Factors Influencing Academic Staff Job Satisfaction of Higher Education in the Sultanate of Oman

دراسة العوامل المؤثرة في الرضا الوظيفي لأعضاء هيئة التدريس في معاهدالتعليم العالي في سلطنةعمان

By

Ziyana Ali AL-Hinai

110102

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Faculty of Business

Dissertation Supervisor
Dr Arun Bajracharya

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Abbreviations

AJSQ-Academic Job Satisfaction Questionnaire

BUiD- The British University in Dubai

GCC- Gulf Cooperation Countries

HEI- Higher Education Institutes

HR- Human Resources

JIG- Job in General

JDI-Job Descriptive Index

JSI- Job Satisfaction Index

KSA- Kingdom of Saudi Arabia

MoHE- Ministry of Higher Education

MSQ-Minnesota Satisfaction Questionnaire

OLS- Ordinary Least Squares

SPSS- Statistical Package for Social Sciences

UK- united Kingdom

VIF-Variance Inflation Factor

WRSQ -Warr Job Satisfaction Questionnaire and Measure of Job

Acknowledgment

Abstract

Higher educationis one of the prioritized sectors in all developed countries around the world. The quality and achievement for Higher Education Institutions is one of the major concerns of Ministry of Higher Education and Oman's 2020 vision to provide the best education to all citizensof the country. Academic staffs are considered to be one of the main contributors to achieve Oman's 2020 vision and hence, this research focuses on identifying the factors that influences job satisfaction of academic staff in a public university in Oman.

The research methods consist of a wide literature review to identify the most common factors towards academic staff job satisfaction followed by interview and a set of questionnaire surveys was carried out in a College of Science at Sultan Qaboos University (SQU) as a study sample.

Through correlation and regression analysis, the results and findings of this research show a positive correlation between remuneration and development, management support, factors related to students, colleagues, workload and status of the job as independent variables against the overall job satisfaction as a dependent variable. However, remuneration and development and factors related to students had a higher contribution towards academic staff overall job satisfaction. A major recommendation was that, revisiting the promotion policies, a fair distribution of workload and encouragement towards research productivity and expand on the relationship of top, mid management and Head of Departments (HOD's) with academics staff specifically lecturers who are still new in their careers.

ملخص البحث

يعتبر التعليم العالي احد أهم القطاعات الذي يلقى أولوية وأهمية كبيرة في جميع الدول المتقدمة حول العالم بما في ذاللك سلطنة عمان. وفي هذا الاطار فقد اولت وزارة التعليم العالي العمانية اهتماما كبيرا في جودة التعليم العالي وفي انجازات مؤسسات التعليم العالي ضمن رؤية عمان 2020 والتي ترتكز على توفير افضل تعليم لجميع المواطنين في السلطنة. ومما لا شك فيه فان للكادر الاكاديمي في الجامعات العامة دور كبير ورئيسي في تحقيق هذه الرؤية وفي تحقيق تطلعات وزارة التعليم العالي نحوتعليم عالي أفضل، حيث يعتير أعضاء الهيئة التدريسية من بين احد المساهمين الرئيسيين في تحقيق رؤية عمان التعليمية 2020. وبسبب ندرة الدراسات العلمية التي تتناول موضوع دور المدرسين في منظومة التعليم العالي في سلطنة عمان، فقد جاءت هذه الدراسة من اجل القاء الضوء والتعريف بأهم العوامل التي تؤثر على مستوى الرضا الوظيفي لدى الكادر الاكاديمي (أعضاء هيئة التدريس) في إحدى الجامعات الحكومية في سلطنة عمان وهي جامعة السلطان قابوس كحالة دراسية للبحث.

لقد تم الاعتماد في هذا البحث على الاسلوب الوصفي التحليلي والذي يقوم على جمع الحقائق والمعلومات المتعلقة بموضوع الدراسة وتحليلها للوصول الى النتائج والتوصيات المتعلقة بهذا الشأن والتي تساعد الى بلوغ الهدف المطلوب من البحث، وفي هذا الاطار فقد تم مراجعة واستعراض عدد كبير من المراجع وأدبيات الدراسة من أجل تحديد العوامل التي يمكن أن تؤثر بشكل كبير على مستوى الرضى الوظيفي لدى الكادر الاكاديمي. ولغرض هذه الدراسة فقد تم اعداد وتصميم استبيان يتضمن عدد من الأسئلة ذات العلاقة بموضوع الرضا الوظيفي وبما يحقق الأهداف الرئيسية للبحث، والذي تم تعبئته من خلال استخدام أسلوب المقابلات الشخصية لعدد من أعضاء الهيئة التدريسية في جامعة السلطان قابوس تم اختيارهم بشكل عشوائي من كليه العلوم في الجامعة، وقد تم بعد جمع المعلومات اعداد الجداول الاحصائية والتحليل والوصول الى النتائج.

لقد اوضحت نتائج هذا البحث الى أن مستوى الرضا الوظيفي لدى الكادر التدريسي بشكل عام في جامعة السلطان قابوس ليس بالمستوى العالي لعدة أسباب وعوامل والذي اثر على مستوى التطلعات فيما يتعلق بالتعليم العالي في سلطنة عمان، حيث أظهرت النتائج الى وجود علاقة ايجابية ذات دلالة احصائية بين مستوى الرضا الوظيفي وعدد من العوامل لعل من أهمها تنمية الأجور ودعم الإدارة والعوامل المرتبطة بالطلاب والعوامل المرتبطة بالزملاء في العمل، وأعباء العمل وغيرها، ولعل تنمية الاجور والعوامل المرتبطة بالطلاب هي من أكثر العوامل تاثيرا على مستوى الرضا الوظيفي سواء إيجابيا أو سلبيا. لقد أوصت هذه الدراسة الى ضرورة إعادة النظر في سياسات الترويج والتوزيع العادل لأعباء العمل بين الموظفين والتشجيع نحو إنتاجية البحوث العلمية من خلال تقوية العلاقات بين الإدارة العليا والمتوسطة كروؤساء الأقسام مع الموظفين الأكاديمين وبالتحديد المحاضرين الذين لايزالوا جدد في حياتهم المهنية.

Chapter One: Introduction

1 Introduction

The importance of employee's job satisfaction has been appreciated by many organizations around the world. The understanding of its impact on achieving organizational goals and customer satisfaction has been widely witnessed. Employees are those the one who implement the projects and activities at the operational level in order to implement the objectives of the management level. Although the goals and objectives vary from an organization to another yet employees satisfaction is considered to be a common target in all sectors. Job satisfaction had taken the wide attention of the literature and researchers reviewed it in different sectors and organizations such as construction industry, IT, health, public services, academic sector etc. and further identified factors affecting employees' satisfaction in these organizations. With the current challenges faced by the developed countries, education comes as priority for futureexpansion. This research is focusing on exploring the factors affecting employees' job satisfaction in the Higher Education Institutes (HEI) due to its significance and contribution to the economic and social growth of any country. One of the elements to measure the quality of higher education is the performance of the academic staff. Their level of involvement, effort and their experience and professionalismdirectly contributes to the success of the education quality system (Saba, 2001).This research will be focusing on exploring academic job satisfaction in one of theGulf Cooperation Countries (GCC) *Sultanate of Oman*to achieve a higher quality system in Higher Education.

1.1 History and background

Geographically, the *Sultanate of Oman* is located in the Arabian Gulf, at the extreme east and south-east of the Arabian Peninsula. Like any other countries, Oman's education policies play a major part in economic globalization on human resource development (Donn and Issan, 2007). Providing a good quality education for all citizens in the sultanate, was one of the major concerns of his Majesty Sultan Qaboos bin Said in specific after the Renaissance year in 1970's. Prior to the Renaissance, only three schools were existed serving the communities of the whole country. The number of schools had increased from three up to 588 schools 1985 and doubled up to 1,053 schools by the end year of 2006/7. Due to this dramatically change and education development, the higher education in Oman had also grown rapidly and introduced Higher

Education Institution in 1986, Oman's premier University, the Sultan Qaboos University. In the case of private higher education, the number of colleges had increased form one college in 1995 and up to 2009 twenty four private colleges and university and an approximate of 33,521 students enrolled in these institutes and nearly 12,000 of students are studying abroad (Al Shmeli, 2009). The increase number of graduate students every year and the demand of Higher Education has been dramatically witnessed in the Sultanate and therefore, the demand of human resources is also to be considered.

The input of human resource in higher education hugely contributes to the overall performance of the institutes, students and the community. Full commitment can be achieved through happy employees and happy employee is when job satisfaction isrealized (Aziri, 2011).

1.2 Research problem

Employees' job satisfaction has a direct relationship with a number of elements that can create negative or positive consequences. These elements are such as customer satisfaction, employee's turnover, employees' health related issues, quality of education etc.In the context of higher education an increase demand of academic staff in higher education has been observed and expected to continue increasing (Machado-Taylor *et al*, 2010). Therefore, academics are an exclusive group that is worth studying about along with its impact on the elements mentioned earlier (Schulze, 2006). For example, a study was conducted by Randhawa (2007) and results showed a negative correlation between employees job satisfaction and employees turnover. The number of employees who have the intention to resign their jobs had lowered when their level of satisfaction was increased.

 In the United Kingdom (UK), a study was carried out that aims to investigate the occupational stressors and strains amongst the academics working in UK universities. Comparing to other sectors and professions the study had found that, academic staff have scored the less level of satisfaction and therefore, lowered the level of their psychological health (Kinman, 2001). Customer satisfaction (students) is another critical aspect to be considered. As confirmed through a study by Machado-Taylor *et al* (2010) in Portugal, that aims to identify issues and related impacts towards academic staff job satisfaction, the teaching faculties' job satisfaction has a direct correlation and contribution to student satisfaction and learning. In terms of the quality of academics, Comm and Mathaisal (2003) have evaluated a job satisfaction for teaching

faculties at small colleges based on certain elements such as workload, salary and benefits. The findings revealed that, faculties' had low commitment to their work in which had a negative impact on the quality of academics and colleges.

In the case of Gulf Cooperation countries (GCC) studies on academic faculties job satisfaction is lacking. However, one study has been found in kingdom of Saudi Arabia (KSA) aims to evaluate the job satisfaction among the academic staff King Faisal University in Dammam. The study was carried out against a number of elements such as supervision, responsibility, interpersonal relationships, salary, the work itself etc. and it has been found that, the level of job satisfaction was low mainly due to demographic features (Al- Rubaish *et al*, 2009).

Issues related to the academic job satisfaction and its negative or positive relations are uncountable. Its importance does not only rest on the identification of these issues, but also looks at measuring the level of its impact and how can it befurther enhanced. In order to overcome these issues and take the necessary measures it is suggested to first identify the factors and elements that influences the job satisfaction in the academic sectors. Therefore, this research aims answer the following questions:

What are the factors affecting the job satisfaction of academic staff in higher education institutes in Oman? And how can it be measured and improved?

1.3 Research importance

In the context of Sultanate of Oman Education is a critical issue to be considered further for its quality and development. The country is witnessing a number of challenges especially after the introduction of some policies related to human resources and economic growth such as the localization policy *(Omanisation)*. In the light of Oman 2020 vision his Majesty Sultan Qaboos famously said:

"Let there be education even if it is under the shades of trees".

(Ministry of Higher Education, 2013).

Thus, the Ministry of Higher Education (MoHE) on the behalf of Oman's government, is constantly striving towards achieving ahigh quality in higher educationin order to meet and satisfy the requirements of a sustainable development of the country. Job satisfaction is

considered to be one of the approaches to achieve the goal of MoHE as it contributes to the staff performance, student satisfaction and learning, Institute performance, development and quality.

1.4 Research aim and objectives

The focal aim of this research is to explore the factors affecting teaching faculties' job satisfaction in Higher Education Institutes of the academic sector in the Sultanate of Oman.

General objectives

1. To review the importance and status of Higher Education Institutes in Oman,
2. To examine the job satisfaction concept and its significance to academic staff in HEI's
3. To review the general factors that influences the job satisfaction of academic staff in HEI's,

Specific objectives

4. To assess the above identified job satisfaction factors on HEI's in Oman,
5. To measure the level of academic staff job satisfaction,
6. To propose some recommendations andprovide ways of improvement.

1.5 Research scope

Employees' job satisfaction is a common aspect that can be implemented and studied in any organization or sector and in any country. However, for the purpose of this research the study will be specific to teaching faculties of higher education institutes in the academic sector in the Sultanate of Oman. It focuses on investigating factors that influences academic staff job satisfaction. The direction of this research is selected because of the minimum attention of such study in Oman and therefore, created a gap in the literature. Furthermore, due to the limited size of the research and time availability, the study will be carried out at HEI's in Muscat; Sultanate of Oman.

1.6Research structure

Chapter one*(Introduction)***-**The first chapter is the introduction chapter which aims to introduce the background, problem and the importance of the selected topic for this research followed by the aim, objectives, questions and key words and definitions.

Chapter two(*Literature review*) - This chapter aims to expand on the information provided in the first chapter by reviewing the literature of academic staff job satisfaction. The headings of this chapter have been divided by following the research objectives in order to meet the overall research aim. This chapter starts reviewing the importance and status of higher education in Oman, significance of academic job satisfaction in higher education and finallyreviewing the factors that influences the academic job satisfaction.

Chapter three(*conceptual framework*) - this chapter is considered to be a continuous process of the literature review in which a conceptual framework will be developed that includes dependent and independent variables. The framework will be created through a combination factors identified from the literature and an additional factors will be explored through an exploratory qualitative data approach which will be collected by interviewing a number academic staff from College of Science in a public university in Oman.

Chapter four(*Methodology*)- this chapter is the research methodology section in which aims to measure the level of academics job satisfaction against the factors and sub-factors that have been presented in the conceptual framework. A quantitative methodology approach will be utilized by circulating an electronic questionnaire survey to the academics at College of Science.

Chapter five(*Survey findings: discussion, analysis and synthesis*)-the results obtained from the questionnaire survey will be presented in this chapter. It will be further analyzed through the SPSS software and discover the relationship between the dependent and independent variables.

