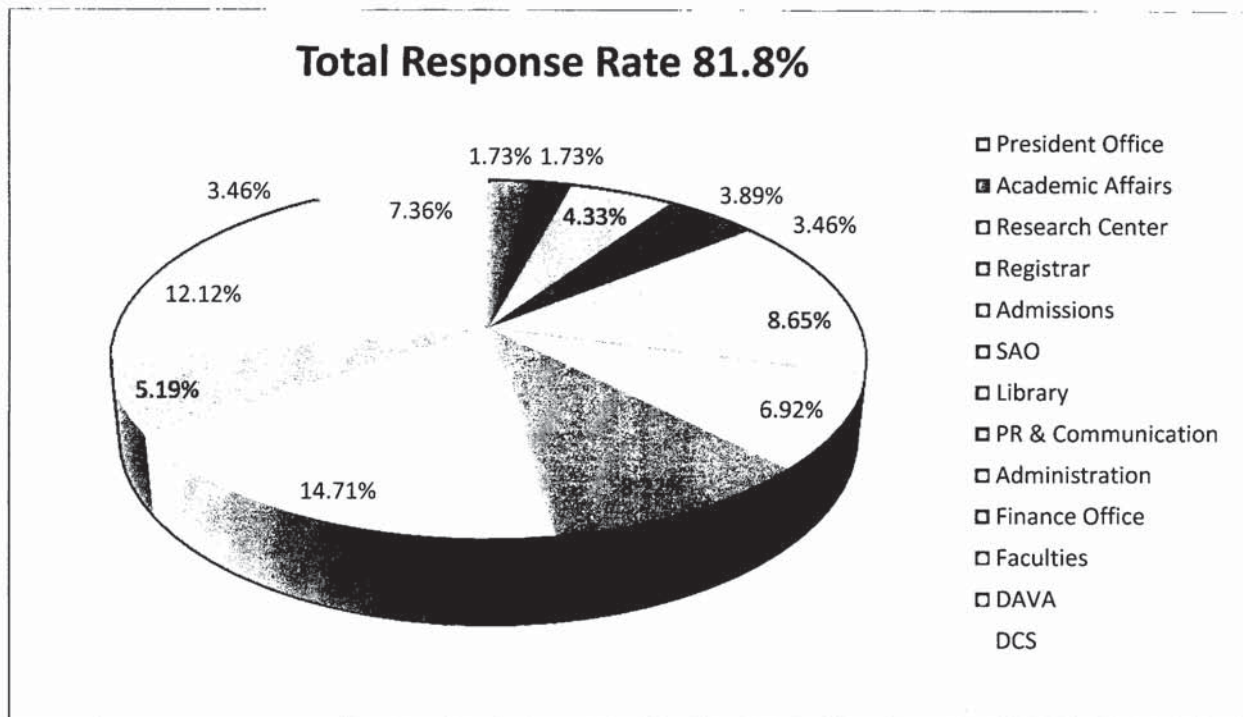


Figure 7: Response rate of each department

#### 3.4.4 Research Strategy

When conducting research, a certain strategy must be followed to generate and test a theory. Different types of strategies include: surveys, case studies, experiments, action research and ethnography. We have chosen a case study of Notre Dame University-Louaize.

Yin defined a case study as "research situations where the number of variables of interest far outstrips the number of data points" (1994, p. 13).

Case studies tend to use quantitative data that is used to provide information that is helpful in making managerial decisions; which gives us the ability to study an entity in its context, rather than independently (Gibbert et al. 2008).

#### 3.4.5 Instrumentation

The short-form Minnesota Satisfaction Questionnaire (MSQ) was used as the method of collecting data from NDU staff members (Appendix C).

The MSQ was set as part of Minnesota University Studies in vocational rehabilitation services. The research was known as the work adjustment project, which aimed to

identify how well individual abilities match the requirements of the job, and how well the individual needs are met from performing this job. The research took place in 1957. The MSQ measures satisfaction with different aspects of the job. Two people may have the same general satisfaction, but for different reasons, the MSQ helps individualize the satisfaction measurement.

There are two forms of the MSQ: the long form and the short form. The long form has 100 items relevant to 20 item intervals listed below:

- 1) Ability utilization
- 2) Achievement
- 3) Activity
- 4) Advancement
- 5) Authority
- 6) Company policies and practices
- 7) Compensation
- 8) Co-workers
- 9) Creativity
- 10) Independence
- 11) Moral values
- 12) Recognition
- 13) Responsibility
- 14) Security
- 15) Social service
- 16) Social status
- 17) Supervision- human relations
- 18) Supervision- technical
- 19) Variety
- 20) Working conditions

It takes around 15-20 minutes to fill it up. The short form consists of 20 items, which are stated above in the long form MSQ intervals. It takes around 5 minutes to fill it, which makes it more practical. It has 3 scales: intrinsic, extrinsic and general satisfaction.

The original scale for both forms is a 5 point Scale: Very Dissatisfied, Dissatisfied, Neutral, Satisfied, and Very Satisfied, respectively from left to right (Weiss et al, 1967).

For the purpose of this research study, we extended the scale to a 7 point metric scale.

The data used is of quantitative nature, it is recorded in numeric form. Quantitative data treat the social world as something that is 'out there'; generally related to positivism (Menassa, 2014).

The MSQ was chosen as the data collection method due to its high validity scores. Reliability tests of the MSQ score high as well, for both the long-form and short-form, they show adequate internal consistency. It is universally used since then.

#### 3.4.6 Research Analysis

The IBM SPSS Statistics 20 program is used to perform the statistical analysis after the data collected from the 189 respondents has been entered into the computer. In addition to the short-form MSQ consisting of the 20 items, 6 demographic questions (Appendix B) are to be answered by the employees, which represent the independent variables. This quantitative data is best analyzed by SPSS, descriptive and inferential analysis of the data will be discussed further in chapter 4.

#### 3.4.7 Pilot Testing

Seven NDU staff members were randomly selected to perform the testing. As mentioned earlier, these seven respondents were not included in the final count of the response rate. Pilot testing is usually a trial of the method used to collect data from the respondents. In our case, the MSQ was filled by seven employees; the average time to complete the questionnaire was 5 minutes. The instructions and questions were clear and precise. The scale was already modified to a 7 point metric scale prior to the testing. However, an Arabic language version of the MSQ was suggested by 2 of the respondents, so it was translated to Arabic by Mrs. Jocelyne Chidiac, sworn translator (Appendix D).



