FACTORS AFFECTING ACADEMIC STAFF AND THEIR IMPACT ON THE UNIVERSITY: A CASE STUDY OF NUIST

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ABSTRACT

Teachers' role in any educational system cannot be over-emphasized. They are the executors and implementers of educational policies and curriculum. Their satisfaction in any institution of learning is a greater concern to public as they are crucial towards enhancing the country's economy. The present study evaluates factors affecting teachers' satisfaction and performance in Nanjing University of Information Science and Technology (NUIST) China. For this purpose, a well-structured questionnaire was administered to the teachers in NUIST. The data collected was tabulated, analyzed and interpreted using Survey-Monkey Application. Among the factors investigated were the organizational and personal factors such as institutional growth, individual growth, satisfaction level, secure-job and benefit of teachers. The findings reveal that, teachers' are satisfied with the incentive packages they receive and have an affirmative attitude towards work in the university. However, they expect the employers to enrich their working conditions for them as they spent significant amount of time in their workplace. Their satisfaction improves both students and institutional performance. The study elaborated factors affecting job satisfaction through personal and organizational factors and guide employers in identifying specific factors that influence the performance of teachers in an institution for efficient productivity.

Keywords: Teachers satisfaction, Academic, Incentives, Educational, NUIST.

INTRODUCTION

The development of every country relies on good educational system that has been instituted (Anad et al., 2012). Teachers play relevant significant role in the success of every nation and their contentment have the tendency of superior effort, efficient and remain in the institution (Edwards et al., 2008; Baruch et al., 2016; Kayuni and Tambulasi, 2007). Teaching is considered to be highly respected and dignified profession and teachers are always taken as role models (Alao et al., 2002), and their job satisfaction can contribute to the triumph of the institutional development (Rezvani et al., 2016). Institution accomplishment depends on the efficacy of individual performances that constitutes to human capital and teachers as the representative root of education, needs to be considered in institutional decision making. Bhatti and Qureshi (2007), postulated that, every effective institution should have the traditions that support staff satisfaction. Lack of incentive and dedication can have a negative impact on the student's learning and put their future education at risk. If teachers are not happy with their job satisfaction, there will be increased in both staff turnover and non-attendance (Lotich, 2015). However, when the employee is satisfied, it affects both institution enrichment and student improvement. Satisfied individuals are likely to be willing to put forth more effort than unsatisfied ones (Bryant, 2006; Özgüngör, 2010), and satisfied employees display pleasing affirmative mind-set towards work (Millan et al., 2013). Siddique, (2004), mentioned that competent academicians utilize broad, deep, integrated sets of knowledge and skills to make their teaching more interesting through examples. Obineli

(2010) opined that teachers' job satisfaction as an affective or emotional response towards various facets of one's job and various variables such as motivation, goal. According to (Moyes, Shao and Newsome, 2008), teacher's contentment is how satisfied they are with their position of employment. It is established facts that the important sector of an institution are the qualified graduates and in order to best prepare students so that they are sought after by employers upon graduation, there should be an effective curriculum and inspired teachers to direct their paths. Both students and teachers satisfaction helps educational institutions to make their curriculum more responsive to the needs of the environment, (Eyck, Tews and Ballester, 2009; Witowski, 2008). From (Ismail and Abd Razak, 2016) results of job satisfaction in the higher institution are basically powered by the remunerations teachers receive. There are no outskirts that can really determine the fulfillment of an employee as satisfaction varies because of individual differences. Mustapha (2013) indicate that job satisfaction of teachers ought to be well thought-out by educational institutions to enhance quality education thus producing excellent alumnae. Teachers work hard when they are satisfied with the output they received compared to the input and this affect performance of the students as a whole. Moreover, (Onukwube, 2012) asserted that job satisfaction is the feeling of comfort, mental relief and the like that come out from an employee when he obtained reward resulting from his performance. Past theories review different variables emanating from both the institution and the personal level that can influence the employee satisfaction at their workplace. Unfavorable variables can significantly contribute negative impact on the performance of the employees as well as the institution. It is imperative to recognize the factors that contribute to both job satisfactions as well as job dissatisfaction to ensure that the management shift attention to the factors of satisfaction. This paper aimed to highlights on the factors that contribute to teacher's performance in an educational institution.