Chapter six (*conclusion and recommendation*)-a summary and conclusion derived from the results analysis and discussion will be presented in this chapter. This chapter will further points to answer the research questions that have been presented in chapter one.Furthermore, it aims to offer some recommendations and to improve the level of job satisfaction of academic faculty membersin Oman. Finally, this chapter will end up with some proposals of future research in order to sustain academic staff in Higher Education Institutes in the Sultanate of Oman.

Chapter Two: Review of Literature

2 Introduction

A literature review aims to present, evaluates and summarizes studies of previous researchers that are relevant, significant, meaningful and valid to a particular topic. It further aims to review the current knowledge in the selected field and some researchers' findings along with their agreements and arguments in order to justify the proposed research. The flow and structure of this chapter will be presented and divided into subsections and tittles by following the research objectives in order to achieve the overall research aim.

As this research focuses on identifying factors that influences academic staff job satisfaction at HEI in Oman, the first sectionof this chapter will evaluate and review the importance and status of Higher Education Institutes in Oman as the first objective.

2.1 The importance and status of Higher Education in Oman

The importance of higher education in the sultanate of Oman can be grasped from His Majesty Sultan Qaboos Speech 33rd session of the general conference of UNESCO Paris in 2005 when he said:

"We devote great care and attention to the development and reform of education in Oman. Our aims include the raising of standards and updating the curriculum to make it richer and more relevant to the needs of an ever changing world. These efforts recognize the importance the Sultanate assigns to the <u>development of its human resources</u>, to the fostering of scientific and technological understanding and the <u>creation of an educated population</u> who can make a positive contribution to the development process by dealing confidently with change and new developments." (Ministry of Higher Education, 2013)

2.1.1 Development of human resources (Omanisation)

The government of Oman has introduced a localization policy called "Omanization" (Rees, 2007). The Omanization policy is not a new phenomenon as it has been introduced in the sultanate since in 1988. However, this policy does not only target to create jobs for citizens, it also focuses on lowering the dependence on expatriates in search of self-reliance in Human Resources (HR).

Human resource is one the basic dimensions of Oman's 2020 vision and considered to be part of the pre-requisites elements to achieve Oman's vision. Consequently, it is a vitalmatter that requires a closer attention in both private and public sectors. In Royal Speeches of his Majesty Sultan Qaboos bin Said frequently stressed the need to develop scientific, technical and vocational capabilities of the Omani human resources in order to enable them to play a remarkable role in the comprehensive development witnessed by the country in various economic fields. Oman government aims to develop the human resources strategy by considering improvements on vocational training, higher education, health services and the labor market (The vision of Oman's economy, Oman2020).

In terms of higher education, Taha (2011) emphasized that; the higher education is a very critical issue that should be aligned with the Omani job market. Therefore, the MoHE has taken significant steps in developing higher education infrastructure through the creation of university institutions and providing opportunities for Omani students in a range of academic and scientific disciplines that meets the needs of the labor market (Ministry of Higher Education, 2013).

Today the Sultanate of Oman is going through many changes and challenges and the higher education plays a major role in developing the socioeconomic development of the country (Al Lamki, 2010). The latter had further stated that, the inconsistency of the number of secondary school graduates had appeared in which limits the higher education opportunities.
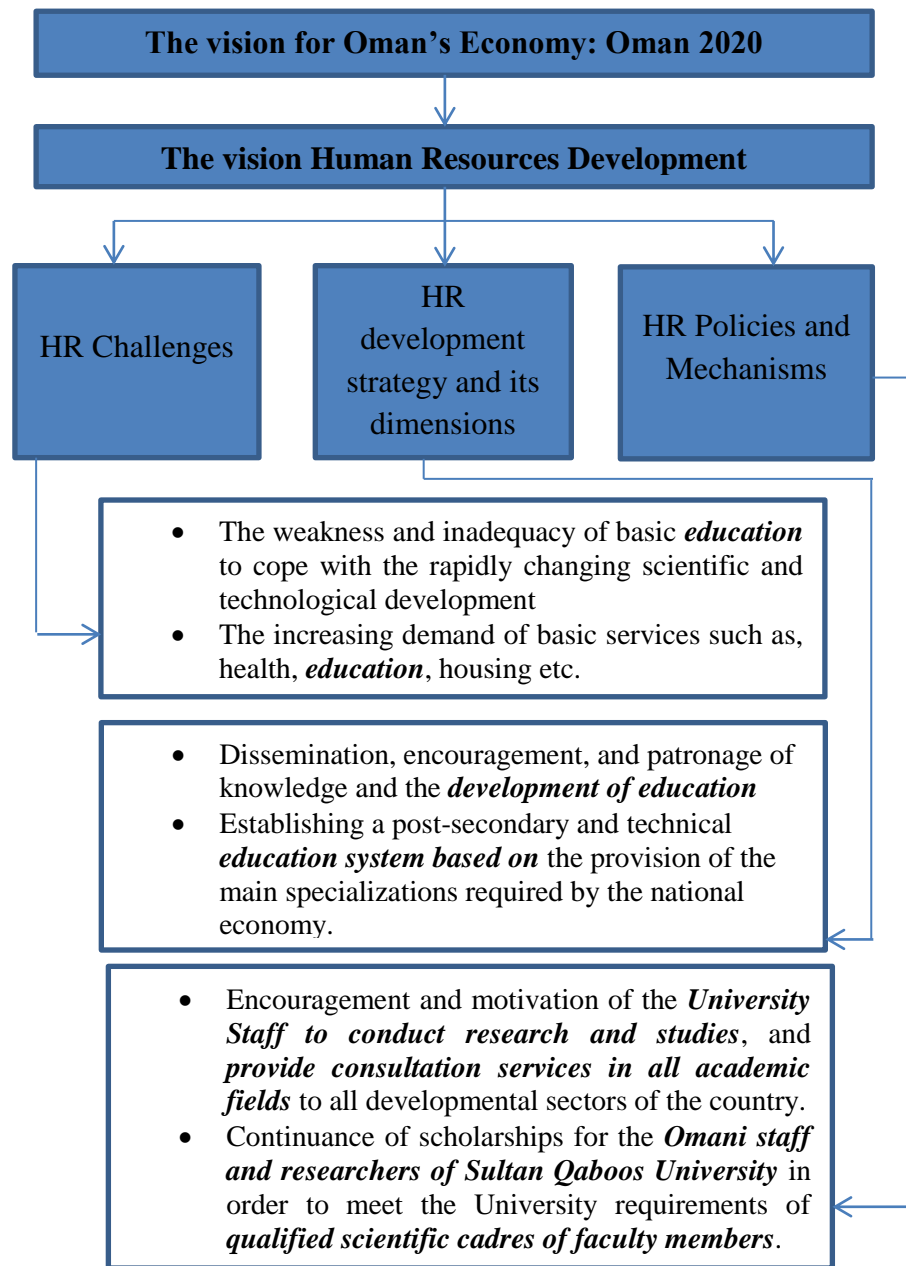
Figure 1 The importance of Higher Education in Oman
(The vision of Oman's economy, Oman2020)

Therefore, the importance and status of higher education in Oman can be seen through the Oman's 2020 vision as shown above in figure 1 that requires further considerations and development. One of the ways to achieve the higher education quality and face human resource challenges is through providing the good teachings via competent and happy academic staff.

2.2 Understanding the concept of Job Satisfaction

It has been agreed in the wide literature that, job satisfaction concept is complex and difficult to describe (Hagedorn, 2000). However, with more than 10,000+ studies on job satisfaction researchers are striving towards an appropriate definition and a clear understanding of job satisfaction (Strydom, 2011). Job satisfaction has a direct link with motivation but the relationship between them is not yet clearandthey are considered to be two different concepts (Usop *et al*, 2013). Job satisfaction is not only linked to motivation, it is also related with increased effectiveness, reduced absenteeism and lower staff turnover (Alqashan, 2013).In order to further understand the concept of job satisfaction some definitions from the literature have been considered.

The job satisfaction concept was first defined by Hoppock (1935), where he explains job satisfaction to be a mix of psychological, physical and environmental aspects that leads a person to say *I am satisfied with my job* (Bernard, 2012). It can also be described to be as, the attitude and feelings that employees have towards their job (Usop *et al*, 2013; Armstrong, 1996; Blum and Naylor, 1968). It can also be conveyed through liking and disliking some elements of the jobs such, work itself, pay rewards, promotions, recognition and working condition (Usop *et al*, 2013). Blum and Naylor (1968) agrees to these elements but have added other elements such as control, social relations in the work, recognition of talent, personal characteristics and group relations apart from the work life. Spector (2003) argues that, job satisfaction is not only when linking or disliking the work itself but it is also related to the extent *(level of satisfaction)* in which people like their jobs.

Garland *et al* (2009) captured different view of job satisfaction and had related the individual-level feeling to whether a person need ismet or not being met by a particular job. Other researchers have argued that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience but not stating any negative emotional state(Locke, 1976; Armstrong, 1996).This was the most job satisfaction accepted definition in the literature (Bernard, 2012). Nevertheless, other researchers claimthat, also negative attitude should be considered which also reflects the term of dissatisfaction (Armstrong, 1996).

Job satisfaction also can be seen through the success and achievement of employees on their jobs. It has been directly linked to the productivity, personal well-being, enthusiasm and happiness with one's work (Kaliski, 2007).

In a logical sequence a successful employee is a happy employee and a happy employee is when job satisfaction has been met which explains the importance to consider job satisfaction in the working place (Aziri, 2011).

2.3 The significance of academic staff job satisfaction in HEI

The importance of academic staff job satisfaction can be observed through different dimensions and various aspects. For example, Machado-Taylor *et al*(2011) explains the importance of satisfaction and motivation of faculty members in colleges due to its contribution to the HEI and society through their performance which determines the level of student satisfaction and influences student learning process. It has been further confirmed by Wong (2009) research that, employee's satisfaction had really influenced the overall operation of an organization as well ashugely agreed in the earlier literature. The quality of the academic can be improved through the enhanced performance of faculty members that can be achieved through competitive levels of compensations that colleges and universities can offer to them (Comm and Mathaisel, 2003). When such compensations are not taking into consideration, the faculty members may start to feel stressed and therefore a low level of satisfaction at their working place occurs. This also leads to frustration and causes problems when dealing with peers or customers and not being happy to work in the organization (Ahsan *et al*, 2009).

The job satisfaction is also important for the administrative department because it helps them to review the existing motivational policies and procedures aiming to improve work performance for them and for academic employees (Usop, 2013)

In terms of other dimensions such as organizational budget, Juwaheer and Nunkoo (2010) stated that, the HEI budgets are mainly devoted to personnel. Their effectiveness is largely depending on their employees; therefore, they have further confirmed the importance of employees' satisfaction in higher education in this regard.

Aziri (2011) stated that, the significance of job satisfaction can be also seen through the negative consequences that might result from not being satisfied in the job. The latter mentions some negative consequences to be such as, lack of loyalty, turnover and increased absenteeism.

The significance of job satisfaction has also been witnessed through past theories that will be discussed and reviewed in the next section of this chapter.

2.4 Theories on Job Satisfaction

The Job satisfaction concept is not new. It has been researched since nineteenth century and during World War II in order to enhance the effectiveness of the organization as well as individuals (Strydom, 2011). Then theories on motivation and job satisfaction of employees in their working place have emerged such as Herzberg or two-factor theory and Maslow's theory.

2.4.1 Herzberg or two-factor theory

Herzberg theory or also called two factor theory is considered to be the most popular theory utilized and tested in the literature. This theory addresses the job satisfaction in two ways; factors that causes satisfaction (motivators or intrinsic factors) and factors that causes dissatisfaction (Hygiene or extrinsic factors) (Noell, 1976). The argument of this theory is that, if hygiene factors are found to be satisfactory the feeling of dissatisfaction will be removed but does not assure the existence of motivation.   Motivation has its own set of requirements (motivators) for its achievements such as achievement, advancement, work itself, recognition and responsibility (Bernard, 2010) (*refer to figure 1*).

Extrinsic factors (Hygiene)
- Salary
- Supervision
- Relationship
- Policy
- Working condition

Intrinsic factors (Motivator)
- Achievement
- Advancement
- Work itself
- Recognition
- Responsibility
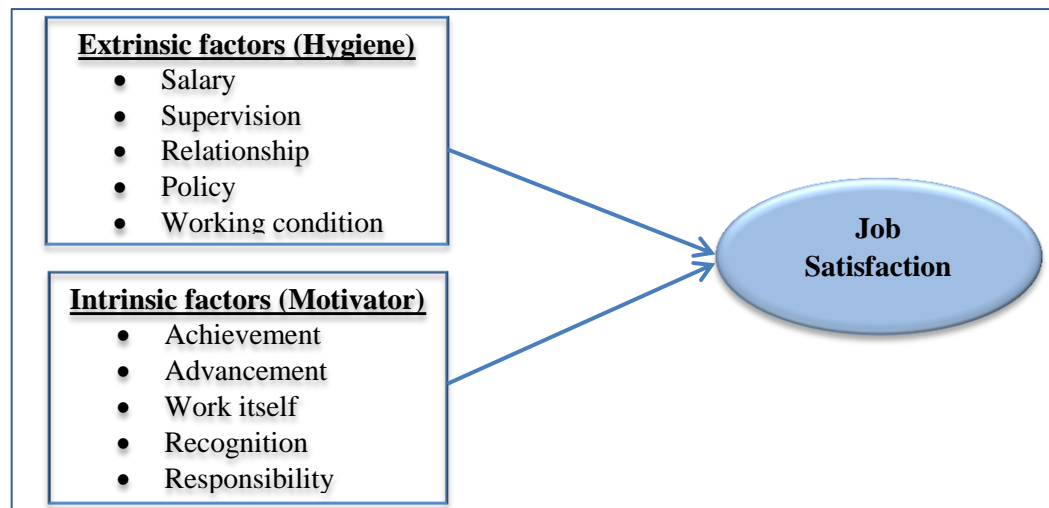
Job Satisfaction

Figure 2Herzberg theory – job satisfaction model
(Mehboob et al, 2011)

2.4.2 Maslow's theory

The Maslow's theory has a different way of analyzing people's satisfaction than Herzberg's theory. Maslow's theory is divided into five various levels of human needs hierarchy in which lower level should be first considered. Maslow's argues that, unless the lower level of hierarchy

is met then the next upper level should be considered towards satisfaction (Bernard, 2012)*(refer to figure 2).*
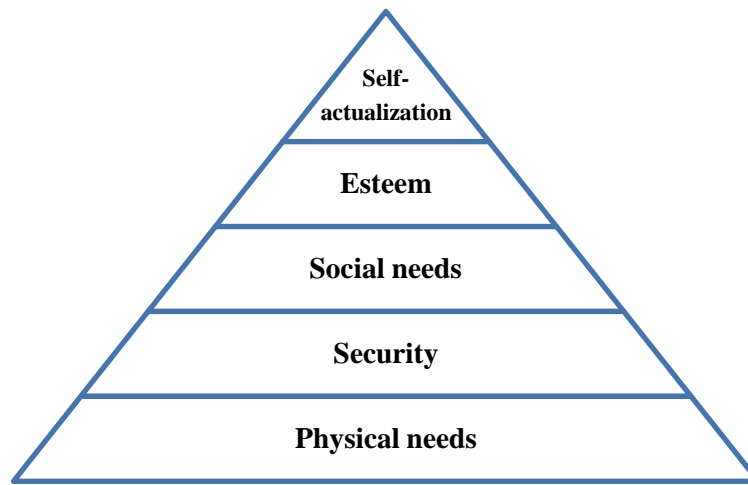
Figure 3Maslow's theory
(Strydom, 2011)

For example, if the physiological basic needs such as food, water, oxygen, sleep etc. are not achieved then the safety needs such as physical safety, health, financial security etc. will not be met unless the lower level is achieved and similar concept applies to all levels. Another example is the social needs level which includes friendship, feeling of love, family etc. will be not be met unless the level of safety is achieved and satisfied (Strydom, 2011).