### 3.5 Conclusion

The Minnesota Satisfaction Questionnaire was used to obtain quantitative data from 189 NDU staff members. The questionnaire has 20 items and was adjusted to a 7 point metric scale instead of a 5 point ordinal scale.

Permission to distribute the questionnaire was obtained prior to starting the research (Appendix A). Anonymity and confidentiality were ensured during the process. Pilot testing increased the reliability of the questionnaire and an Arabic version of the MSQ was available also for employees with language obstacles.

Chapter 3 discussed the methodology in detail, below a summary table is provided.

### 3.6 Summary

<b>Item</b>	<b>Method Used</b>
Hypothesis	6 hypotheses are generated
Variables	Age (A), Gender (G), Tenure (T), Position (P), Educational Degree (D), Contact with students (C)
Philosophical Approach	Positivism
Reasoning	Deductive
Sampling Procedure	189 respondents out of 231; 81.8% response rate
Research Strategy	Case Study
Instrumentation	Minnesota Satisfaction Questionnaire (short-form), modified scale to 7 points
Research Analysis	IBM SPSS Statistics 20
Pilot Testing	7 respondents, no modifications applied Arabic Language version

Table 6: Chapter 3 Summary

Next will be chapter 4, which will discuss the findings of the research.

## **Chapter 4**

### **Results**

#### **4.1 Introduction**

The purpose of this study is to examine the employee job satisfaction at Notre Dame University- Louaize. It analyses whether demographic variables such as age, gender, tenure, position, educational degree and contact with students affect job satisfaction. It uses positivism and deductive reasoning to reject/accept the hypotheses suggested.

The NDU campus is located in Zouk Mosbeh and has 231 staff members. The study aims for a census, however, the sample consists of 189 respondents, representing a response rate of 81.8%. The employees are divided into 13 departments. As a data collection tool the Minnesota Satisfaction Questionnaire is used (MSQ) in its short form consisting of 20 items. It takes around 5 minutes to fill the questionnaire along with the demographic variables. The distribution of the questionnaires took place by hand as well as the collection method. It took around 2 months to collect all the questionnaires due to holidays and annual leaves. The scale is a 7 point metric scale. The MSQ is available in English language and was translated by a sworn translator into Arabic as a result of the pilot testing. The IBM SPSS Statistics 20 program is used to analyze the data collected from the employees.

Chapter 4 discusses the analysis framework of the research and the statistical tests used to analyze for variation between the variables and employee job satisfaction. The results are demonstrated and the hypotheses are assessed.

## 4.2 Quantitative Framework Analysis

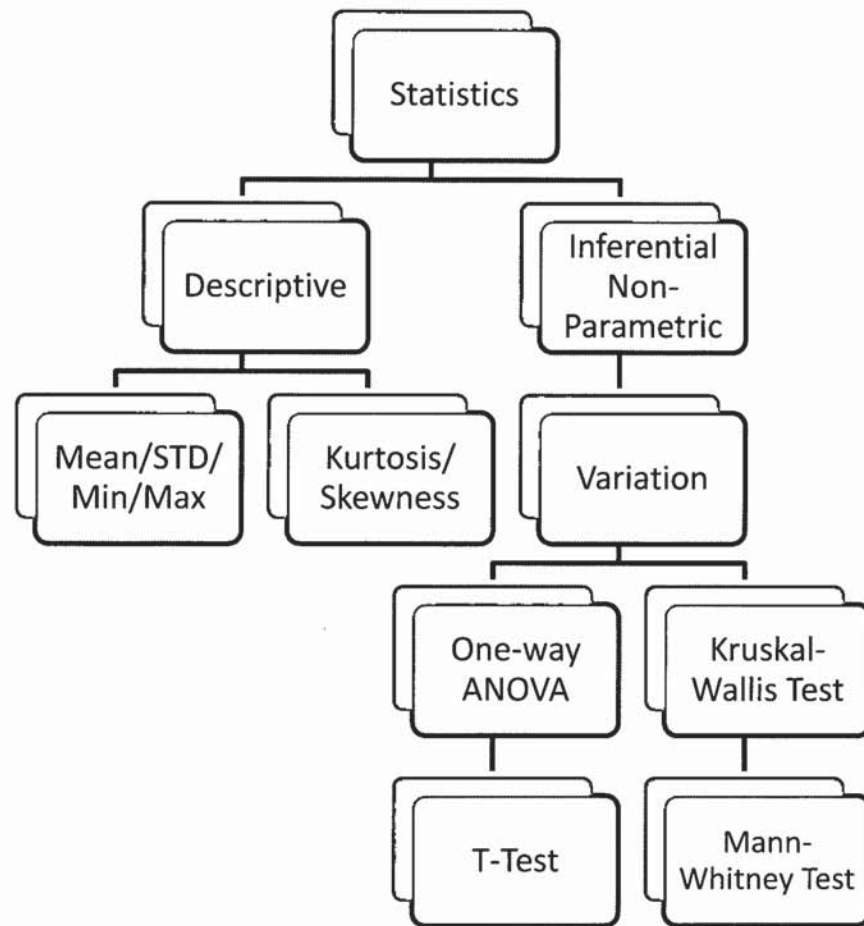


Figure 8: Quantitative Analysis Framework



### 4.3 Quantitative Analysis

#### 4.3.1 Descriptive

Based on the background information collected from the 189 staff members working at Notre Dame University, the below tables are descriptive of the sample under study.

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 36 years of age	62	32.8	32.8	32.8
	Between 36 and and 44 years of age	64	33.9	33.9	66.7
	Above 44 years of age	63	33.3	33.3	100.0
	Total	189	100.0	100.0	

Table 7: Age Summary

The minimum age is 22 and the maximum age is 69. The average age is 40.39 and standard deviation is 10.20. Kurtosis is -0.273, which is normal. Age intervals: 1) < 36 years of age. 2)  $36 \leq$  years of age  $\leq 44$ . 3) >44 years of age.

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	114	60.3	60.3	60.3
	male	75	39.7	39.7	100.0
	Total	189	100.0	100.0	

Table 8: Gender Summary

The sample consists of 114 females and 75 males; totaling 189 respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less or equal to 10 years of experience at NDU	99	52.4	52.4	52.4
Valid Above 10 years of experience at NDU	90	47.6	47.6	100.0
Total	189	100.0	100.0	

Table 9: Tenure Summary

The minimum years worked by an employee at NDU is 1 year, and the maximum is 33 years. The average is 10.80 years and the standard deviation is 7.84. Kurtosis is -0.267, which is normal. Years of work at NDU have 2 intervals: 1)  $\leq 10$  years of work. 2)  $>10$  years of work.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid assistant	113	59.8	59.8	59.8
Valid supervisor	60	31.7	31.7	91.5
Valid director	16	8.5	8.5	100.0
Total	189	100.0	100.0	

Table 10: Position Summary

Of the 189 employees, there are 16 directors, 60 supervisors and 113 assistants (any employee who is not a director or supervisor).