NEED FOR TEACHERS SATISFACTION

The underlining progressive factor of every institution is the express connection to the satisfaction of its staff and for that matter keeping hold of them is imperative, (Freeman, 2005). Teachers job satisfaction is teacher's teaching and the perceived liaison between the wants and offering to a   teacher (Zambylas and Papanastasiou, 2004). There is direct link among teachers' satisfaction, student's success and the future glories of the institution. Institution should do their best to evaluate both satisfactory and dissatisfactory variables. Significantly, both educational and non-educational researcher's investigation on satisfaction of employees in an institution has increased. Employees displays positive attitude to enhance the triumph performance of the institution. Studies show that retention rate, malingering and the like reduce immensely when employees are proper looked after, (Derek R. Allen & Merris Wilburn, 2002). Employees' loyalty and satisfaction is of greater height to every organization as productivity and employees' willingness depends on it. Experts on both on the field and academic settings find it challenging to give actual definition for job satisfaction as it is a peculiar subject which bring forth the drives in people to give out their best and when teacher has good feeling about the improve work environment, it enhances their job satisfaction level, (Raziq A. & Maulabakhsh R., 2015). Faragher, Cass and Copper, (2005) added by defining job satisfaction as being the positive emotional reaction and attitudes individuals have towards their work. Other expert such as, (Hewstone and Stroebe, 2001) also define job satisfaction as a valuable feedback emanating from a job after comparing results with the expected desires. Abraham, (2012) and (Papoutsis et al., 2014) explain job satisfaction is the level of contentment teachers experience towards their work, and it is enhanced by diverse factors, including availability of resources, teamwork, overseers following up and personal attitudes. Employee satisfaction is a complex phenomenon which

can increase or decrease your turnover and loyalty rate depending on how you look at it. It is more of an attitude from the employees either internally generated or externally generated.

JOB SATISFACTION AND LEARNING INFERENCE

Teachers' job satisfaction contributes to the teaching and learning as well as their continue stay in the institution. Shann, (2001) affirm the satisfaction of instructors enhance their commitment and retain them on post. Education is an art and science of acquiring knowledge, ideals, dexterity and the like and teachers serve as facilitators for most of these realizations to come true. Their experience on the ground cannot be ignored. Green, (2000), in his earlier literature, categorizes job satisfaction into Situational models, Need theories and the Process theories. The need theory talks about what teachers need to survive in the educational settings. This angle is better explained from the camp of Maslow law as he puts emphasis on the need for food, shelter etc and the values such as recognition, accomplishment and the like. According to (Amos, Pearson, Ristaw, and Ristaw, 2008:175), needs theory centered on employee's initiations, directions, and sustenance. The process theories from Adams give details of how individual behavior is started, steered, sustained and stopped (Amos, et al., 2008). With the process theory, the employee's motivation and satisfaction is based on the psychological thought, (Ololube, 2006). According to (Abraham, 2012b) and (Papoutsis et al., 2014) job satisfaction emanate when employees build up good insights about their work and the higher extent to which employees like their jobs. The more the work atmosphere takes care of their requests and values, the more satisfied employees become of their jobs. The commonly used theories in the previous research of Glassman presuppose that factors such as the nature of job, management infrastructure of the institution and individual influences job satisfaction and potential employees take into consideration both the situational characteristic and occurrences..This can either be positive (i.e. respect, politeness, courtesy etc) or negative (i.e. insolent, misrepresentation of documents etc).

DEPENDENCE OF TEACHERS SATISFACTION AND VARIABLES THAT DRIVES IT

Teachers' satisfaction can be put under two categories which are Organizational and Personal Factors.