2.5 Factors influencingacademic staff job satisfaction in higher education

Identification of factors influencing the job satisfaction is essential for the best practice of human resources management. Many researches and studies have considered identifying these factors in different countries for various colleges and universities. For example, Ghaffar *et al* (2013) conducted a study that aims to analyze the level of job satisfaction against various elements of academic staff in the Islamia University of Bahawalpur. The findings showed that, pay level scored the highest important factor, security, promotion opportunities and ultimately coworkers ranked least important factors orderly. Another research was conducted in a local college in Kuching, with 81 full and part time academic faculties, one staff was fully satisfied *1.24%*, 71 staff were averagely satisfied *87.65%* and 9 staff had the lowest level of satisfaction *11.11%* (Yong, 2002). The latter in the study had measure the level of satisfaction through factors such as, knowledge, control psychological, financial and task that had a positive correlation in

whichpsychological and financial elements had mostly played a major role in affecting their job satisfaction. Another study was investigated in South Africa that focuses on job satisfaction in higher education of the academics in the times of transformation and the results indicated that, most of responders were satisfied with their work (Schulze, 2006). The study had measured the level of academic satisfaction based on factors such as teaching, research, community service, administration and the author also considered the influence of demographics information on the job satisfaction of the academics.

 One of the un-pleasant outcomes that an institute might face when their staffs are not satisfied is staff retention and turnover.   For example, due to the notable staff retention in tertiary Institutes of Botswana, Bernard (2012) carried out a research that reviews the motivation theories alongside job satisfaction, organizational commitment and employee engagement and the results indicates that, both extrinsic and intrinsic factors were very critical to staff motivation and satisfaction. In the case of USA, Bolliger and Wasilik (2009) have conducted a study to identify factors that affects the academic job satisfaction in a different environment. They have considered basing their study on online teaching faculties and divided their factors into three parts; student related, instructor related and institute related factors and the results confirms its affect. In other countries such as China the English language is considered to be a second language and it is important to be well taught and delivered to students. Ma (2012) conducted a study on a group of English Languages lectures because their level of motivation was low and level of dissatisfaction was high. The results indicated that, the level of their motivation was mostly influenced by their personal experiences and varied sense of competence relatedness and autonomy. In regards to their personal experiences and contextual aspects the factors were identified to be the Chinese's culture influence, societal context and organizational climate.

Other studies have aimed to test the level of employees satisfaction based on some of the job satisfaction theories. For example, Malik (2011) have conducted a study to measure the level of academic staff in University of Balchiston by using two theories; Herzberg job motivator and hygiene factors. The overall results indicate that, faculty members were satisfied with their jobs in which most of the satisfied members were females. The higher level of satisfaction was on the work itself factor and the least scored was on the working condition.Nevertheless, other factors did not score any significant relationship with job satisfaction in this university such as

demographic characteristics.Similar results was achieved by Tu *et al* (2005) which aimed to compare the level of satisfaction between Taiwanese and Chinese faculty members at colleges in terms of age, and the findings shows no significance between the age and job satisfaction.

On the other hand, Sadedhi *et al* (2012) had a contradicting result in their research at Malaysian research Universities, which findings shows that the demographic characteristics such as age, gender etc. had a direct relationship with employee's job satisfaction at the moderate level whereas the level of education did not have any. This is also was supported by Toker (2009) in Turkey, were the research findings also indicates a moderate to high level of job satisfaction of academicians in relation to demographic characteristics.

As there are numerous factors contributing to the level of job satisfaction of academics in higher education, it can be concluded that there isn't any best model to be followed however, an appropriate model can be developed based on the context of the intended research (Chen *et al*, 2006). However, prior to the model development of the present research, models from the literature will be considered as shown below.

2.6 Models on job Satisfaction

Based on the above discussion on the factors affecting the job satisfaction of academic staff in higher education, various models derived from the literature will be discussed in this section.

The first model has been offered by Chen *et al* (2006) in his study that aimed to evaluate employees' dissatisfaction based on various elements. The main factors that influenced the teacher job satisfaction were; work environment, pay and benefits, management systems, result feedback and motivation, respect and organization vision[1]. The results showed that, academics interest and attention and was on high salaries and fair promotion systems.

On the other hand Awang and Ahmed (2010) have conducted a study that aimed at establishing the impact of job satisfaction of university lecturers on their commitment towards their academic tasks. The authors have considered studying the factors that contributes the job satisfaction in order to achieve to the intended aim of the research. The areas found in this study that influenced the academic staff job satisfaction were; Potential, remuneration, environment, workload,

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[1]Refer to appendix 2b. for all models

relationship and management. The study confirms that there was no relationship between job satisfaction and work commitment however, the results shows a direct influence between job satisfaction with some factors such as promotional opportunities, workload and relationship with colleagues.

Another model on job satisfaction of academic staff in the Islamia University of Bahawalpur was developed by Ghaffar *et al* (2013) that aimed to investigate the level of their satisfaction. The model consists of attitudes towards the job satisfaction such as salary, working condition, promotional opportunities and job security. The research findings have mostly agreed with Chen*et al* as the pay level scored the most important factor and other factors such as security, promotion opportunities and co-workers scored the least important.

As it has been reviewed in the previous section Yong (2002) had investigated the factors affecting the level of job satisfaction of staff academic at a local college in Kuching. The author in his study measured the job satisfaction against two items; demographic and factors influencing job satisfaction. The areas influencing job satisfaction model includes knowledge, control, psychology, financial and task. Nevertheless,Strydom (2011) had found six main clusters that influence academic staff job satisfaction in which he also agrees with Yong study in regards to the financial security but also added that, emotional wellbeing, autonomy, physical resources, challenges and accomplishments are also the main contributors towards job satisfaction.

In addition to the above models, another job satisfaction model was developed by Saba and Zafar (2013) and their research aimed at exploring the of job satisfaction of teachers in both private and public universities in Pakistan. The study had almost agreed with other authors in some factors and the model consist of five main factors and they are; work itself, salary, promotion opportunities, working condition and job security. The result of the study had showed a positive correlation between the factors and job satisfaction.

Rehman et al (2013) and Khalid et al(2012) have agreed upon similar factors that influences academic staff in their studies. Khalid et al (2012) result indicates variances of factors and job satisfaction of both private and public universities. In terms of the public universities it has been found that, the academic staffs are more satisfied in their relationship with their colleagues and job security. The studies included the following factors; work, pay, supervision, promotion, co-workers and work environment.

Work environment was one of the most common factors derived from the literature models and so was agreed by Alhawary and Aborumman (2011) study. The latter aimed to test whether academic satisfaction (university vision, respect and recognition, relationship with colleagues, teamwork, incentives, management support and salary) has an effect on university commitment. The findings shows that in an overall the academics have a statistical significant effect on overall university commitment against the job satisfaction identified factors *(University vision, respect and recognition, relationship with colleagues, teamwork, incentives, work environment and management support).*

This chapter can be summarized by stating that, the understanding and the significance of academic staff job satisfaction had beenexamined and discussed. Furthermore, the factors that said having an impact on academic job satisfaction have also been listed and identified. In addition to that,the present research also considers presenting the common models found in the literature that will be further analyzed and finalized in the next chapter of conceptual framework including some exploration on local factors towards academic staff job satisfaction.

Chapter three: Conceptual framework

3 Introduction

Due to the complexity in describing the concept of job satisfaction concept, there isn't any complete or accurate conceptual model to base any research on (Hagedorn, 2000). The main focus of this research is to identify factors that influence university academic employees' job satisfaction in Oman. Due to the lack of such studies in Oman, the researcher had developed and shaped the conceptual framework model through two main stages as shown below in *figure 12*.

1) Models from the literature and,
2) Exploratory qualitative approach.
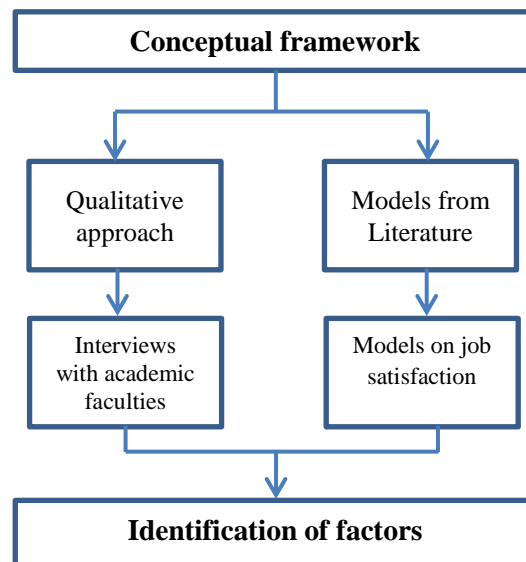
Figure 4 Approach to Conceptual framework

(Developed by the researcher)

3.1 Factors derived from the literature

As stated in the above section there are various factors that influence academic staff job satisfaction. Some major models have been derived from the literature in order to help the researcher to form the conceptual framework in this research. These factors have been summarized *(refer to appendix two)* and the most common factors is presented belowin figure 13. This has been also supported by Dabre et al (2012), when they mentioned that work itself, pay, promotion opportunities, working conditions, job security and coworkers were the most important factors that impact academic staff job satisfaction.
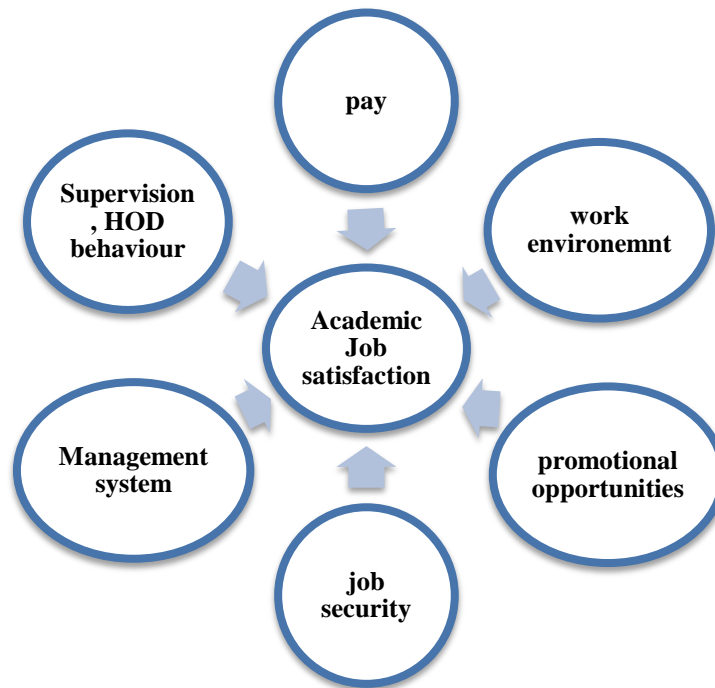
Figure5Major factors derived from the literature
(Developed by the researcher)

3.2 Factors explored through the qualitative data

A long with the literature review a qualitative data approach has been considered to explore more contextualized factors that may influence academic staff job satisfaction in Oman. The researcher had conducted a semi structured interviews with six academic staff from the College of Science in a public university in Oman. These interviews were conducted to provide an insight into the factors affecting the academics in the local context of Oman and to expand on the literature and past researchers.   The interview lasted for 45 minutes with each interviewee and the conversation were written and noted. The data collected from the interviews have been analyzed through following the steps listed below:

- o   The researcher had read over the data collected, understood all the information provided and classified the data in subtitles,
- o   Open coding where the data have been broken down, examined , compared, themed and categorized,
- o   Axil coding where relationship between the categories of data relating concepts by linking codes to contexts.

- o Selective coding it is a procedure to select the core categories in which will be analyzed and discussed below.

3.2.1 Factors related to remuneration and development

Pay and Salary

"...The payment packages are not competitive comparing to other international universities. Many of my colleagues have resigned due to the same issue they got a better offer and therefore they have resigned..."

Promotions

"...I am happy with the research and publication I am doing well in that and as according to the university regulations the promotion is related to research activities only which is kind of good but at the same time it limits other activities to be included for our promotions..."(Interview with academic staff No. 4)

"...The teaching activity can be weighted as 70%, administration 20% and research 10% in which promotion is directly related to the research activity only which is not balanced and does not make any sense..."(Interview with academic staff no. 6)

3.2.2Factors related to students

Through the interviews conducted it has been found out that, students play a major role in making academics happy in their jobs. The identified elements that are related to students are such as; student achievements and success, student interaction and mentoring, staff recognition by students and working in project with students.