**Select the Degree that you currently hold**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid elementary	2	1.1	1.1	1.1
secondary	49	25.9	25.9	27.0
bachelor	86	45.5	45.5	72.5
masters	51	27.0	27.0	99.5
doctoral	1	.5	.5	100.0
Total	189	100.0	100.0	

Table 11: Degree Summary

Most of the employees, 86 out of 189 hold a Bachelor degree (45.5%), only one has a Doctoral degree (highest degree in education) and 2 employees hold an Elementary degree (lowest degree in education). 51 employees hold a Masters degree (27%). The Secondary stands for High School and Technical degrees; 49 employees hold a Secondary degree (25.9%).

**Does your current position require contact with students?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	129	68.3	68.3	68.3
no	60	31.7	31.7	100.0
Total	189	100.0	100.0	

Table 12: Contact with students Summary

Some jobs at NDU require contact with students while some don't. 129 employees do have contact and 60 don't have contact.

Table 13 demonstrates the 20 MSQ items and their descriptive data, such as: mean, standard deviation, Kurtosis and Skewness and their standard deviations of error. The lowest mean is 4.01 for question 13: My pay and the amount of work I do. The highest mean is 5.96 for question 7: Being able to do things that don't go against my conscience.



## Statistics

	Activity	Independence	Variety	Social Status	Supervision- Human Relation	Supervision - Technical	Moral Values	Security	Social Service	Authority
Mean	5.68	5.56	5.45	5.29	5.81	5.61	5.96	5.70	5.89	5.72
Std. Deviation	1.196	1.356	1.521	1.569	1.499	1.479	1.429	1.218	1.296	1.251
Skewness	-.779	-.983	-1.096	-.884	-1.422	-1.147	-1.861	-.877	-1.356	-1.053
Kurtosis	.399	.847	.935	.275	1.668	1.084	3.572	.454	1.815	1.239

	Ability Utilization	Company Policies	Compensation	Advancement	Responsibility	Creativity	Working Conditions	Co- workers	Recognition	Achievement
Mean	5.58	4.81	4.01	4.17	5.17	5.43	5.52	5.48	4.65	5.52
Std. Deviation	1.380	1.539	1.595	1.803	1.522	1.415	1.315	1.525	1.841	1.413
Skewness	-1.118	-.586	-.169	-.204	-.629	-1.078	-.908	-1.106	-.573	-.919
Kurtosis	1.163	-.049	-.609	-.879	-.416	1.085	.827	.749	-.638	.345

Table 13: 20 MSQ Items Descriptive Table

## 4.3.2 Variation

The sample of 189 employees out of 231 employees is a normally distributed sample and randomly selected. The aim of the research was to get a census; the 189 employees represent 81.8% response rate. The observations are leveled equally in the subgroups and are metric values for Age and Tenure Variables. Therefore, parametric testing is used; we start with one-way ANOVA for Age.

## 1) Age

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Being able to keep busy all the time	Between Groups	5.399	2	2.699	1.905	.152
	Within Groups	263.553	186	1.417		
	Total	268.952	188			
The Chance to work alone on the job	Between Groups	13.991	2	6.996	3.921	.021
	Within Groups	331.841	186	1.784		
	Total	345.832	188			
The chance to do different things from time to time	Between Groups	5.552	2	2.776	1.203	.303
	Within Groups	429.221	186	2.308		
	Total	434.772	188			
The chance to be "somebody" in the community	Between Groups	7.732	2	3.866	1.581	.209
	Within Groups	454.839	186	2.445		
	Total	462.571	188			
The way my boss handles his/her workers	Between Groups	5.845	2	2.923	1.305	.274
	Within Groups	416.673	186	2.240		
	Total	422.519	188			
The competence of my supervisor in making decisions	Between Groups	9.622	2	4.811	2.229	.110
	Within Groups	401.405	186	2.158		
	Total	411.026	188			
Being able to do things that don't go against my conscience	Between Groups	2.234	2	1.117	.545	.581
	Within Groups	381.427	186	2.051		
	Total	383.661	188			
The way my job provides for steady employment	Between Groups	3.981	2	1.991	1.347	.262
	Within Groups	274.840	186	1.478		
	Total	278.821	188			

The chance to do things for other people	Between Groups	.068	2	.034	.020	.980
	Within Groups	315.815	186	1.698		
	Total	315.884	188			
The chance to tell people what to do	Between Groups	2.522	2	1.261	.804	.449
	Within Groups	291.616	186	1.568		
	Total	294.138	188			
The chance to do something that makes use of my abilities	Between Groups	11.712	2	5.856	3.145	.045
	Within Groups	346.267	186	1.862		
	Total	357.979	188			
The way Company Policies are put into practice	Between Groups	4.636	2	2.318	.979	.378
	Within Groups	440.471	186	2.368		
	Total	445.106	188			
My pay and the amount of work I do	Between Groups	25.887	2	12.944	5.325	.006
	Within Groups	452.092	186	2.431		
	Total	477.979	188			
The chance for advancement on this job	Between Groups	13.888	2	6.944	2.162	.118
	Within Groups	597.350	186	3.212		
	Total	611.238	188			
The freedom to use my own judgment	Between Groups	7.220	2	3.610	1.569	.211
	Within Groups	428.018	186	2.301		
	Total	435.238	188			
The chance to try my own methods of doing this job	Between Groups	4.123	2	2.062	1.030	.359
	Within Groups	372.162	186	2.001		
	Total	376.286	188			
The Working Conditions	Between Groups	.175	2	.088	.050	.951
	Within Groups	324.792	186	1.746		
	Total	324.967	188			
The way my co-workers get along with each other	Between Groups	.415	2	.208	.088	.915
	Within Groups	436.770	186	2.348		
	Total	437.185	188			
The praise I get for doing a good job	Between Groups	8.450	2	4.225	1.250	.289
	Within Groups	628.799	186	3.381		
	Total	637.249	188			
The feeling of accomplishment I get from the job	Between Groups	8.732	2	4.366	2.216	.112
	Within Groups	366.411	186	1.970		
	Total	375.143	188			

Table 14: One-way ANOVA Age Variation



At a 5% confidence level, one-way ANOVA showed variation with respect to age, it is significant for 3 MSQ items: independence, ability-utilization and compensation (highlighted numbers in the significance column in table 14). A t-test showed the variation between the 3 MSQ items and the 3 age brackets.