Organizational Factors

Institution growth

Every institution aspires to be going concern irrespective to the challenges it faces. Institutional growth must be based on the proper economic and educational interpretation. Policy implication of these factors depends on the understanding of specific channels through which it affects the institutional growth and the reasons for institutional change. Furthermore, every institutional development is on the basis of well-structured interior competence that is efficient and effective of achieving objective and adhering to the vision and mission of the institution.

Equatorial rewards and benefits-good salary

Remuneration is one of the most relevant factors of teacher's satisfaction. Adeoye and Fields, (2014) postulated that reward is a major factor in attracting and retaining staff. Teachers should be satisfied with the incentives they received compare to their colleagues in similar profession. From figure 1; we realized that; employees' moral goes high when they compare their outcome with colleagues and agreed to their rewards as fair and equitable distribution. As greater percentage are in agreement of the reward system in the institution.
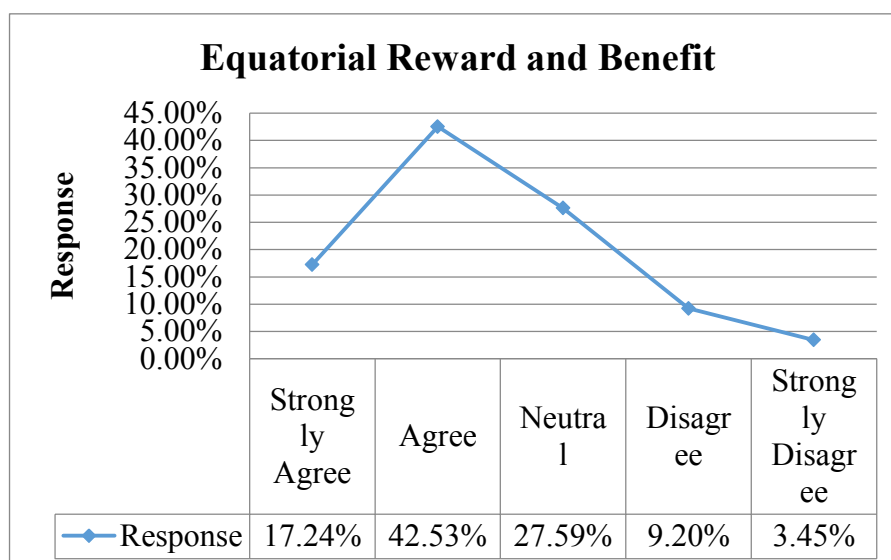
Equatorial Reward and Benefit

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Response	17.24%	42.53%	27.59%	9.20%	3.45%

Figure 1: Equatorial Reward and Benefit

Consistent promotion and task enrichment

Consistency is the key success in virtually all areas of life. Avoiding being consistent only leads to dissatisfaction. Consistent promotion and task enrichment in an institution is the ultimate desire of every employee. The increased in task and additional autonomy to control events leads to greater achievement. May et al., (2004), asserts that, job enrichment is certainly connected to emotional meaningfulness. From the plots above, majority of the employees agreed when their job vertically moves up and gives them more authority, other chance to supplement task, enjoy training activities and equal gender opportunity to climb to the top.
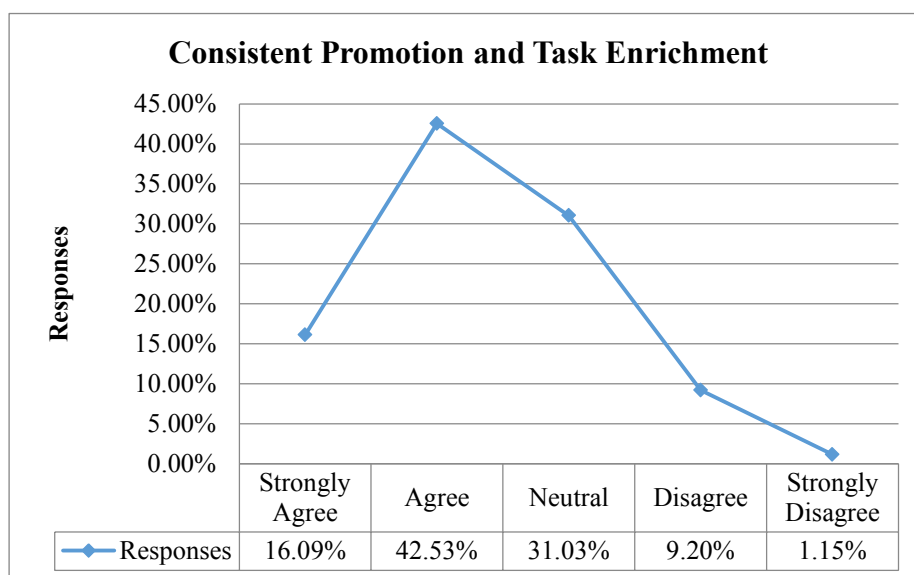
Consistent Promotion and Task Enrichment