Student interaction and mentoring

Interacting and building a good relationship with students is considered to be one of the significant issues for HEI's because students are the final users and customers. In the view of academic staff the interaction with students has a deeper and more valuable meaning such as solving their academic problems in which makes them feel happy and satisfied.

"....I feel very good talking to students and solve their academic problems...."(Interview with academic staff No. 1)

And others stated that:

"...A successful academic staff should not keep a distance from students they should have more interactions with students but of course with some limitations..." (Interview with academic staff No. 3)

"...I like dealing with younger generation and passing messages and knowledge to the students..."(Interview with academic staff No. 6)

"....I have good relationship with students and give them enough time to ask questions specifically in the class it's a process of give and take..."(Interview with academic staff No. 2)

It has been stated by Mahboob *et al* (2011) that Hill (1986) confirmed that, mentoring and ministering students are considered to be one of the major origins of job satisfaction among academic staff.

Student achievements and success

The correlation between student achievements and success has also been witnessed in the literature. Along with the support of other researchers Noordin (2009) stated that, the variance of academic staff job satisfaction can be observed through satisfaction in student achievements.

"...student achievement is a mirror of their success..."(Interview with academic staff No. 3)

"...I teach therefore when I feel students following my advice in how they study, student achievement translate my success..."(Interview with academic staff No. 4)

"...I would advise each academic staff to consider having a good attitude, good relationship with students..." (Interview with academic staff No. 2)

Staff recognition by students

Unlike other professions, academics do not only receive recognition from the management they also feel much better when they receive student recognition appreciating their way of teaching and efforts.

"...I also love my job more when I see myself successful through the success of students they appreciate my effort as an academic..."

"...the level of students that you are teaching, appreciating you work, recognition by your students and encouragement..." (Interview with academic staff No. 3)

3.2.3Factors related to colleagues

The relationship between academics and their colleagues is vital. Through the interview it has been confessed by most of interviewees that teamwork was lacking in their department. The researcher had also observed the disappointment of academic staff when discussing about their relationship with their colleagues. The factors extracted from interviews that are related to their colleagues were such as; having a good attitude, interest in teaching, team working, communication and culture.

Attitude

"...I came to this job out of my attitude in the cost of other jobs, attitude and interest is the most important things for me to be happy as an academic staff. No material should be considered and the love of this job comes from interest. No material should be considered and the love of this job comes from interest..." (Interview with academic staff No.2)

This also has been mentioned in the earlier studies, some researchers have described job satisfaction to be as an employee's general attitude towards their job (Yong, 2002). Job attitude was also one of the factors that have been found by Herzberg theory in 1959 (Castillo and Cano, 2004).

Interest in teaching

"...I have graduated from this university and then worked as an academic immediately after my completion of MSc and PhD studies and I like teaching..." (Interview with academic staff No. 5)

"...I like the teaching filed I find myself as an academic..." (Interview with academic staff No.6)

Team working

Some of the staff academics were un-happy towards the status and relationship with their colleagues. The lack of cooperation, communication had a major impact on their feeling and their job.

"...Another point is the lack of team working. Most of my colleagues probably miss understand the meaning of teamwork it's not only a physical action it's an art that everyone has to share and work together with using our mind too..." (Interview with academic staff No.3)

"...My other concerns is the teamwork, I feel we are lacking of team working which also helps us to be more productive..."(Interview with academic staff No. 4)

Communication and culture

"...Also the academic environment is good with good communication and culture..."(Interview with academic staff No. 3)

3.2.4 Factors related to the management support

The factors that were related to management were such as; long committee meetings, management system and administration, availability of resources, administration activities, poor and bad managers, no acknowledgment, needs have not been met, work appreciation, awards, grants, university appreciation, promotion, limited facilities and resources available, full support from the management.

Long committee meetings

"...Also we have long committee meetings during semester time, these meetings are affecting my research time and process..." (Interview with academic staff No. 1)

Management system and administration activities

In regards to the management system and administration work, all interviews have agreed that, their job as an academic is beyond teaching. Their job also includes, marking assignments and grading, research and administrative work in which they have found it difficult to balance all these activities and implement all together at the same time.

"...Sometimes the administration issues for example you have to go through a long process to get something approved the management system and administration..."(Interview with academic staff No. 2)

"...My job is not only teaching and research it also includes administration activities..." (Interview with academic staff No. 4)

"...I am less comfortable with the administration work because I don't have enough time to carry out all the works at the same time..." (Interview with academic staff No. 5)

"...The administration work takes much of our time..."(Interview with academic staff No. 6)

Line managers and HOD's

"…I have not been well appreciated about my work and commitment by my line manager. Poor and bad managers can influence the staff job satisfaction and they have to meet my needs…"(Interview with academic staff No. 4)

Acknowledgment and appreciation

The acknowledgment and appreciation is not limited to the top management or the university as a whole, it is also related to the direct line manager and students.

"…I use to come to my office early and leave late but when my work was not appreciated I have decided to resign…"(Interview with academic staff No. 4)

"…I also love my job more when I see myself successful through the success of students they appreciate my effort as an academic and I was appreciated by the university as being the best academic staff which makes me feel happy…"(Interview with academic staff No. 3)

Facilities provided from the management

"…Lack of academic staff club is an issue to me as working in an international university where the club facility is not available…"

3.2.5 Factors related to the workload

The factors that were related to the work itself were such as; grading and assignments marking, affects time to do some other work, research, publications, work and commitment, teaching and research, workload, working environment in here is not encouraging, payment packages are not competitive and academic environment.

Research and publications

"…Well, we have to spend a lot of time in research because that adds more value to the university …"(Interview with academic staff No. 1)

"…I am happy with the research and publication I am doing well in that…"(Interview with academic staff No. 3)

"…I like teaching, research and publications…"(Interview with academic staff No. 5)

"...The environment in here is not encouraging for research…"(Interview with academic staff No. 6)

Teaching

"...I like the teaching filed I find myself as an academic. The teaching activity can be weighted as 70% of my time…"(Interview with academic staff No. 6)

3.2.6Factors related to status of the job

Social stability and family settlement is a priority factor for being happy at work for expatriate however, in terms of local academics they have different view as locals.

Family packages and offers

"...The family package is limited in terms of higher education for my kids, the university allows a limited number of seats and the applicants have to compete for it…" (Interview with academic staff No. 3)

Status of academics around their families

"...One of the things that make me less happy is the social stability. It is very important for me to be around my family and give them all the required support…" (Interview with academic staff No. 3)

Status of academics in Omani society

"... I love Oman I feel comfortable dealing with locals, they are very friendly and I have never felt as a guest since I arrived I feel that I become one of them…"

Working environment

"...The environment in here is not encouraging for research…"(Interview with academic staff No. 6)

"...Also the academic environment is good with good communication and culture…"

3.3 Research conceptual framework

The research conceptual framework has been formed through a mixture of themajor factors that have been derived from the literature and the factors that have been categorized from the qualitative data (interviews). The identified factors from the literature had fallen under the core categories and themes of factors that have been analyzed from the interviews.   The final conceptual model is shown below in figure 14. The model consists of dependent and independent

variables. This research aims to identify factors that influence job satisfaction of academic staff in HEI in Oman. The researcher had considered forming the conceptual framework of independent variables by splitting it into two categories: tangible and intangible variables. The job satisfaction is considered to be the dependent variable, remuneration and development is acting as the tangible variable and management support, students, colleagues, workload and status of job are considered to be the intangible independent variables. Each independent variable will also be divided into sub-elements that will aid the researcher to proceed further with this study and clarify these factors through utilizing another methodology (Quantitative approach) targeting the same sample, College of Science.

The elements of these factors will be further summarized and finalized to be used in the survey questionnaire and will be scaled using five level of likert scale (5=Highly Satisfied, 4=Satisfied, 3=partially satisfied,2=Not satisfied, 1=Not at all Satisfied). The results will be further analyzed through the statistical software SPSS.
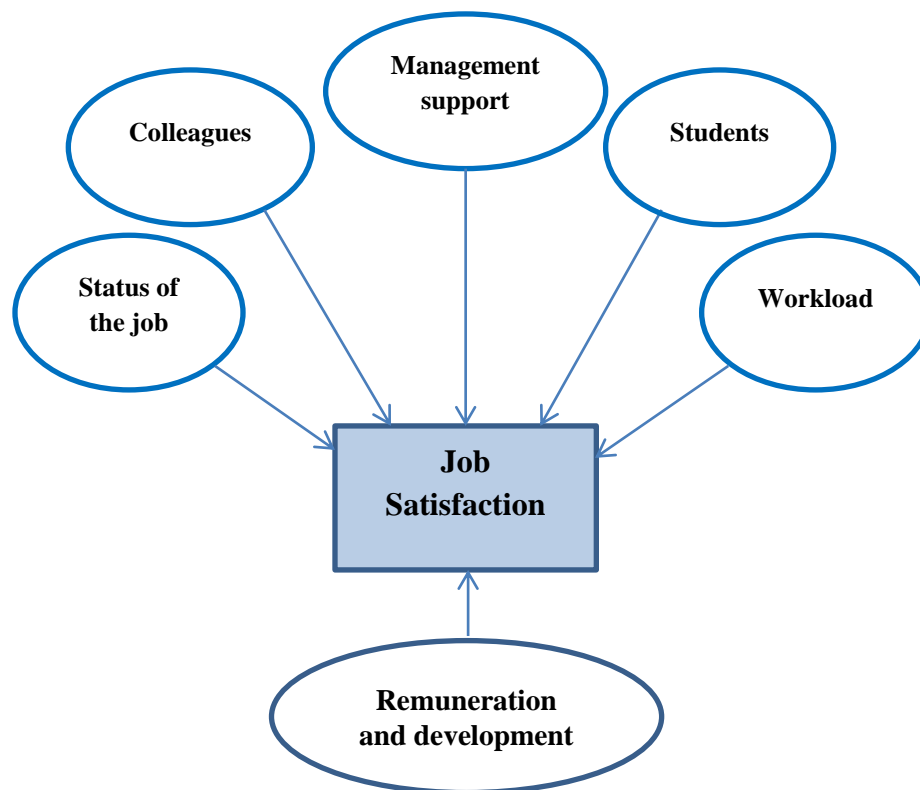
Figure6 Conceptual framework design
(Developed by the researcher)

As it is shown in the above figure, the six constructs of independent variables (remuneration and development and management, students, colleagues, workload and status of the job) are to be tested against the dependent variable (job satisfaction). The constructs are measured through sub elements and items that are derived from the literature and interviews as shown in the below table.

Independent variables	Construct	Factors considered
Tangible variables	**Remuneration and development**	o Pay and salary o Benefits o Research funds o Promotion o Additional income o conference attendance
Intangible variables	**Management support**	o Appreciation and recognition o Teamwork activities o Facilities provided o Non-academic social activities o Relationship with line manager / HOD / supervisor
	Students	o Interaction with your students o Student mentoring o Students achievement o Acknowledgement and recognition o Students level of knowledge o Working in projects with students
	Colleagues	o Colleagues attitude towards their job o Support from colleagues in individual activities o colleagues interest in teaching o Academic communication o Personal relationship with colleagues o Overall team work activities
	Workload	o Encouragement towards research activities o publications o Teaching o assignments marking and grading o The level of workload o The number of meetings o Time spent on administration work and activities

	Status of job	o Status in academic circle o Family package and offers o Pleasantness of work environment o Overall status of being an academic

Table 1Conceptual framework breakdown
(Developed by the researcher)

The above conceptual framework summarizes the aim of this research in which intends to study the factors that influences the academic job satisfaction in a public university in Oman. At this stage of the research, the research hypothesis can be clearly stated. To fold up this chapter the following research hypothesis will be tested, discussed and analyzed in the next chapters.

H1: There is a significant relationship between remuneration and development towards academic staff job satisfaction.

H2: There is a significant relationship between management supports towards academic staff job satisfaction.

H3: There is a significant relationship between students towards academic staff job satisfaction.

H4: There is a significant relationship between colleagues towards academic staff job satisfaction.

H5: There is a significant relationship between workload towards academic staff job satisfaction.

H6: There is a significant relationship between status of the job towards academic staff job satisfaction.

Chapter four: Research Methods

4 Introduction

This chapter aims to present the research methods that have been considered and utilized by the researcher to gather the empirical data towardsconcluding and answering the research questions for this study. **Objective (5)** will take this research one step further that compares the theory with research practice which will gain a fuller evidence and support.

In the review of the literature in chapter two, a gap has been identified in the existing research in that there was sufficient evidence on the need of studying the factors that influences academic staff job satisfaction in Oman.

The research methods chapter will provide a detail of a research strategy adopted in order to address the research issues identified above, along with the means of collecting data for analysis including the data analysis framework and finally addressing the limitations or problems faced in the practical research.

4.1 Research strategies

There are various research strategies that can be adopted for a research. The selection of an appropriate strategy will be based on the aim and research direction in order to fulfill research objectives. Research strategies are such as; case studies, survey, ethnography, experimental research, historical research, action research and grounded theory. For the purpose of this research the overall strategy considered to be utilized is the survey.

4.1.1 Justification on the selected research strategy

The appropriate research strategy was found to be the survey through questionnaires and interviews through a semi structured questions. The selection on the selected strategies can be justified by referring it to the research questions. This research intends to answer what and how questions as shown below.

What are the factors affecting the job satisfaction of academic staff in higher education institutes in Oman? And how can it be measured and improved?

Therefore, the '*What*' question aims to explore the factors affecting academic staff job satisfaction and therefore, a semi structured interviews has been considered to answer this question. The second question is a *'How'*question that intends to measure the level of

satisfaction, therefore, a questionnaire survey is the most appropriate strategy for this question because it yields to quantifiable answers.

4.1.2 Sampling approach

Due to the large population numberand time constraints to carry out this research, a sample from the big population has to bechosen. There are various sampling techniques that can be considered such as; random sampling, simple random sampling, stratifies sampling, cluster sampling, systemic sampling, quota sampling and convenience sampling.