Variable	< 36	36=Age=44	> 44	Mean All	SD All
Independence	5.18 ** *	5.8 **	5.7 *	5.56	1.356
Ability Utilization	5.23 * *	5.75 *	5.76 *	5.58	1.38
Compensation	3.5 * **	4.14 *	4.38 **	4.01	1.595

Significant at the 1% level (\*\*) and 5% level (\*)

Table 15: T-test of Age

Hypothesis 1: Age causes variation in employee job satisfaction.

This hypothesis is partially accepted; employee satisfaction varies with age, for three aspects of the job: Independence, Ability Utilization and Compensation.

## 2) Tenure- Years of work at NDU

One-way ANOVA showed no significance with respect to years of work at NDU; tenure does not cause variation in employee job satisfaction. Refer to Appendix E.

Hypothesis 3: Tenure causes variation in employee job satisfaction.

This hypothesis is rejected; employee satisfaction does not vary with the numbers of years of work at NDU.

Since the educational degree and working position values are of ordinal scales, unlike the age and years of work at NDU which are metric, we will use non-parametric Kruskal-wallis test to show variation between them and the MSQ items. This test will account for the difference in the number of observations in the sub-groups.

**3) Degree- Select the degree that you currently hold**

The level 5 doctoral and level 1 elementary are excluded because they only represent 3 respondents. Level 2 secondary has 49 respondents, level 3 bachelor has 86 respondents and level 4 masters has 51 respondents. Table 16 shows that the null hypothesis is rejected for compensation. The educational degree affects satisfaction with compensation.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Being able to keep busy all the time. is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.123	Retain the null hypothesis.
2	The distribution of MEAN (Independence,2) is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.168	Retain the null hypothesis.
3	The distribution of The chance to do different things from time to time is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.056	Retain the null hypothesis.
4	The distribution of The chance to be "somebody" in the community is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.189	Retain the null hypothesis.
5	The distribution of The way my boss handles his/her workers is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.168	Retain the null hypothesis.
6	The distribution of The competence of my supervisor in making decisions is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.601	Retain the null hypothesis.
7	The distribution of Being able to do things that don't go against my conscience is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.558	Retain the null hypothesis.
8	The distribution of MEAN(Security,2) is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.312	Retain the null hypothesis.
9	The distribution of The chance to do things for other people is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.203	Retain the null hypothesis.
10	The distribution of The chance to tell people what to do is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.281	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
11	The distribution of MEAN (AbilityUtilization,2) is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.291	Retain the null hypothesis.
12	The distribution of SMEAN (CompanyPolicies) is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.164	Retain the null hypothesis.
13	The distribution of MEAN (Compensation,2) is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.027	Reject the null hypothesis.
14	The distribution of The chance for advancement on this job is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.056	Retain the null hypothesis.
15	The distribution of The freedom to use my own judgment is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.054	Retain the null hypothesis.
16	The distribution of The chance to try my own methods of doing this job is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.079	Retain the null hypothesis.
17	The distribution of MEAN (WorkingConditions,2) is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.131	Retain the null hypothesis.
18	The distribution of The way my co-workers get along with each other is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.244	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
19	The distribution of The praise i get for doing a good job is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.325	Retain the null hypothesis.
20	The distribution of The feeling of accomplishment I get from the job is the same across categories of Select the degree that you currently hold.	Independent-Samples Kruskal-Wallis Test	.195	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Table 16: Kruskal-Wallis test of Degree

In order to know which educational degree causes variation the most a Mann-Whitney test is run. Table 17 shows that grouping secondary degrees and bachelor degrees is significant, while the rest of the groups show no significance.

**Test Statistics<sup>a</sup>**

Compensation	Secondary & Bachelor	Secondary & Masters	Bachelor & Masters
Z	-1.901 *	-1.507	-0.376

Significant at the 10% level (\*)

Table 17: Mann-Whitney test of Degree

H5: Educational degree causes variation in employee job satisfaction.

This hypothesis is partially accepted; employee satisfaction varies with the educational degree, with respect to compensation. As the results indicate, employees tend to be dissatisfied with their salaries as they earn higher educational degrees.

#### **4) Position- Select the Title that fits you the best**

The non-parametric Kruskal-Wallis test will show if the working position causes variation in job satisfaction with respect to the MSQ items. Director is represented by 3, Supervisor by 2 and Assistant by 1. There are 16 Directors, 60 Supervisors and 113 Assistants.

Table 18 (below) shows the test results; activity, variety, social status, security, authority and ability cause variation in job satisfaction with respect to the working position.

H4: Working position causes variation in employee job satisfaction.

This hypothesis is partially accepted; employee satisfaction varies with the working position, with respect to activity, variety, social status, security, authority and ability utilization. As the results indicate, employees tend to be satisfied with the above 6 items as their working position changes.



### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Being able to keep busy all the time. is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.003	Reject the null hypothesis.
2	The distribution of MEAN (Independence,2) is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.080	Retain the null hypothesis.
3	The distribution of The chance to do different things from time to time is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.028	Reject the null hypothesis.
4	The distribution of The chance to be "somebody" in the community is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.
5	The distribution of The way my boss handles his/her workers is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.526	Retain the null hypothesis.
6	The distribution of The competence of my supervisor in making decisions is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.556	Retain the null hypothesis.
7	The distribution of Being able to do things that don't go against my conscience is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.412	Retain the null hypothesis.
8	The distribution of MEAN(Security, 2) is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.028	Reject the null hypothesis.
9	The distribution of The chance to do things for other people is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.198	Retain the null hypothesis.
10	The distribution of The chance to tell people what to do is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
11	The distribution of MEAN (AbilityUtilization,2) is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.003	Reject the null hypothesis.
12	The distribution of SMEAN (CompanyPolicies) is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.991	Retain the null hypothesis.
13	The distribution of MEAN (Compensation,2) is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.450	Retain the null hypothesis.
14	The distribution of The chance for advancement on this job is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.319	Retain the null hypothesis.
15	The distribution of The freedom to use my own judgment is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.075	Retain the null hypothesis.
16	The distribution of The chance to try my own methods of doing this job is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.094	Retain the null hypothesis.
17	The distribution of MEAN (WorkingConditions,2) is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.288	Retain the null hypothesis.
18	The distribution of The way my co-workers get along with each other is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.612	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
19	The distribution of The praise i get for doing a good job is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.857	Retain the null hypothesis.
20	The distribution of The feeling of accomplishment I get from the job is the same across categories of Select the title that fits you the best.	Independent-Samples Kruskal-Wallis Test	.112	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Table 18: Kruskal-Wallis test of Position

Table 19 shows the results of the Mann-Whitney test that indicates grouping Assistant & Supervisor and Assistant & Director are very significant, while grouping Supervisor & Director is only significant for MSQ item authority (the chance to tell people what to do).