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Responses	16.09%	42.53%	31.03%	9.20%	1.15%

Figure 2. Consistent Promotion and Task Enrichment

Satisfaction Level

The study by Strydom, A (2011) brings into bare that, good recompense adds to job satisfaction and dissatisfaction of faculty members in higher education institutions. However, the employee become satisfied when his or her work is recognize, job design is appreciated among a lot, good feedback of information and task increased to the noticeable level. From

the above graph; Figure 3, analysis shows, greater percentage agreed to the fact that, teachers' on campus work are acknowledged.

Satisfaction Level

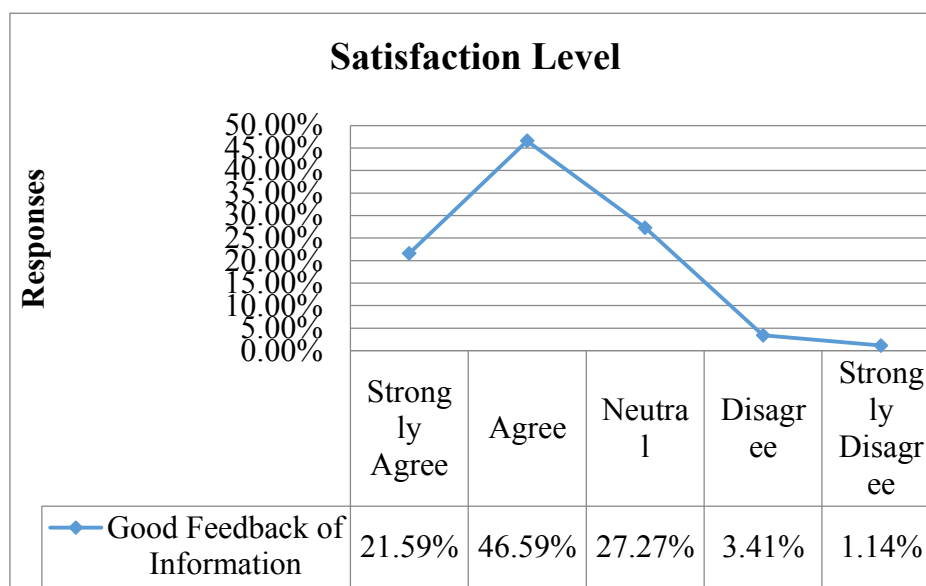|	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Good Feedback of Information	21.59%	46.59%	27.27%	3.41%	1.14%