Random sampling

The random sampling is when the sample is randomly selected. For example, if a study is conducted in order to find out what people think about a new policy or rule, the random selection can be conducted in a town where people have been stopped to answer some questions instead of asking everyone. Reducing bias can be considered to be an advantage of this type of sampling (Biggam, 2008).

Fox et al (2009) have stated that random sampling can be divided into two types; simple random sampling and systemic sampling. Credentials

Simple random sampling

In this type of sampling the selections are purely made by chance (Fox *et al*, 2009). For example, a 200 size sample can be selected from 5000 people in which each person has an equal chance of being selected (Biggam, 2008).

Systemic sampling

The systemic sampling is when a sample is selected in a systemic way. For example, if the population frame is 3,000 people and we only need 200 people, first the interval number should be calculated by dividing 3,000 by 200 in which gives fraction of 15. The first sample will be a selected between one and fifteen using a set of random tables and then it continuous at every 15th person(fox *et al*, 2009).

Stratifies sampling

This type of sampling is when the population is divided into a number of groups which also can be called as sub-population and draw a separate random sample from each group and then combine the results in one finding. For example, if we want to conduct a study on the passing level of students in a class, this can be classified under male and female or school leaver and mature entrant (Biggam, 2008).

Cluster sampling

The cluster sampling is different than stratified sampling. For example, if the study intends to investigate the health of chicken in Scotland, in this case different regionsin Scotland and their subsets which will considered as clusters(Biggam, 2008).

Quota sampling

A quota sampling is most appropriate method to be used in polling or marketing research. For example, an interviewer might be asked to go and select 10 men, 10 women and 10 teenage girls and 10 teenage boys to be interviewed (Easton and McColl, 1997)

Convenience sampling

This is a non-random type of sampling in which the researcher selects the sample in accordance to his / her convenience. For example it could be students that the research know or staff that are colleagues however, this is a perfect technique to be used if the study is an expletory one (Biggam, 2008).

However, for the purpose of this research a different technique has been selected. The technique was built upon the minimum threshold (*estimated at 50 participants*) of the required number of participants to carry out this research and aimed to get the maximum number of participants as possible. Therefore, the researcher had targeted one college (C*ollege of Science*) out of six colleges in total from a public university because it had the highest number (*with 158*) of academic staff or faculty members serving this particular college.

4.2 Data collection

There are various ways of the data collection procedures that have been considered by the researcher in order to obtain the maximum responses for a larger data and a healthier result. First, an online survey was prepared by the researcher and sent to 10 academic staff for a pilot study.

The researcher failed to get any response from the participants and therefore considered for an alternative method. The researcher had approached the management of the university and was advised to directly approach the selected college and deal with the assistant departments in regards to the sample survey distribution.

58 of participants were not available, some were on leave and some were sponsored to continue with their higher education PhD studies, therefore, A 100 number of hardcopies sample survey were distributed to all departments of College of Science and only 35 participants have retuned the survey in a week time *(that is 35%)*. the researcher had personally approached the faculty members and explained to them the value and significance of their participation to complete this study in order to increase the number of responders. The number of participants had then pushed from 35 up to 46 responders (*that has increased up to 46%*).

In terms of a semi structured questions, an electronic mail has been sent to 5 academic staff members inviting them to participate and asking for their acceptance to be interviewed, unfortunately the researcher received no replay on these emails. The mail, consisted of information such as; the name of the researcher, the aim of the research, the minimum and maximum interview duration and confidently statement. The second option was the personal approach to their offices and the researcher managed toconduct the first three interviews as a pilot study. The interview outcomes have been sent and hen further confirmed with the supervisor.Subsequently, to the supervisor's approval, forth face to face interview was conducted however; a phone interview was achieved for the last two interviews which in total makes six interviews. For this case the participants were randomly selected.

4.2.1 Instruments and measures

As it has been discussed earlier in chapter two of this research, job satisfaction is a complex phenomenon to be defined however, it can be described as the feelings that an employee has about his/her job (Qasim *et al*, 2012). In other words it indicates a positive emotional reaction by an individual towards a particular job (Oshagbemi, 1999). There are various aspects that can be considered in a particular job in order to achieve the positive emotional reaction and job satisfaction. It has been recommended by previous researchers that, job satisfaction should be measured in degrees (e.g. satisfied, neutral dissatisfied) and should be examined through utilizing multiple view points and multiple constructs (Spector, 1997). Several instruments have

been established in the literature varying from a single item to various numbers of items of measures (Al-Rubaish *et al*, 2011). The literature had further tested the validity and reliability of these measures. For example, Oshagbemi (1999) stated that, the constructs can be divided into twocategories; single item measure and multiple-item measure. The former had further conducted a study that aimed at comparing the goodness of these two types of measures and the results showed that, using a single- item measure gives a better and cohesive result of job satisfaction than the impression conveyed from the multiple-item measure would justify.

The most popular used and tested JS instruments are; Minnesota Satisfaction Questionnaire (MSQ) (Al Mutairi, 2013). Job Descriptive Index (JDI) (Smith, 1969; Saba and Zafar, 2013), Job Satisfaction Index (JSI) (Malik, 2011), Job in General (JIG) (Ssesanga and Garrett, 2005), Job Satisfaction Survey (JSS), Warr Job Satisfaction Questionnaire and Measure of Job (WRSQ) Satisfaction (MJS). Al-Rubaish *et al* (2011) had further argued that, most of these instruments are designed for an hourly-paid employee rather than a salaried professional occupation such as academies in universities and colleges. Therefore, the former had conducted a study that proposes an appropriate job satisfaction instrument for Academic Job Satisfaction Questionnaire (AJSQ) in which been tested in Saudi Arabia universities. The AJSQ instrument consists of two parts; the demographic and professional data and the second part contained 46 items in which one of them was an overall judgment about an individual JS.

For the purpose of this research a job satisfaction instrument has been developed by the researcher derived from literature review and conceptual framework analysis. It has been divided into 4 main constructs (demographic data, remuneration and development, management support and general job satisfaction) and each construct with a number of items as shown in the table below. In order to maintain the consistency of the results multiple items have been considered for each construct.

		Constructs	No. of items
Tangible	**Independent variables**	Demographic information	5
		Remuneration and development	5
Intangible		Management support	5
		Students	6
		Colleagues	6
		Workload	7
		Status of the job	4
	Dependent	Overall job satisfaction	7
Total			45

Table 2Instruments and measures
(Developed by the researcher)

In regards to the general job satisfaction construct (Oshagbemi, 1997) have proposed four questions to measure their level of satisfaction and they are:

1. An estimate of how much of the time they feel satisfied with their job
2. Their love or hatred for their job
3. Their feelings about not changing their job and
4. How they compare with other workers on their likes or dislikes for their job.

Ssesanga and Garrett (2005) have also considered job in general as a construct and have loaded 4 items and they are; Academic work as an occupation, career prospects in your job, status as a don (lecturer) and feeling of worthwhile accomplishment by using a 5 level answer scale of satisfaction.

Another study was conducted by Schulze (2006), that also considered a general job satisfaction as a construct and have loaded 7 items and they are; overall reputation of institution, control over personal career, the opportunity to use your skills/abilities, sense of accomplishment, opportunity for continued learning, opportunity to have a significant impact on others and recognition for your work within the university.

In order to load an appropriate items onto the general job satisfaction construct, the researcher had considered selecting items that are related to the feelings and attitudes of an employee towards their job in which also bring into line with the definition of job satisfaction *"...feelings that an employee has about his/her job..."* (Qasim *et al*, 2012) and *"...particular job in order to achieve the positive emotional reaction and job satisfaction..."* (Oshagbemi, 1999).

Therefore, with a combination data from the literature review and conceptual framework analysis the questionnaire for this research has been developed as shown below.

Therefore, with a combination data from the literature review and conceptual framework analysis the questionnaire for this research has been developed as shown below. Furthermore, the researcher had considered to utilize two types of likert scale. The fivelevel of satisfaction (where 5=highly satisfied; 1= not at all satisfied) applies for the independent variables (remuneration and development and management support excluding the demographic information) and five level of agreement likert scale (where 5= highly agree; 1=highly disagree) applies to the last construct or dependent variable and that is general job satisfaction construct.

4.3 framework of data analysis

Biggam (2008) stressed that, a framework for data analysis aims to explain how the researcher intends to describe and analysis the obtained research empirical data. Subsequently to the survey data collection the researcher has considered for a statistical analysis through utilizing the Statistical Package for Social Sciences (SPSS) in order to describe and analyze the results and findings. The SPSS package includes various statistical techniques that will be chosen based up on major research question, number of dependent variables, number of independent variables and covariates (Happer and Happer, 2004).
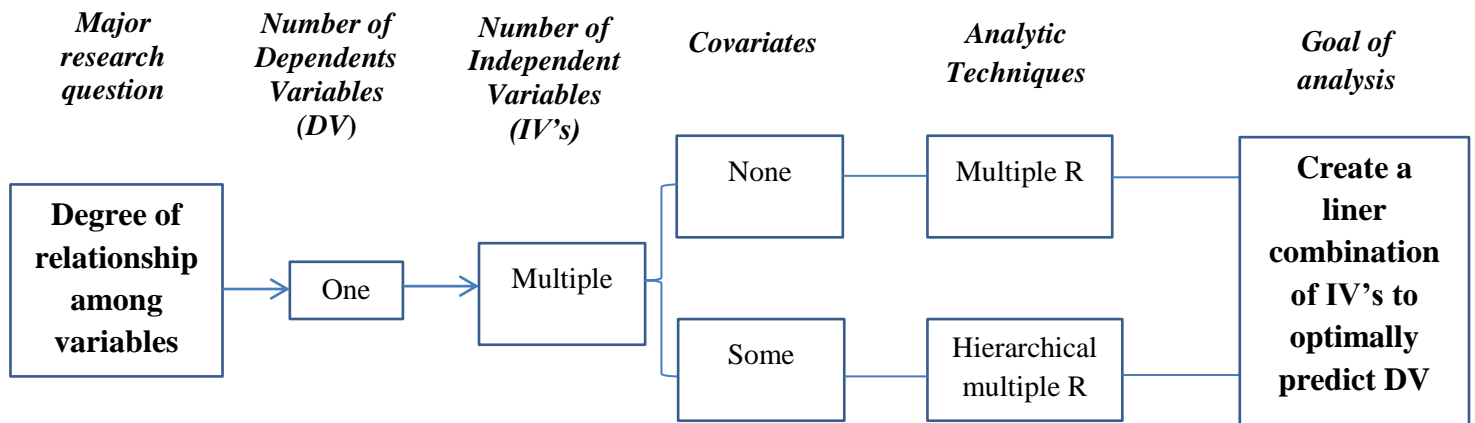
Figure 7 Choosing among statistical techniques
(Happer and Happer, 2004)

Implementing the above model on this research, the research question aims to identify the factors and the relationship between some factors and overall job satisfaction of the academic staff. The latter is acting asa dependent variable and remuneration and development,management support, students, colleagues, workload, status of the job are the independent variables*(refer to chapter three: conceptual framework)*. The latter did not have any covariates variables therefore, a multiple regression analysis is found to be the most appropriate statistical technique that aims to create a linear combination between independent variables to optimally predict the job satisfaction.

4.4 limitations and potential problems

The limitations and potential problem that will be discussed in this subsection is more related to the research empirical data rather than the limitations of the dissertation as a whole.

Approach to data collection

The selected approach to the data collection was the questionnaire survey. As this research aims to explore higher number of factors the researcher realizes a much healthier technique towards data collection and that is interviews because it stretches a deeper understanding and presents higher information in identifying those factors. However, due to the large sample size interviewing 158 faculty members is becoming impractical therefore; a combined method of interview and survey has been considered. However the survey method can be considered to be a

reliable approach for this particular study because it has been tested and validated in the literature of similar studies.

Population

There was some limitations on obtaining the minimum targeted required for the sample population. This was due to the limited availability of the staff members in their office's, access difficulty and response. This research is conducted in summer holidays between July-September in which some of participants were on leave, some were in a process to continue their PhD, and some were available but preparing for a new semester and others were not interested to participate in research survey. This had limited the size of sample population for this research. Therefore, the researcher had considered to physically visit the campus and distribute hard copy surveys and personally go for collection in order to push the participation.