Test Statistics <sup>a</sup>			
Z	Assistant & Supervisor	Assistant & Director	Supervisor & Director
<b>Being able to keep busy all the time</b>	-2.982 ***	-2.255 **	-0.679
<b>The chance to do different things from time to time</b>	-1.688 *	-2.346 **	-1.362
<b>The chance to be "somebody" in the community</b>	-2.884 ***	-3.046 ***	-1.491
<b>The way my job provides for steady employment</b>	-2.291 **	-1.867 *	-0.114
<b>The chance to tell people what to do</b>	-1.69 *	-3.749 ***	-2.641 ***
<b>The chance to do something that makes use of my abilities</b>	-2.480 **	-2.763 ***	-1.124

Significant at the 10% level (\*), 5% level (\*\*) and 1% level (\*\*\*)

Table 19: Mann-Whitney test of Position

Gender and Contact with students are Dichotomous variables; therefore to test for variation in job satisfaction with respect to these variables a Mann-Whitney test is directly performed.

### 5) Gender

In the variable view, in SPSS, 1 represents females and 2 represents males. Table 20 shows variation with respect to gender. At 1% confidence level, it is significant with respect to responsibility, creativity and working conditions. At 10% confidence level; it is significant with respect to ability utilization and supervision: human relation.

Test Statistics<sup>a</sup>

	Compensation	Activity	Independence	Variety	Social Status	Supervision Human Relation	Supervision Technical	Moral Value	Security	Social Service
Z	-0.914	-0.556	-1.472	-0.286	-1.341	-1.782 *	-0.917	-0.635	-0.369	-0.208

	Authority	Ability Utilization	Company Policies	Advancement	Responsibility	Creativity	Working Conditions	Co-workers	Recognition	Achievement
Z	-1.623	-1.717 *	-0.761	-1.493	-3.574 **	-3.057 **	-2.605 **	-0.328	-0.230	-1.088

Significant at the 10% level (\*) and 1% level (\*\*)

Table 20: Mann-Whitney test of Gender



## Group Statistics

Gender		N	Mean	Std. Deviation
<b>The way my boss handles his/her workers</b>	female	114	5.74	1.427
	male	75	5.93	1.605
<b>The chance to do something that makes use of my abilities</b>	female	114	5.50	1.292
	male	75	5.71	1.505
<b>The freedom to use my own judgment</b>	female	114	4.89	1.466
	male	75	5.60	1.516
<b>The chance to try my own methods of doing this job</b>	female	114	5.25	1.321
	male	75	5.71	1.514
<b>The Working Conditions</b>	female	114	5.35	1.283
	male	75	5.78	1.328

Table 21: T-test of Gender

Table 21 shows the 5 MSQ variables that cause variation in satisfaction with respect to the gender of employees. The results indicate that males tend to be more satisfied than females because the average mean is higher for each variable.

H2: Females are more satisfied with the job than males.

This hypothesis is partially accepted; females are more satisfied than males except for responsibility, creativity, working conditions, ability utilization and supervision: human relation, males tend to be more satisfied than females.

### 6) Student Contact- Does your current position require contact with students?

Table 22 shows variation with respect to contact with students. At 5% confidence level, it is significant with respect to moral values and at a 10% confidence level; it is significant with respect to authority. In the variable view, in SPSS, 1 represents yes and 2 represents no.

H6: Student contact causes variation in employee job satisfaction.

This hypothesis is partially accepted; employee satisfaction varies with student contact, with respect to 2 MSQ items, which are moral values and authority.

**Test Statistics<sup>a</sup>**

	Compensation	Activity	Independence	Variety	Social Status	Supervision- Human Relation	Supervision- Technical	Moral Values	Security	Social Service
Z	-1.498	-.301	-.501	-.135	-.724	-.375	-.351	-2.225 **	-1.571	-.496

	Authority	Ability Utilization	Company Policies	Advancement	Responsibility	Creativity	Working Conditions	Co- Workers	Recognition	Achievement
Z	-1.783 *	-.433	-.195	-1.445	-.581	-1.033	-.429	-1.510	-1.157	-.834

Significant at the 10% level (\*) and 5% level (\*\*)

Table 22: Mann-Whitney test of Position

## 4.3.3 Correlation Analysis

	Age	Gender	Years	Select the title that fits you the best	Select the degree that you currently hold	Does your current position require contact with students?
<b>Spearman's rho (Correlation Coefficient)</b>						
Being able to keep busy all the time	.160	.041	.030	.250	.102	-.022
The chance to work alone on the job	.118	.107	-.014	.129	.027	.037
The chance to do different things from time to time	.000	-.021	-.037	.186	.137	-.010
The chance to be "somebody" in the community	.182	.098	.073	.278	.048	-.053
The way my boss handles his/her workers	.120	.130	.021	.079	-.166	-.027
The competence of my supervisor in making decisions	.124	.067	.000	.038	-.045	-.026
Being able to do things that don't go against my conscience	.137	-.046	.018	.082	-.005	.162
The way my job provides for steady employment	.093	.027	-.010	.195	.052	.115
The chance to do things for other people	-.019	.015	-.087	.111	-.033	.036
The chance to tell people what to do	.111	.118	.067	.244	-.052	-.130
The chance to do something that makes use of my abilities	.194	.125	.059	.244	-.045	.032
The way company policies are put into practice	.089	.056	-.070	.008	-.092	.014
My pay and the amount of work I do	.203	.067	.132	.056	-.144	.109
The chance for advancement on this job	.133	.109	.023	.088	-.163	.105
The freedom to use my own judgment	.167	.261	.092	.166	-.134	-.042
The chance to try my own methods of doing this job	.126	.223	.028	.146	-.147	-.075
The working conditions	.043	.190	-.005	.091	-.148	.031
The way my co-workers get along with each other	-.025	-.024	-.036	.070	-.093	.110
The praise I get for doing a good job	-.036	-.017	-.124	.007	-.052	.084
The feeling of accomplishment I get from the job	.117	.079	-.007	.153	-.121	.061
Overall satisfaction	.156	.121	.033	.217	-.090	.068
Unstandardized Residual	.043	.035	-.039	-.008	-.001	.043

Significant at the 5% level (\*) and 1% level (\*\*)

Table 23: Correlation Analysis



The Spearman Rho (correlation coefficient) is a nonparametric test used to measure the strength between two variables. The variables must be of ordinal or metric values.