Figure 3. Satisfaction Level

Secure Job

Job security in a teacher's mind is the assurance about his continuity of useful employment as long as it pleases him and not to become unemployed. Sometimes, certain professions have inherent job security than others. However, data gathered from the above graph; figure 4, shows clearly that, the teachers work smoothly with no threat of losing their jobs and this is an encouraging factor of organizational enhancement, (Masum, A. K. M., Azad, M. A. K., & Beh, L.-S., 2015). The onus is on the institution to guard the jobs and secure their transfers and everything that relate to the longevity of employees and the institution.
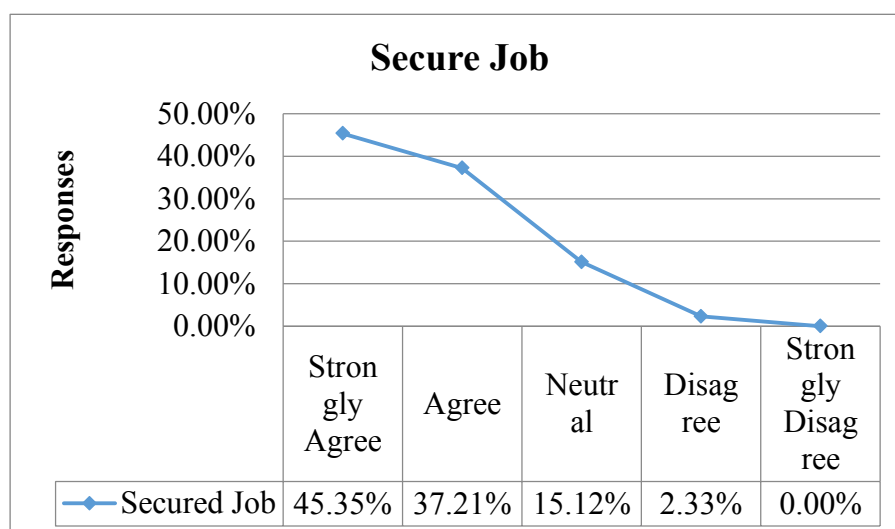

Secure Job

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Secured Job	45.35%	37.21%	15.12%	2.33%	0.00%

Figure 4: Secure Job

Personal Factors

Individual growth

The perception and attitudes of teachers contribute to their personal growth. Perhaps the most essential acknowledgment that an individual can make in their pursuit for personal growth is

that, there no sole equation that identify way to personal success. Various activities such as journal and books publications, presentations in educational conferences and the like enhance the personality of teachers. From Figure 5, its discloses that few teachers have publication more than twenty and the rest of the teachers are doing their best to write more academic papers to elevate their status.
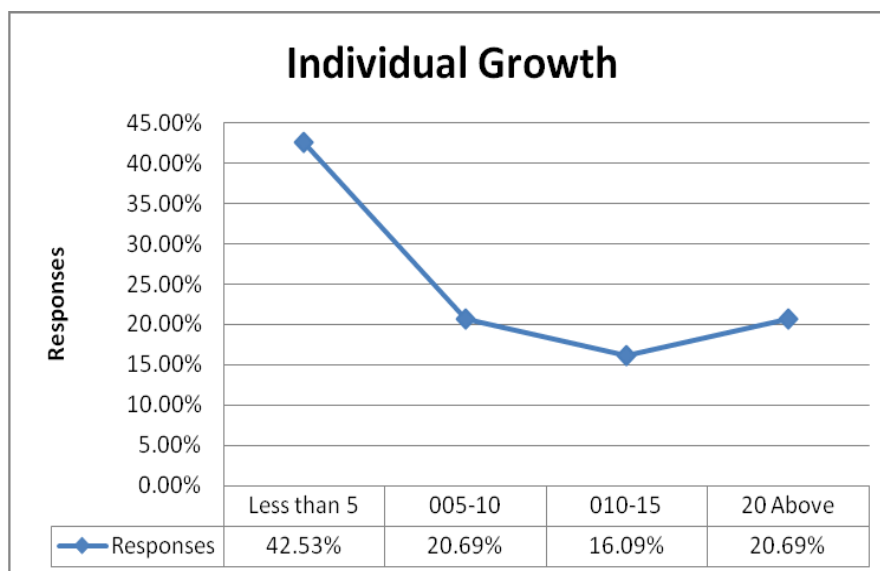
Individual Growth

	Less than 5	005-10	010-15	20 Above
Responses	42.53%	20.69%	16.09%	20.69%

Figure 5: Individual Growth

Expectation

According to (Noordin and Jusoff, 2009), the successful running of the educational system contributes greatly to the societal expectation. Job satisfaction really affects the performance of an employee. As every work they do, there is the degree of probability that some benefit will come out of it. The research by (Mafini and Dlodlo, 2014), in high education institution in South Africa reveals that there is a fair affiliation between pay and job satisfaction as there is always the anticipation of greater output than the standard incentives. Numerous employees expect their performance increase when they receive more benefits and it shows clearly in figure 6 above. Most of them think the motivation they receive in the institution is very good.