4.5Overall research methods design

There are various approaches that can be followed to carry out a research. The most appropriate method is considered to be the one which fulfills the aim and objectives of the research. In this research a mixed approaches have been considered both of quantitative and qualitative approach. This gives a more coherence analysis and results that can satisfy the research objectives and answers the research questions. A qualitative research approach is related to exploratory studies and involves studying things in their natural settings, attempting to make sense of or interpret, phenomena in terms of the meanings people bring to them. On the other hand, a quantitative research approach is related with quantities and measurements and it deals with quantifiable data (Biggam, 2008).
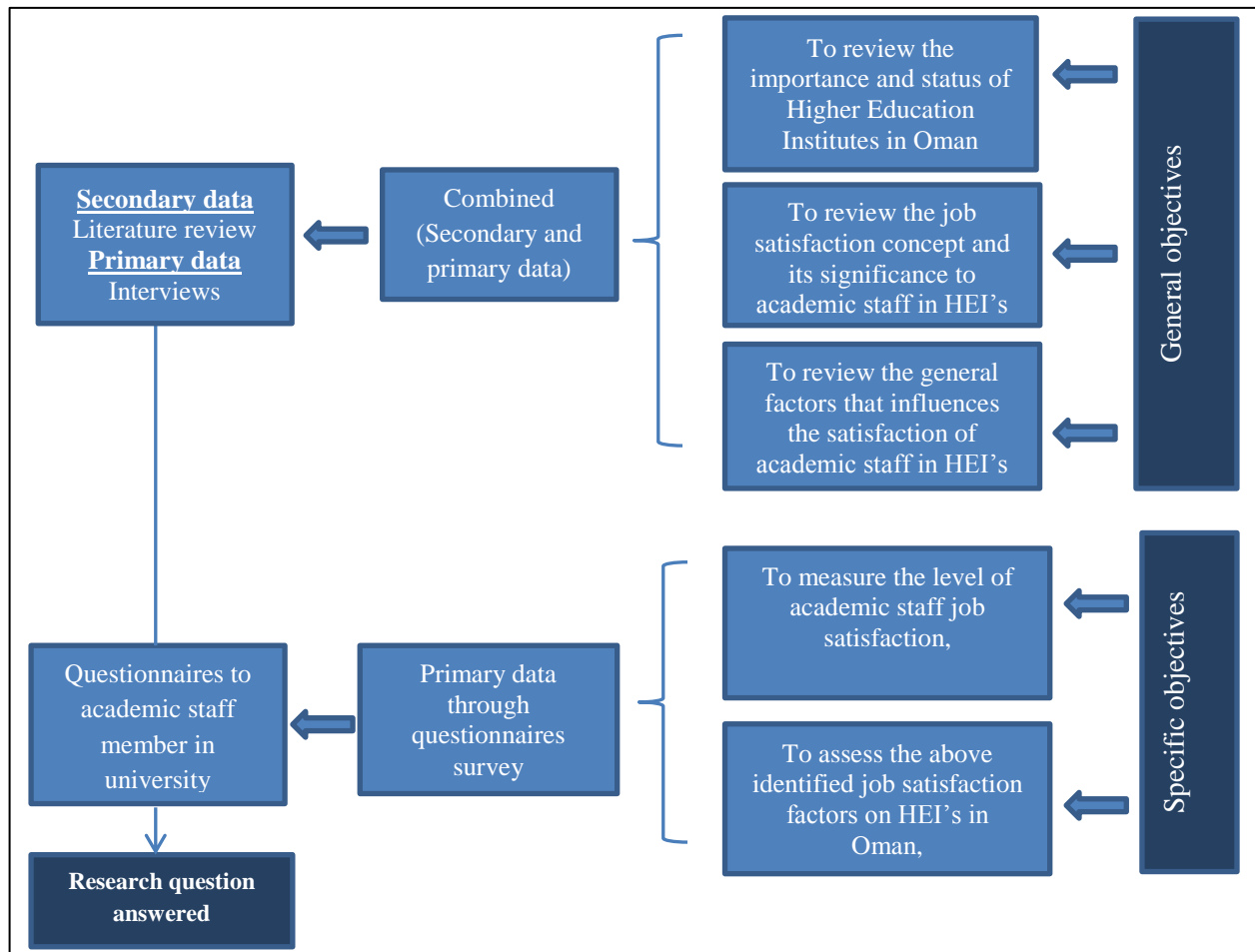
Figure8Overall research methods design
(Developed by the researcher)

As it is shown in the above figure, the general objectives have been achieved through a combined data methodologies the literature review which is secondary data and interviews which is the primary data. On the other hand, the specific objectives of the present research have also been achieved through a primary data collection (Questionnaires) and the results, analysis and synthesis are presented in detail in the next chapter five of survey findings.

Chapter five Survey findings: Description, Analysis and Synthesis

5. Introduction

This chapter intends to reveal the findings and statistical analysis used to evaluate the research question and hypothesis that have been established in earlier chapters. Subsequent to the data screening process, this chapter reports the results of the screening for errors in the sample and the procedural check on the instruments utilized. With the help of the preliminary and analysis of the results, the relationship between remuneration and development, management support, students, colleagues, workload and status of job against academic staff job satisfaction will be reported.

Therefore, the survey findings will be described, analyzed, synthesized and evaluated *(refer to figure 17)* through utilizing the SPSS 20.0 software package.
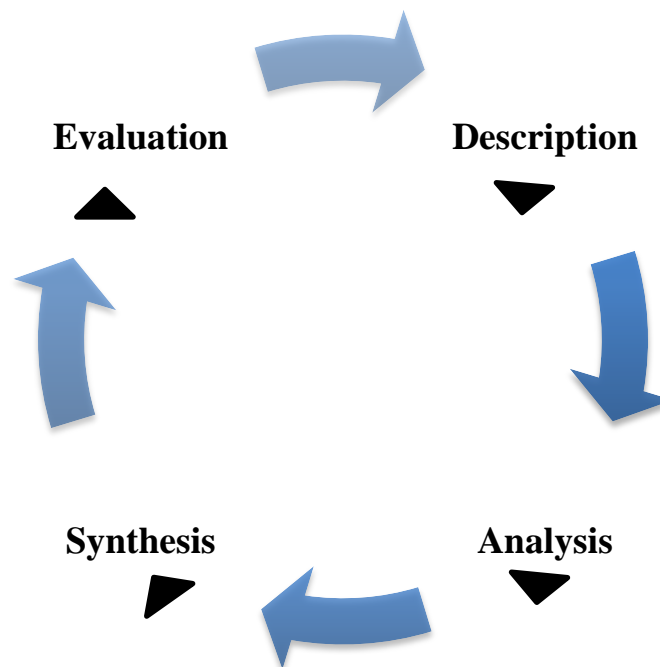
Figure 9 Process of description, analysis and synthesis leading to evaluation
(Biggam, 2008)

5.1. Survey findings framework

In order to fulfill the requirements of this chapter the researcher have considered followingcertain stages as shown in belowfigure.
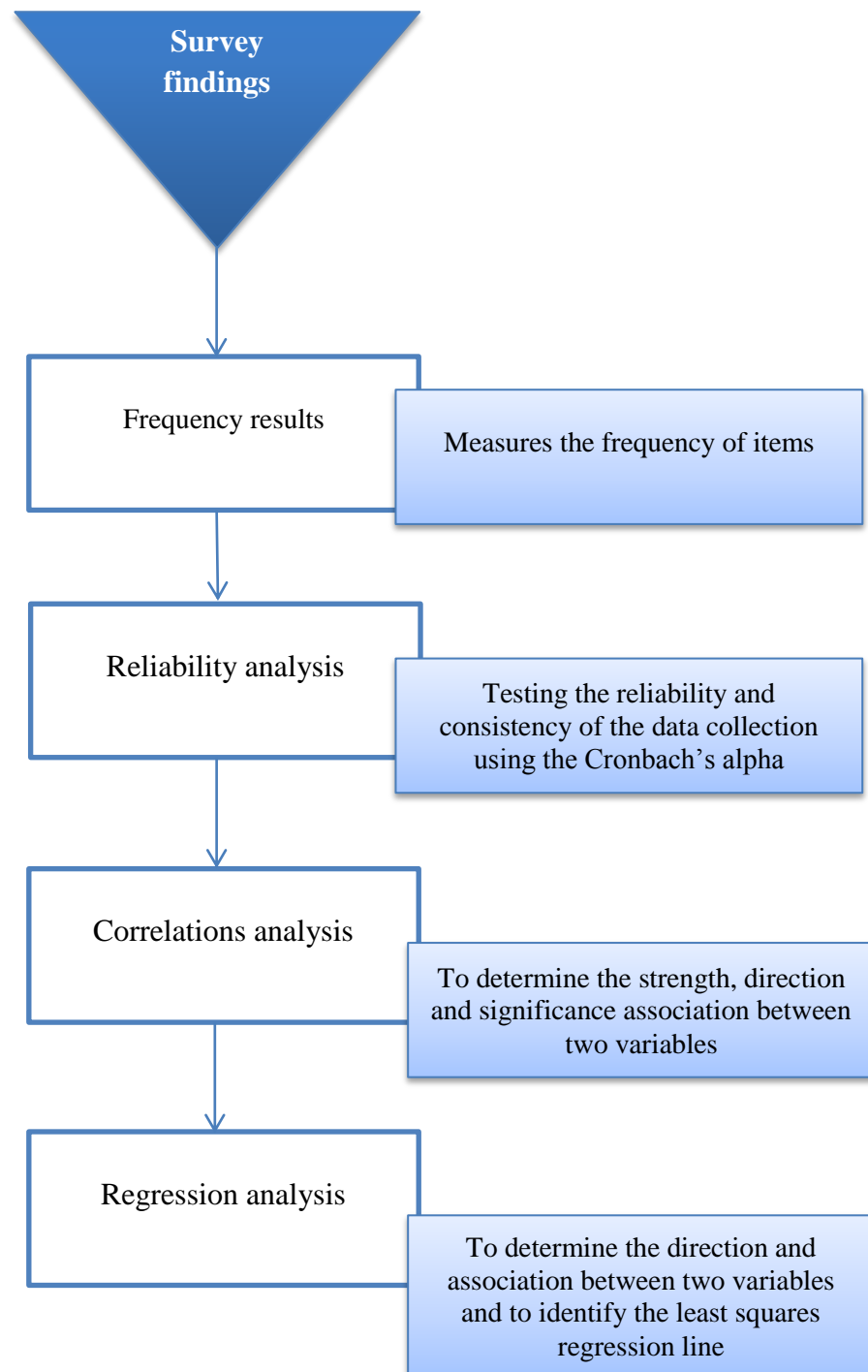
Figure 10 Survey findings framework
(Developed by the researcher)

5.2 Description

As it has been described in the previous chapter of research methods, there are six independent variables (*remuneration development,management support, students, colleagues, workload and status of job*) that will be tested against one dependent variable (*Job Satisfaction*) excluding the demographic information. However, the findings of the latter will first be described through the frequency analysis of the demographic information.

5.2.1 Frequency results

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 30 years old	3	6.5	6.5	6.5
	30-50 years old	27	58.7	58.7	65.2
	Over 50 years old	16	34.8	34.8	100.0
	Total	46	100.0	100.0	
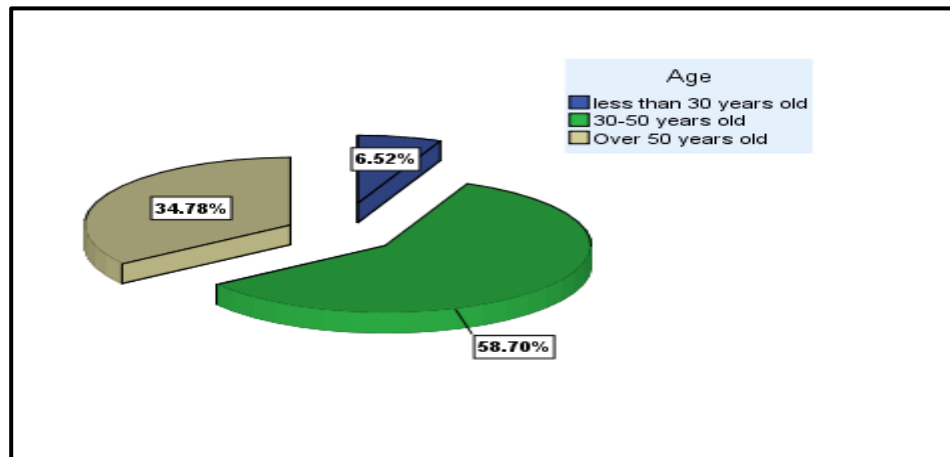
Description-The above table shows the age frequency of the responders where nearly 59% of them aged from 30 to 50 years old, 35% aged over 50 years old and nearly 6.5% where less than 30 years old. This shows that most of the responders are at mid aged between 30-50 years old as shown in the above figure.

Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
	Master degree	17	37.0	37.0	37.0
Valid	PhD	29	63.0	63.0	100.0
	Total	46	100.0	100.0	
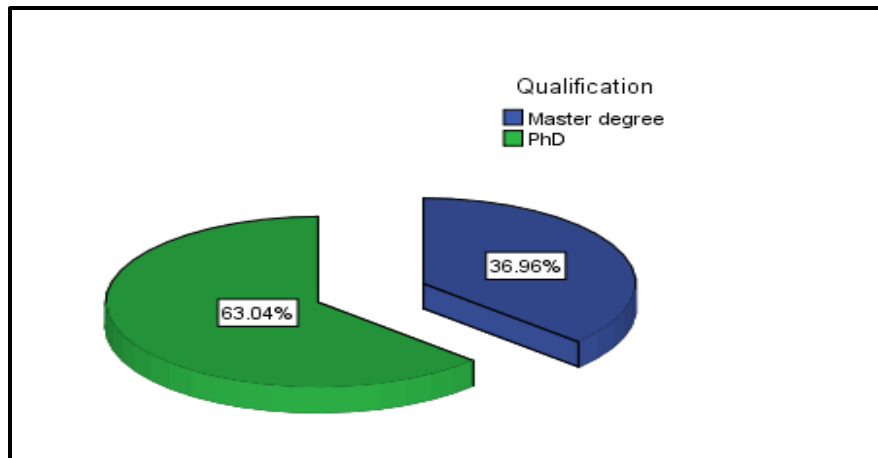
Description -The second item that has been measured in the demographic information variable is the qualification of the academic staff. The above table shows the frequency of the Master degree and PhD qualification and the results were 37% and 63% respectively. This means that, most of the responders are PhD holders as shown in the above figure. This was not a surprising result, as through the researcher observation during the survey distribution the university finds PhD to be as an essential qualification and sponsors Omani academic staff to complete their higher studies abroad.

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	30	65.2	65.2	65.2
Valid	Female	16	34.8	34.8	100.0
	Total	46	100.0	100.0	
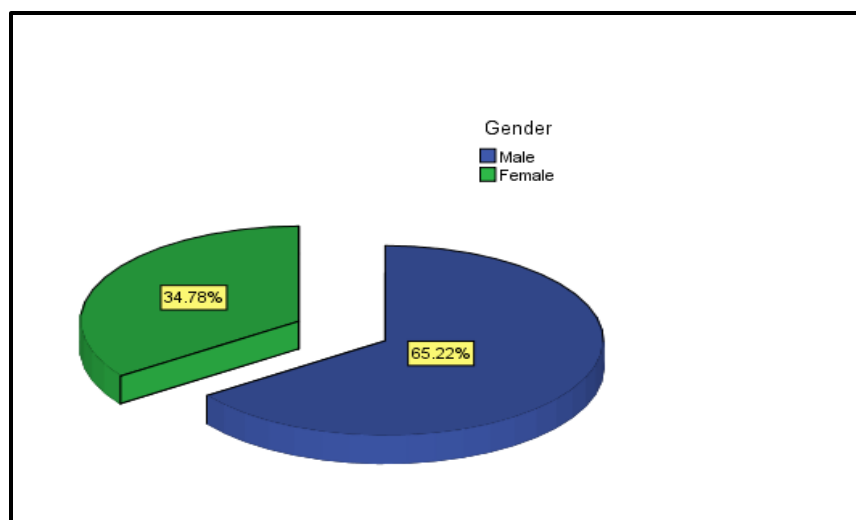
Description -The above table shows the gender frequency in which 65.2% of responders were males and 34.78% were females. The reason behind this might be that, the majority of academic staffs in this particular college are male.