The coefficient ranges from -1 to +1; a +1 indicates perfectly positively associated variables whereas a -1 indicates perfectly negatively associated variables. A 0 indicates no association between variables (Menassa, 2014).

Statistics						
	Policies	Environment	Job characteristics	Autonomy	Status	Overall satisfaction
<b>Mean</b>	5.0110	5.3876	5.2222	5.4712	5.6653	5.3515
<b>Std. Deviation</b>	.93578	1.14430	1.04530	1.01379	.92583	.79587
<b>Skewness</b>	-.258	-.892	-.614	-.809	-.881	-.485
<b>Kurtosis</b>	.477	.684	.508	1.141	1.048	.721

Table 24: Grouping Variables

Table 24 shows the mean, standard variation, skewness and kurtosis of the 5 groups each containing 4 MSQ items. This forced grouping is made to show and clarify the results.

Group 1 Policies: security, company policies, compensation and working conditions.

Group 2 Environment: supervision human relation and technical, co-workers and recognition.

Group 3 Job Characteristics: activity, variety, ability utilization and advancement.

Group 4 Autonomy: independence, authority, responsibility and creativity.

Group 5 Status: social status, moral values, social service and achievement.

#### 4.4 Conclusion

The sample is a normally distributed sample with a response rate of 81.8%. The demographic variables are of ordinal and metric scales.

Five out of six hypotheses are partially rejected because the results indicate variation of employee job satisfaction with different aspects of the job, the university's policies and working environment.

<b>Hypothesis #</b>	<b>Hypothesis Statement</b>	<b>Result</b>
H1	Age causes variation in employee job satisfaction.	Partially accepted
H2	Females are more satisfied with the job than males.	Partially accepted
H3	Tenure causes variation in employee job satisfaction.	Rejected
H4	Working position causes variation in employee job satisfaction.	Partially accepted
H5	Educational degree causes variation in employee job satisfaction.	Partially accepted
H6	Student contact causes variation in employee job satisfaction.	Partially accepted

Table 25: Hypothesis Summary

## Chapter 5

### Conclusion and Recommendations

#### 5.1 Introduction

In this chapter, we provide a summary of the main findings of chapter 4; external, internal and construct validity are discussed as well as the reliability. The Limitations of this study are highlighted; implications and recommendations are suggested for future research, and any other remarks.

#### 5.2 Main Findings

This research is a case study of Notre Dame University. The main purpose of it is to find which demographic variables affect employee job satisfaction. The Minnesota Satisfaction Questionnaire is used as the data collection method. In the previous chapter, we tested the six hypotheses set in chapter 3, we detected that the demographic variables tested for do cause variation in job satisfaction; we partially accepted five hypotheses due to some significance with respect to the MSQ items and rejected one hypothesis:

H1: Age causes variation in employee job satisfaction.

Partially accepted; independence, ability-utilization and compensation.

H2: Females are more satisfied with the job than males.

Partially accepted; responsibility, creativity, working conditions, ability utilization and supervision: human relation.

H3: Tenure causes variation in employee job satisfaction.

Rejected; no variation.

H4: Working position causes variation in employee job satisfaction.

Partially accepted; activity, variety, social status, security, authority and ability utilization.

H5: Educational degree causes variation in employee job satisfaction.

Partially accepted; compensation.



H6: Student contact causes variation in employee job satisfaction.

Partially accepted; moral values and authority.

### 5.3 Validity

Trochim and Donnelly (2006, p. 14) define validity as "the best available approximation of the truth of a given proposition, inference or conclusion". It refers to the quality of the research study (Menassa, 2014). There are different types of validity, for our quantitative study, we discuss external, internal and construct.

#### 5.3.1 External Validity

"External validity is the degree to which the conclusions in your study would hold for other persons in other places and at other times" (Trochim and Donnelly, 2006, p. 34). In other words, it is whether we can generalize our findings or no. Although our target population is a census, and the sample under study is the response rate, generalization is limited here to other organizations and universities because it is a case study of Notre Dame University- Louaize. However, the sample included employees from all the departments and divisions at NDU, therefore, the results are generalized to NDU.

#### 5.3.2 Internal Validity

Trochim and Donnelly (2006, p. 158) define internal validity as "the approximate truth of inferences regarding cause-effect or causal relationships". Internal validity is significant to studies like ours, which find a causal relation between the variables because there are other factors during the time of the study, which might be causing variation effects.

There are different threats to internal validity, they are discussed below:

- 1) History Threat: Onwuegbuzie define it as "the occurrence of events or conditions that are unrelated to the treatment but that occur at some point during the study to produce changes in the outcome measure" (2000, p. 15). The data collection period took place between October and November 2015, which is a normal working period at NDU. There was no event or project under study related to employees.

- 2) Maturation Threat: is a threat caused by the natural and biological growth of subjects under study (Menassa, 2014). As mentioned in the history threat, the data collection period took place in a maximum of 2 months; which is not a long period enough to cause changes in maturity of the employees.
- 3) Testing Threat: Trochim and Donnelly (2006, p. 162) define it as " a threat to internal validity that occurs when taking the pretest affects how participants do on the posttest". The MSQ was filled once by each employee and took only an average of 5 minutes to complete it.
- 4) Instrumentation Threat: is a threat that arises when the researchers uses different measuring tools during the study period (Menassa, 2014). The MSQ was used as the data collection tool with no other tool.
- 5) Mortality Threat: it is when a large number of the participants in a study no longer are part of it due to different reasons, such as: death, no longer available, geographical move, etc. (Menassa, 2014). The sample represents an 81.8% response rate, there is no mortality threat.
- 6) Regression Threat: "is a statistical phenomenon that occurs whenever you have a nonrandom sample from a population and two measures that are imperfectly correlated" (Trochim and Donnelly, 2006, p. 163). The sample in this study is a random sample.

### 5.3.3 Construct Validity

Construct validity is similar to external validity in that they both measure the ability to generalize. External validity is concerned about generalizing to other organizations, whereas construct validity is concerned about generalizing the findings of the study to the study's theory (Trochim and Donnelly, 2006).