Expectation

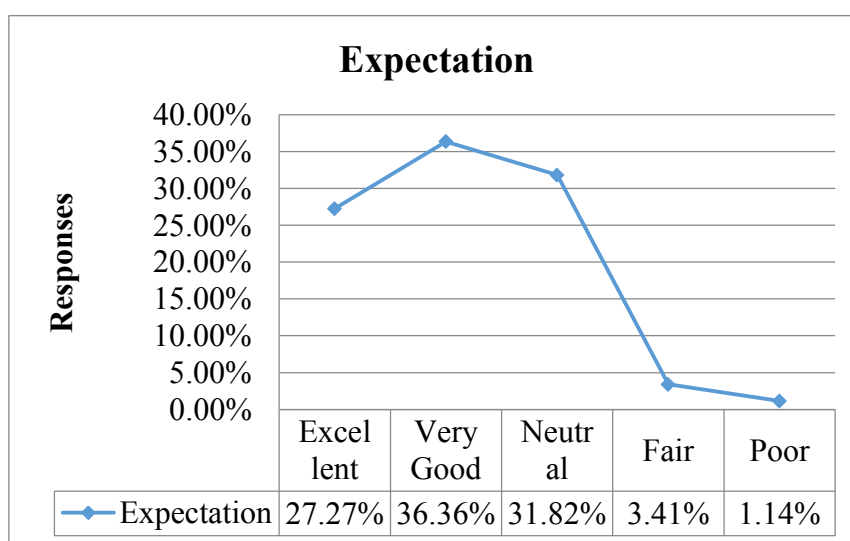|	Excellent	Very Good	Neutral	Fair	Poor
Expectation	27.27%	36.36%	31.82%	3.41%	1.14%

Figure 6: Expectation

Education

Generally preparing oneself towards intellectual mature life is one of the basic grounds for employees' satisfaction in an institution. Education facilitates the learning and developing of teacher's knowledge, skills and experience for the profession. From figure 7; the graph shows diagonal increase in the educational status of the teachers because they have the opportunity to improve their educational ladder. This has improved individual job satisfaction.
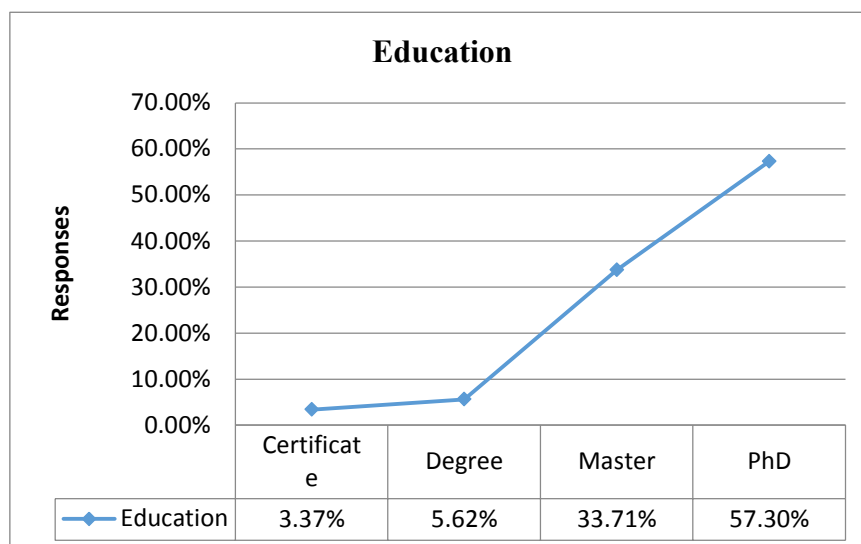