Years of experience in your current job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10 years	13	28.3	28.3	28.3
	10-25years	21	45.7	45.7	73.9
	Over 25years	12	26.1	26.1	100.0
	Total	46	100.0	100.0	
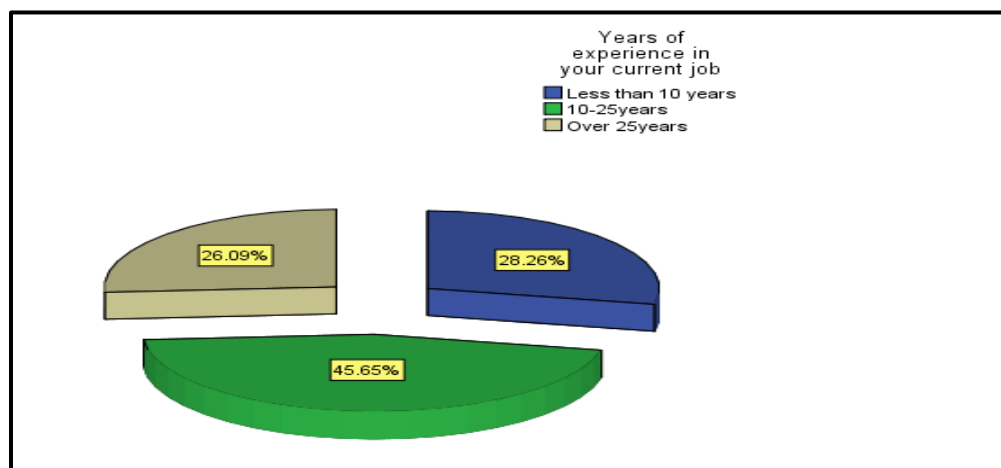
Description - One of the essential elements that the researcher is concerned about is the years of experience that academic staff have served in their current job. The frequency table and the pie chart indicates that 28.3% of academic staff have less than 10 of experience, 45.7% served 10-25 years of experience and 26% served over 25 years. This means that the majority of the responders have 10-25 years of experience in their current job.

Academic rank

		Frequency	Percent	Valid Percent	Cumulative Percent
	Lecturer	12	26.1	26.1	26.1
	Assisstant professor	13	28.3	28.3	54.3
Valid	Associate professor	9	19.6	19.6	73.9
	Professor	12	26.1	26.1	100.0
	Total	46	100.0	100.0	
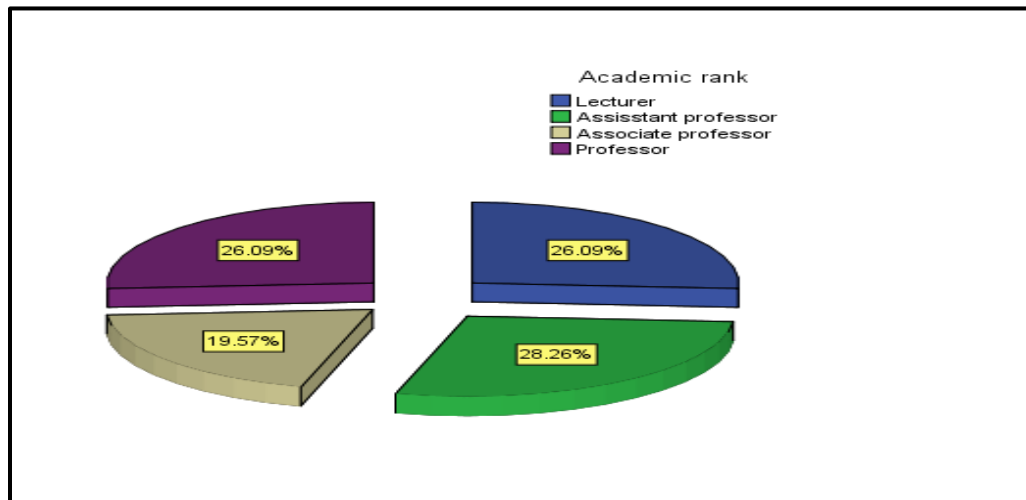
Description - the last item that was measured in the demographic information is the academic rank of the academic staff in the college. As shown in the frequency table and the above pie chart, there are four ranks that have been considered in the survey and they are; lecturer, assistant professor, associate professor and professor. The frequency percentages were 26%, 28.3%, 19.6% and 26% respectively.

5.2.2 Reliability test

Reliability is a term that reflects on the consistency of a measure of a concept. There are three factors in which reliability is considered; stability, internal reliability and inter-observer consistency. Prior to analyzing the data it is essential to make sure that, the collected data is reliable and consistent enough for it to be analyzed. Testing the reliability and consistency of the data collection is carried out by using the Cronbach's alpha and reliability test in which ranges between 0-1 and 0.7 is preferred to be at the minimum.

In according to Nunnally (1978), the minimum value Cronbach's alpha that has been suggested is 0.6. In this research one dependent variable (Job Satisfaction- JS) is tested against six independent variables (Remuneration development, management support, students, colleagues, workload and status of job). The Cronbach's alpha value for all independent variables are above the threshold value, therefore, the result indicates that, the data is consistent and reliable to be carried out for further analysis as shown in the below table.

Variables	Cronbach's Alpha	No. of Items	Means (X)	Standard Deviation (SD)	t-test	Sig. (2 tailed)
Remuneration and Development	.847	5	3.01	.780	26.172	.000
Management support	.819	5	3.12	.715	29.570	.000
Students	.865	6	3.63	.624	39.490	.000
Colleagues	.900	6	3.31	.680	32.975	.000
Workload	.897	7	2.96	.782	25.660	.000
Status of job	.839	4	3.28	.777	28.614	.000
Job satisfaction	.937	7	3.77	.810	31.543	.000

Table 3 Individual reliability test

5.2.3 Correlation analysis

The correlation analysis intends to find out the strength of the linear relationship between two variables. For example, how strong is the relationship between the Remuneration development *(Independent variable)* and Job Satisfaction *(depend variable)*? Referring to the below table 4, the Pearson correlations were calculated between the variables and the result shows that the followings:

o The remuneration and development (Rem)and Job satisfaction(JS) are significantly correlated with r = .676 (p<0.01).

o The management support (Mngmt) and job satisfaction (JS) are significantly correlated with r = .702 (p<0.01).

o The student (Sdnt) factor and job satisfaction (JS) are significantly correlated with r = .535 (p<0.01).

o Colleagues (Col) and job satisfaction (JS) are significantly correlated with r = .717 (p<0.01).

o Workload (WL) and job satisfaction (JS) are significantly correlated with r = .751 (p<0.01).

o Status of job (SJ) and job satisfaction (JS) are significantly correlated with r = .704 (p<0.01).

	Rem	Mngmt	Students	Colleagues	Workload	Status	JS
Rem	1	$.763^{**}$	$.412^{**}$	$.720^{**}$	$.772^{**}$	$.763^{**}$	$.676^{**}$
Mngmt		1	$.362^{*}$	$.844^{**}$	$.689^{**}$	$.760^{**}$	$.702^{**}$
Students			1	$.494^{**}$	$.407^{**}$	$.457^{**}$	$.535^{**}$
Colleagues				1	$.708^{**}$	$.800^{**}$	$.717^{**}$
Workload					1	$.766^{**}$	$.751^{**}$
Status						1	$.704^{**}$
JS							1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4Correlation analysis
(SPSS results, appendix five)

r-value	Interpretation
0.0 to 0.29	Negligible or little correlation
0.3 to 0.49	Low correlation
0.5 to 0.69	Moderate or marked correlation
0.7 to 0.89	High correlation
0.9 to 1.00	Very high correlation

Table 5 Guildford's rule of thumb correlation coefficient interpretation
(Guildford, 1973)

The results also can be interpreted based on Guildford' s rule of thumb as shown in table 5 above which states that, remuneration and development r value falls between 0.5 to 0.69 (.676) therefore, remuneration and job satisfaction have a moderate correlation. Other variables can be described as follows:

- The management supports (Mngmt) and job satisfaction (JS) are highly correlated.
- Students and job satisfaction (JS) have moderate or marked correlation.
- Colleagues and job satisfaction (JS) arehighly correlated
- Workload and job satisfaction (JS) arehighly correlated
- Status of the job and job satisfaction (JS) are highly correlated.

Therefore, an evidence of a true relationship has been found and the null hypothesis is rejected in which can be translated that, all research hypothesis was supported. However, from the correlation table it can also be observed that, there are high values of significant correlation (typically over r =.70) between independent variables and this is one the signs problems might occur when running regression analysis such as Multicollinearity.

Problems	Consequences	Solutions
Omitted explanatory variables	If the explanatory variables are missing the p-value cannot be trusted	Examine the Ordinary Least Squares (OLS) residuals and GWR coefficients or run Hot Spot analysis
Nonlinear relationship	The poor performance of the model when OLS and GWR are linear but the explanatory or independent variables are non-linear	Use the scatterplot matrix graphic to elucidate the relationship among all variables in the model
Data outliers	The true relationship of the best fit can be pulled through influential outliers	Use the scatterplot matrix or any other graphing tools to examine extreme data values
Non-stationary	If the relationship between the variables is inconsistent, computed standard errors will be artificially inflated.	The OLS tool
Multicollinearity	Leads to an over-counting type of bias and unstable model	Run the Spatial Autocorrelation tool on the residuals
Inconsistent variance in residuals	Results will become biased if the model predicts poorly for some range of values	OLS tool to test inconsistency
Normal distribution bias	The coefficients become unreliable when regression model are not distributed	use OLS tool to test the normal distribution

Table 6 Common regression problems
Source:
http://resources.esri.com/help/9.3/arcgisdesktop/com/gp_toolref/spatial_statistics_toolbox/regression_analysis_basics.htm

5.2.4 Multicollinearity

Multicollinearity is the correlations or multiple correlations of sufficient magnitude to have the potential to adversely affect regression estimates. The importance of considering taking this step is because the data will affect the regression analysis results for example the R^2 value might be large but none of the individual beta weights are statistically significant or a wrong direction of variables can also be resulted as shown in the table below.

This can be measured in two ways tolerance and Variance Inflation Factor (VIF). Tolerance is the percentage of variance in the independent variable that is not accounted for by the other independent variables (s). Most commonly tolerance values of .10 or less are cited as problematic (although .20 has also been suggested).

VIF is the reciprocal of tolerance 1/ (1-R2). It indicates the degree to which the standard errors are inflated due to the levels of collinearity. VIF values of 10 or greater are often cited as indicative of problematic collinearity.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
(Constant)	1.077	3.290		.327	.745		
Rem1	-.017	.247	-.012	-.071	.944	284	3.520
Mngmt	.385	.301	.242	1.278	.209	.227	4.396
Student	.338	.162	.223	2.090	.043	.718	1.392
Colleagues	.118	.276	.085	.429	.670	.208	4.814
Workload1	.419	.165	.404	2.537	.015	.323	3.101
Status1	.089	.326	.049	.274	.786	.256	3.906

a. Dependent Variable: JS

Table 7 Regression analysis

The above regression analysis shows the p, tolerance and VIF values. Remuneration, management, colleagues and status of the job shows insignificance value with p>0.05 whereas students and workload are the only two significant independent variables. The tolerance and VIF values do not seem to be a major problematic to the data because all the tolerance values are above 0.1 and all the VIF values is not greater than 10. However, there are some VIF values that are closer to 5 such as colleagues and management with VIF value of 4.814 and 4.396 respectively which can be considered to be a problem. Another sign of multicollinearity is the positive or negative sign unstandardized coefficients B. For example, the value of B for independent variable is -.017 which is not a true result. Happner and Happner (2004) suggested

that, the solution to this is either to combine the two variables into one variable or to eliminate one of the two variables for a better and stable model.

5.2.5 Regression analysis

A regression analysis aims to determine the direction and association between two variables usually between dependent and independent variable (s).Heppner and Heppner (2004) stated that, there are two types of regression analysis and they are; the linear regression and multiple regression. The linear regression is used when the researcher aims to determine the association of a dependent variable against a one independent variable. The multiple regressions are used when the researcher aims to investigate the relationship between one dependent variable against two or three independent variables. For the purpose of this research the multiple regression analysis has been selected based on the number of independent variables from the research hypothesis.

H1: There is a significant relationship between remuneration development and job satisfaction

H2: There is a significant relationship between management support and job satisfaction.

H3: There is a significant relationship between students and job satisfaction.

H4: There is a significant relationship between colleagues and job satisfaction.

H5: There is a significant relationship between workload and job satisfaction.

H6: There is a significant relationship between status of job and job satisfaction.

However, by looking at the correlation table most of the variables share high values of significance except of *remunerationdevelopment* and *students*. Therefore, this research will further consider only these two predictors for regression analysis. Heppner and Heppner (2004) had further suggested and preferred to use two terms; Criterion or outcome variable is used for (dependent variable) and predicator is for (independent variable) because the predictors cannot be controlled in which will be used throughout this chapter.

Model	R	R2	Adjusted R2	Std. Error of the Estimates	Change Statistics					Durbin Watson
					R2 Change	F change	Df1	Df2	Sig F change	
1	.732a	.536	.514	3.951	.536	24.839	2	43	.000	2.072

Table 8Regression analysis model summary
(SPSS results, appendix five)

The strength of the relationship between the job satisfaction and all predictorsare measured by the multiple correlation coefficients (R) = 0.732a. R^2 identifies the value of coefficient of multiple determination is 0.536in which it can be said that nearly 54% of the variation in job satisfaction (Y) is accounted for through combined linear effects of the remuneration and development and students (X).