The pilot test conducted included 7 employees from NDU; this test is made to improve the construct validity of the research. Their responses were not included in the final count of the response rate. The test resulted in translating the MSQ to Arabic language. It was translated by a sworn translator so the questions will not lose any of their intended meaning. The MSQ is clear and precise and takes on average 5 minutes to complete. The employees participated voluntarily in the research.

<b>Research question</b>	To what extent personal attributes enhance job satisfaction?
<b>Tool used</b>	Minnesota Satisfaction Questionnaire
<b>Theories</b>	Age has a positive relationship with job satisfaction (Lahoud, 2006)
	Females tend to be more satisfied than males at their jobs (Jung and Moon, 2007)
	Negative relationship between education and job satisfaction (Johnson and Johnson, 2002)
	Positive relationship between tenure and job satisfaction (Gibson and Klein, 1970)
	Job burnout is a major cause of job dissatisfaction (Piko, 2006)

Table 26: Relationship between research and theory

Table 26 illustrates the relationship between the research question, tool used for data collection and the theories discussed in the literature review.

#### 5.4 Reliability

Reliability is "the degree to which a measure is consistent or dependable; the degree to which it would give you the same result over and over again, assuming the underlying phenomenon is not changing" (Trochim and Donnelly, 2006, p. 80).

The Cronbach Alpha ( $\alpha$ ) is a measure of internal consistency in SPSS; ( $\alpha$ ) below 0.6 is weak, ( $\alpha$ ) between 0.6 and 0.7 is acceptable and ( $\alpha$ ) above 0.7 is strong and reliable (Menassa, 2014).



**Reliability Statistics**

Cronbach's Alpha	N of Items
.874	20

Table 27: Cronbach Alpha

**5.5 Limitations**

The main limitation of this case study is the willingness of the employees to participate in the research. Although the response rate is very sufficient and representative (81.8%), some employees didn't wish to fill the MSQ due to the belief that the results will not affect their satisfaction; there would be no change implemented to enhance their satisfaction. Some administrative assistants state that the MSQ is not relevant to their job description. They believe that the items it discusses are for more sophisticated working positions. Others were unavailable due to sickness, maternity leaves and vacations.

The fear of sharing the results of the study with the administration is noticeable among some of the employees, the confidentiality of the respondent's identification is assured and the MSQ was distributed and collected by the researcher to avoid the insecurity of online surveys.

The data collection process was expected to take 1 month; instead it took around 2 months to complete it.

The demographic variables in the questionnaire distributed (Appendix B) did not include the marital status of employees; this is because the MSQ is a measure of employee satisfaction handling items related to the job. Work-life balance is not discussed in this research.

**5.6 Recommendations**

This research is a case study of NDU; its results can be taken into consideration for enhancing the satisfaction of its employees and possible decisions for the future.

As the results of the questionnaire indicate, NDU employees are satisfied in general with the different aspects of the job they hold and the university's policies and procedures.

Out of a scale of 7 least scoring item is compensation (4.01) and highest scoring item is moral values (5.96).

Older employees tend to be satisfied with their compensation more than younger employees; compensation constitutes an issue for those who hold high levels of educational degrees. 49 employees hold secondary degree, 86 bachelor degree and 51 master degree; thus, more evaluation should be focused towards higher degree holders.

Years of work at NDU (tenure) do not cause variation in employee satisfaction, but rather the working position they hold. Employees are satisfied with the variety and activity of their work and social status it gives them as they occupy higher titles.

Females tend to feel suppressed with certain issues such as creativity at work, ability utilization and responsibility. Focusing on their development is essential for NDU's prosper and imagine. Perhaps their job description should be more diverse and utilizing of their abilities.

#### 5.7 Future Research

The findings of this research could be an approach towards the next step for enhancing employee job satisfaction at NDU. The literature review is insightful for other studies not only universities but organizations as well. The results of this case study highlight the importance of satisfied employees and their effect on organizational performance. As mentioned in the limitations section, work-life balance is not discussed in this research, perhaps future research is possible on this topic; study the effect of personal life on satisfaction. Training is an emerging subject that could be researched to know its effects on satisfaction and performance.

A comparable case study is interesting as well; to know what variables affect employee satisfaction at other universities.

## 5.8 Conclusion

This research is a contribution to all the employees working at NDU; their dedication and loyalty makes it one of the most leading and prestigious universities in Lebanon. Despite economical turn downs, education remains the most profitable investment; this is why special care should be given to the people working in this field.

NDU is currently working on enhancing employee satisfaction through new policies and training programs, the results and findings of this research can bring more recommendations to the administration.



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## APPENDECIES

### Appendix A: Approval for Questionnaire

Rola Ghorra  
Accounting Clerk, Business Office  
Ext: 2154- 2148

Father Pierre Najem  
Vice President of Administration  
Ext: 2136

Louaize, February 6<sup>th</sup>, 2015

**Object:** Permission to send a questionnaire to staff members of NDU

Dear Father Pierre Najem, VPA

I am an MBA student at NDU and a staff member at the Business Office.  
As part of fulfilling the graduate program I will be registering the course BUS 690 (thesis) this spring 2015.

My research study will be about employees' job satisfaction at NDU. To be able to study this topic thoroughly it will be required by the NDU staff members to fill the short version of the Minnesota Satisfaction Questionnaire. This questionnaire is widely used internationally to study specific aspects of a job that an employee finds rewarding to him/her.  
You can find below the questions.

The individual responses of the staff members will be treated with confidentiality and professionalism and the final results will be shared with the administration.

My academic advisor for this research study is Dr. Jennifer Abou Hamad, Associate Professor at the Faculty of Business Administration and Economics and the reader is Dr. Elie Menassa, Dean of the Faculty of Business Administration and Economics.

The administration's approval to proceed with this study is needed.

Rola Ghorra  
20071956



Dr. Jennifer Abou Hamad  
Advisor



Father Pierre Najem  
VP of Administration



Dr. Elie Menassa  
Dean of FBAE

The data collected will be in aggregate format and the types of questions this study is dealing with are not sensitive in nature. I recommend approval.



## Appendix B: Demographics

### Part 1: Background Information

1) Age: \_\_\_\_\_

2) Gender:  Female  Male

3) Years of work at NDU: \_\_\_\_\_

4) Select the title that fits you the best:

Director

Supervisor

Assistant

5) Select the degree that you currently hold:

Elementary

High School

Technical

Bachelor

Masters

Doctoral

6) Does your current position require contact with students?