	Certificate	Degree	Master	PhD
Education	3.37%	5.62%	33.71%	57.30%

Figure 7: Education

Age

Age does not play a major role on the satisfacton, (Oktug Z., 2013). It is a number that determines most employees existence in an institution because the young employees exert strong power and energy whiles the old survive on their experience to work in the institution. Majority old employees are least satisfied as they lack the energy to work efficiently, effectively and sometimes unwilling to learn new things to get more incentives. From figure 8; the graph shows a young generation of teachers who are willing to work and improve the performance of the institution.
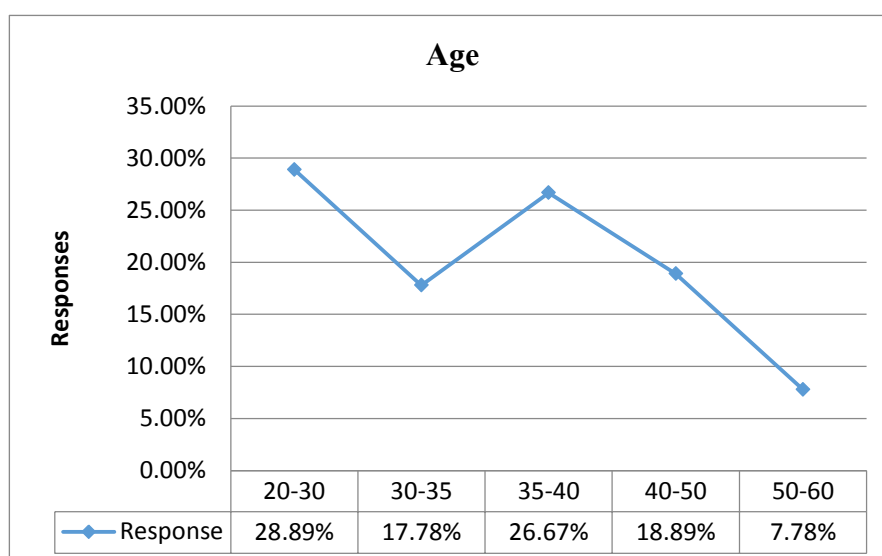

	20-30	30-35	35-40	40-50	50-60
Response	28.89%	17.78%	26.67%	18.89%	7.78%

Figure 8: Age

Gender

Gender differences at the place of work typically stem from social factors, which have weight on the actions of men and women. It has little significantly impact on job satisfaction from the angle of academicians even though, (Dongre A. P. et al., 2014), women are more probable satisfied compared to their male colleagues. On the hand, in some institutions; employees gender plays significant role (Rafif NA, 2011). Educational institutions welcome gender diversity and support the inclusion of both sexes when making institutional decisions and offering promotional opportunities. From figure 9; there is a slight difference between the male and female teachers on campus.
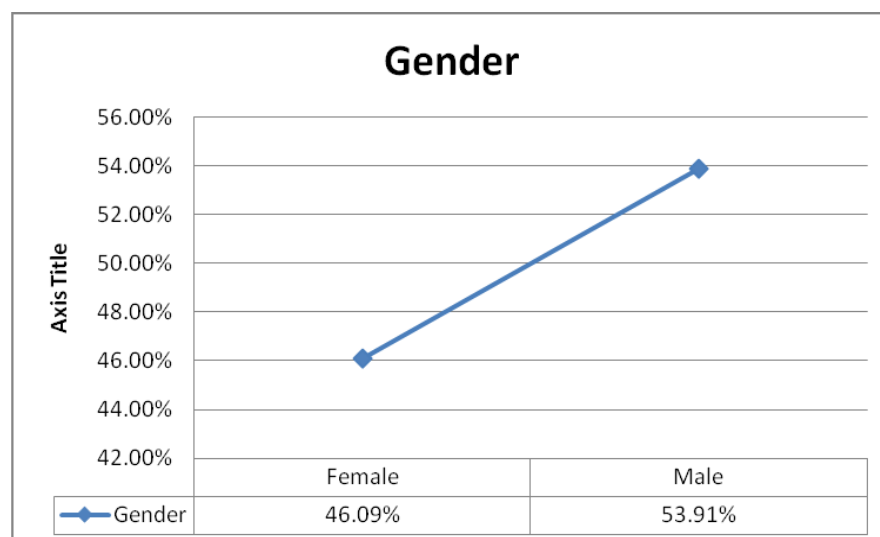

Figure 9: Gender

IMPORTANT OF EMPLOYEE SATISFACTION TO THE INSTITUTION AND EMPLOYEE

Teachers' profession takes most of their time even more than family. As a result, the need arise for employees to be treated with care and admiration. In order for an institution to be successful, it must continuously ensure the satisfactorily of their employees. As is said, the more contented the teachers are, the greater the satisfaction and/or institute is more effective when it employees are satisfied (Robbins & Judge, 2007). When employees are satisfied, it not only shows in their demeanor but also in their contributions to the institute. The highlighted below are the few advantages of satisfied employees and the institution as a whole; firstly, teachers contribute according to the pattern of the institutional blueprint. The degree of satisfaction of the employee certainly creates a positive or negative pattern depending on the good conditions. Secondly, frequent resolving employees' challenges uphold a selfless control in the working environment and enable institution to accomplish the use of its full human capital management. Furthermore, with the presence of proper incentive plan, employees will be keen in accomplishing objectives. Both monetary and non-monetary rewards must be fulfilled and if this is done the institution grows and become an active competitor. Moreover, satisfaction can enable employees to meet personal goals and continue to stay motivated and feel good about them-selves to continue to produce. In a nut shell, excellent cooperative relationship brings workforce stability and enhances growth, as employees are eager to adapt to changes since workplace doors are open and approachable.

HOW TO IMPROVE EMPLOYEES SATISFACTION

The mind-set of employees of an institution is to showcase good image to the public. Especially the department that is responsible for public relation. The institution needs to lay down measures to ensure proper consideration of teachers and efficient running of the institution. The following are points that help with teacher's loyalty and satisfaction; firstly, one basic element that, every teacher considers is the child and elderly care program. Where children of teachers are taking care and elderly are proper nourished with good sick leave and pension pay. Secondly, an institution can immensely improve job satisfaction through flexible labor timetable. Apart from work the next important item is family and with flexible schedule, teachers can balance the odds with family and work as well. More so, some teachers also appreciate programs or event that can support them both emotionally and financially. They see it as the institution caring about their well-being and knowing that boost their morale. Furthermore, job satisfaction increase to the greater degree when there is active teacher's engagement. Employees feel part of an institution when they have the opportunity to voice out their opinions publicly and take part in annual discussions. Finally, positive recognition of teacher's effective and efficient work. Teachers whose work is exceptional need to be acknowledged and awarded and this will motivate others to input their best as well as providing equal opportunity for promotion and this has great impact on job satisfaction (Mustapha et al., 2013) and career development.

CONCLUSION

Upholding the factors that improve job satisfaction of teachers could enable greater development and enhancement performance. Employees' job satisfaction is one of the most important commodities in the modern day to day dealings. However, the satisfaction of each and every employee differs with the kind of variable he or she is interested in. From the present work, teachers are the influencers of the nations. The students turn out to be the carbon copy of society. The students' grow up to become excellent professionals responsible for the country's economic and societal development (Ali et al., 2009). Institutions should develop strategies to enhance the satisfactory packages of teachers and ensure the success of students. One factor that will contribute profusely to the success of the institution is the ability to export numerous teachers abroad to study, this at the long run will produce excellent teachers who are well versed in the area of study and increase job satisfaction. Job satisfaction is not very high but satisfactory, however. If teachers are not satisfied with the surrounding of their place of work and still do not let it affect their performance towards students, (Nayak, 2013). There is more to be done, experience and educational levels are responsible for the change in the level of job satisfaction (Kardam et al., 2012) so they must put policies in place to promote the satisfaction of teachers (Viet VV, 2013).

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