Yes

No

## Appendix C: Minnesota Satisfaction Questionnaire

Dear NDU family member,

Thank you for taking the time to complete this questionnaire, which is part of a research study at Notre Dame University. The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

Your opinion is vital for the success of this research and will be treated with the strictest confidence. The information gathered will solely be used to compile statistics and no data about you as an individual will be disclosed in any published results. The estimated time to complete the questionnaire is 5 minutes.

Please do not hesitate to contact us if you have any inquiries at [rghorra@ndu.edu.lb](mailto:rghorra@ndu.edu.lb) / Ext: 2148.

Rola Ghorra





12- The way company policies are put into practice.

Very Dissatisfied        Very Satisfied

13- My pay and the amount of work I do.

Very Dissatisfied        Very Satisfied

14- The chance for advancement on this job.

Very Dissatisfied        Very Satisfied

15- The freedom to use my own judgment.

Very Dissatisfied        Very Satisfied

16- The chance to try my own methods of doing this job.

Very Dissatisfied        Very Satisfied

17- The working conditions.

Very Dissatisfied        Very Satisfied

18- The way my co-workers get along with each other.

Very Dissatisfied        Very Satisfied

19- The praise I get for doing a good job.

Very Dissatisfied        Very Satisfied

20- The feeling of accomplishment I get from the job.

Very Dissatisfied        Very Satisfied

## Appendix D: Arabic Version of MSQ



الجزء 1 : معلومات أساسية

1 ( العمر : \_\_\_\_\_

2 ( الجنس/الجندر : أنثى  ذكر

3 ( عدد سنوات العمل في جامعة سيدة اللويزة : \_\_\_\_\_

4 ( حدد صفتك الوظيفية التي تناسبك أفضل : \_\_\_\_\_

مدير

مشرف

مساعد

5 ( درجة التعليم :

المرحلة الابتدائية

المرحلة الثانوية

الامتياز الفني

البكالوريوس

الماجستير

الدكتوراه

6 ( هل يتطلب عملك التعامل مع الطلاب؟ نعم  كلا

الرضا الوظيفي  
الجزء 2: استبيان

- 1- أن أبقى مشغولاً في العمل طوال الوقت.  
مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا
- 2- أن يكون لي فرصة للعمل بشكل انفرادي في الوظيفة.  
مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا
- 3- أن يكون لي فرصة للقيام بأشياء مختلفة من وقت لآخر.  
مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا
- 4- أن يكون لي الفرصة كي أكون "شخص مهم وله قيمة" في المجتمع.  
مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا
- 5- طريقة تعاظمي المسؤول عني مع العمال.  
مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا
- 6- قدرة المسؤول عني على اتخاذ القرارات.  
مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا
- 7- أن أكون قادراً على فعل الأشياء التي لا تتعارض مع ميراثي الضميري.  
مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا
- 8- الطريقة التي توفرها وظيفتي كفرصة عمل ثابتة لي.  
مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا





18- طريقة تعامل زملائي مع بعضهم البعض في العمل.

مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا

19- الثناء الذي أحصل عليه لدى قيامي بعمل جيد.

مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا

20- الشعور بالرضى لحصولي على هذا المنصب.

مستاء جدا ○ ○ ○ ○ ○ ○ ○ ○ راض جدا

## Appendix E: One-way ANOVA Years

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Being able to keep busy all the time.	Between Groups	.271	1	.271	.188	.665
	Within Groups	268.682	187	1.437		
	Total	268.952	188			
The chance to work alone on the job.	Between Groups	1.589	1	1.589	.863	.354
	Within Groups	344.243	187	1.841		
	Total	345.832	188			
The chance to do different things from time to time.	Between Groups	3.327	1	3.327	1.442	.231
	Within Groups	431.445	187	2.307		
	Total	434.772	188			
The chance to be "somebody" in the community.	Between Groups	7.890	1	7.890	3.245	.073
	Within Groups	454.682	187	2.431		
	Total	462.571	188			
The way my boss handles his/her workers.	Between Groups	.681	1	.681	.302	.583
	Within Groups	421.837	187	2.256		
	Total	422.519	188			
The competence of my supervisor in making decisions.	Between Groups	1.278	1	1.278	.583	.446
	Within Groups	409.748	187	2.191		
	Total	411.026	188			
Being able to do things that don't go against my conscience.	Between Groups	.491	1	.491	.239	.625
	Within Groups	383.171	187	2.049		
	Total	383.661	188			
The way my job provides for steady employment.	Between Groups	1.637	1	1.637	1.105	.295
	Within Groups	277.184	187	1.482		
	Total	278.821	188			
The chance to do things for other people.	Between Groups	1.524	1	1.524	.907	.342
	Within Groups	314.360	187	1.681		
	Total	315.884	188			
The chance to tell people what to do.	Between Groups	.582	1	.582	.371	.543
	Within Groups	293.556	187	1.570		
	Total	294.138	188			
The chance to do something that makes use of my abilities.	Between Groups	5.859	1	5.859	3.111	.079
	Within Groups	352.120	187	1.883		
	Total	357.979	188			



The way Company Policies are put into practice.	Between Groups	.023	1	.023	.010	.922
	Within Groups	445.083	187	2.380		
	Total	445.106	188			
My pay and the amount of work I do.	Between Groups	6.909	1	6.909	2.743	.099
	Within Groups	471.070	187	2.519		
	Total	477.979	188			
The chance for advancement on this job.	Between Groups	9.611	1	9.611	2.987	.086
	Within Groups	601.627	187	3.217		
	Total	611.238	188			
The freedom to use my own judgment.	Between Groups	5.626	1	5.626	2.449	.119
	Within Groups	429.612	187	2.297		
	Total	435.238	188			
The chance to try my own methods of doing this job.	Between Groups	3.825	1	3.825	1.920	.167
	Within Groups	372.461	187	1.992		
	Total	376.286	188			
The Working Conditions.	Between Groups	.011	1	.011	.006	.936
	Within Groups	324.956	187	1.738		
	Total	324.967	188			
The way my co-workers get along with each other.	Between Groups	2.413	1	2.413	1.038	.310
	Within Groups	434.772	187	2.325		
	Total	437.185	188			
The praise I get for doing a good job.	Between Groups	1.755	1	1.755	.516	.473
	Within Groups	635.494	187	3.398		
	Total	637.249	188			
The feeling of accomplishment I get from the job.	Between Groups	.073	1	.073	.036	.849
	Within Groups	375.070	187	2.006		
	Total	375.143	188			