However in multiple regressions the interesting value is the adjusted R^2. The latter represents the proportion of the total variability of criterion explained by the predictors in the model. The value of the adjusted R^2 =. 514 which reports that, around 51% of job satisfaction variability is explained by remuneration and development and students.

Model	Sum of Squares	Df	Mean square	F	Sig
Regression	775.479	2	387.739	24.839	.000b
Residual	671.239	43	15.610		
Total	1446.717	45			

Table 9 ANOVA

The most interesting figures in the ANOVA table are the F and p values because they have been calculated through the other columns. The tables results indicates that, the overall model of the present study is significant with p =.000 p<0.05.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
1 (constant)	4.167	3.604		1.156	.254		
Rem	.798	.166	.549	4.811	.000	.830	1.205
Student	.468	.173	.309	2.710	.010	.830	1.205

Table 10 Regression analysis Coefficients
(SPSS results, appendix five)

The above coefficients table represents values of the regression equation ($y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \ldots + \beta_k x_k$) and the values of (p) in order to check for the significance if $p \leq .05$. The (p) significance value of predicators remuneration and development and students are presented in the table to be .000 and .010 respectively.

The model equation is found out to be $Y = 4.167 + .798 X_1 + .468 X_2$ and least $\beta \neq 0$ therefore, we reject the H0: when $\beta = 0$ in which we are happy about.

It can also be observed from the above results that, the values of tolerance and VIF problematic anymore. Therefore, the model is more stable after eliminating some of predictors from the model.

For a clearer picture of the findings, the researcher has considered to present scatter plots showing the relationship between predicators and criterion as shown below.

Figure 11 Example of relationship and strength between the variables
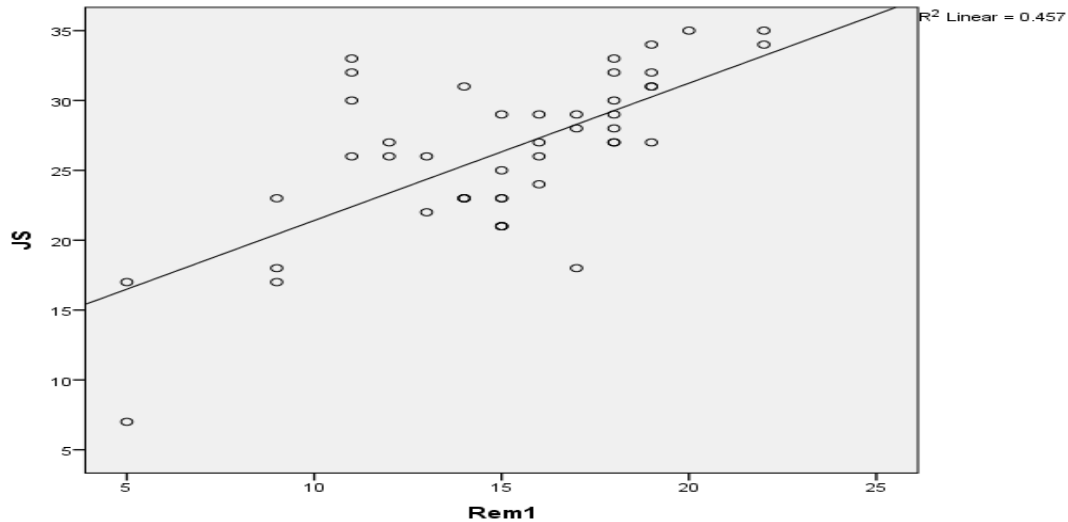
Graph 1Relationship between Remuneration and development and Job Satisfaction
(SPSS results, appendix five)

As it is shown above (*graph1*) , the first graph presents the relationship between two variables remuneration development and job satisfaction in which indicates a positive linear relationship. It further shows $R^2 = 0.457$ that identifies the value of coefficient of multiple determinations and that means nearly 46% of the variation in job satisfaction (Y) is accounted for through combined linear effects of the remuneration and development (X).
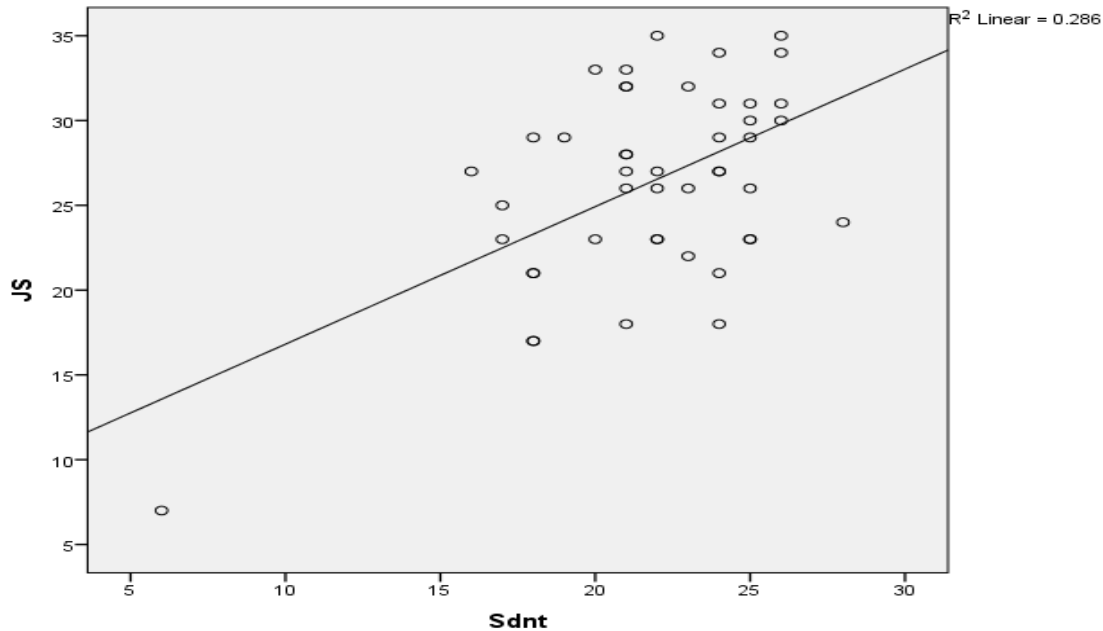
Graph 2Relationship between Students and Job Satisfaction
(SPSS results, appendix five)

The second graph *(refer to graph 2)* presents the relationship between students and job satisfaction in which also indicates a positive linear relationship. It further shows $R^2 = 0.286$ that identifies the value of coefficient of multiple determinations and that means 29% of the variation in job satisfaction (Y) is accounted for through combined linear effects of the students (X) in which also indicates a positive linear relationship.

According to the above graphs plotted, all predicators share a positive relationship with job satisfaction as a criterion but differ in the level of strength. This can be also translated as that, for example, if the remuneration and development increases the job satisfaction increases and if the factors related to students grows the job satisfaction also increases i.e. they move into similar directions and the same applied to the rest of predicators.

5.3 Analysis and synthesis

The findings and the results obtained from the correlation and regression analysis verifies the positive relationship between the predicators and criterion for this study. It further explains that, when the both remuneration and development and students constructs increases in the university, the job satisfaction level of the academic staff increases and vice-versa.

5.3.1 Factors related to Remuneration and Development

Remuneration plays a major role in job satisfaction and dissatisfaction of faculty members in higher education (Strydom, 2011). It is considered to be one of the complex and multidimensional factor in regards to the job satisfaction (Ismail, 2012). The latter further explains that, remuneration helps and supports individuals to meet their basic needs through their pay and salary as explained in Maslow's law. Also, remuneration is considered to be one of the extrinsic factors (hygiene) as per Hezberg theory, in which leads to dissatisfaction if absent and does not achieve the satisfaction of an academic staff when it exist. Some of the previous studies have supported the theory and some of them did not. For example, Maniram, R. (2007) found that, remuneration is one of the factors that have a major impact on the job dissatisfaction on educators of Education and Training College. Nevertheless, Ssesanga, and Garrett (2005) study, disagrees with the former and concludes that, any of Herzberg's theory factors can influence both of satisfaction and dissatisfaction of university academics. The former had further considered measuring the remuneration construct through two items and they are; inadequate salary and irregular salary.

Other studies had a contradicting result, where remuneration did not score high relationship with job satisfaction. For example, (Awang and Ahmed, 2010) aimed at studying the impact of lecturers job satisfaction on their commitment in terms of their academic activities through investigating the relationship between some factors such as; promotional opportunities, remuneration, working environment, workload, relationship with colleagues and management style against overall job satisfaction. The results and findings of the study indicated that remuneration had a very low correlation with job satisfaction compared to other factors therefore; it has been excluded from their study analysis. Another positive example, was conducted by Mustapha (2013) aimed at identifying the impact of financial reward on lecturers job satisfaction in four public universities in Kelantan, and found that, a moderately low correlation was found between remuneration package and job satisfaction in their study. Ssesanga and Garrett (2005) measured the remuneration theme through factors such as; Salary, retirement or fringe benefits, material resources, present pay considering skill and effort and position on pay scale. Some faculty members feel that their workload is very high without any further consideration from the management to provide an adequate remuneration that they

deserve, although they share similar or higher qualification as their colleagues (Strydom, 2011). Therefore, Ssesanga and Garrett (2005) had further suggested that, in order to have an unbiased remuneration output, experience and level of education of each faculty member should be considered to measure this factor.

In this particular research and based of the SPSS results, a positive relationship was found between remuneration and development and job satisfaction a high correlation of r =0.676. The remuneration and development construct in this study consists of five factors related to pay and salary, research funds, support for conference attendance and consulting opportunities for additional income. The highest mean amongst all these six factors scored on pay and salary with the mean of 3.46 and the lowest scored on consulting opportunities for additional income with a mean of 2.55 as shown in (figure 21) below. This means that, the most satisfied factor in regards to remuneration is the salary and the least satisfied is the consulting opportunities for the additional income. This is not a surprising result, because most of the interviewed faculty members did not have any issues in regards the pay and salary although one of them stated that: *'...payment packages are not competitive...'* (Interview with academic staff No. 6) however, this does not translate job unsatisfactory.
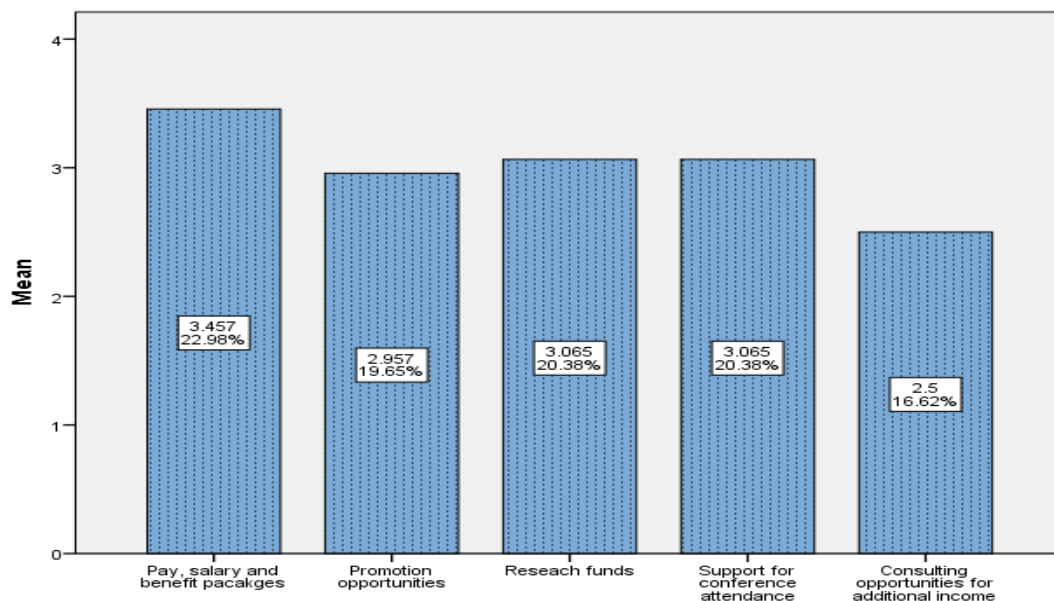
Figure 12 The mean of Remuneration and development score factors
(SPSS results, appendix 5)

Pay and salary

The results indicates that, nearly 61% of responders were satisfied with the pay, salary and benefits packages in which professors scored the highest satisfaction percentage with nearly 22% whereas, 15%, , 13%, 10% scored for assistant and associate professor and lecturer respectively (refer to appendix 5). The reason behind this could be because; professors are the highest academic rank in this university and have managed to move forward with their promotions and challenged all the academic ranks in the university in which include salary increment. Therefore, it's also worth to dig in deeper and relate this result with some of the demographic data in order to observe the most satisfied academic rank in this college.

It was proved in the literature that pay had a major impact on job satisfaction, for example, Ghaffar, *et al* (2013) investigated the impact of pay along with other factors on academic staff job satisfaction in the Islamia University of Bahawalpur and the results shows a positive relationship between pay and job satisfaction. Similarly, other studies have supported that in their studies, where they have investigated the relationship between pay and job satisfaction results indicated a strong relationship between them and this has also been observed in(Sohail and Delin, 2013; Azmi and Sharma, 2012) . The former had further commented that, employees or academic staff would prefer to move from an organization to another only if a better pay offers is considered.

Promotion opportunities

The mean score for promotion opportunities in this study was at 2.957% in which it can be translated that most of academic staffs were partially satisfied with the promotion opportunities. This was expected results from the survey as it is also aligned with the interview results.

'...The teaching activity can be weighted as 70%, administration 20% and research 10% in which promotion is directly related to the research activity only which is not balanced and does not make any sense…' (Interview with academic staff 6)

'…the university regulations the promotions is related to research activities only which is kind of good but at the same time it limits other activities to be included for our promotions...' (Interview with academic staff 4)

The university promotion policy is restricted to the research activities while the academic staff stressed that, the teaching and administration activities cover most of their working hour's duration. Houston *et al* (2006), in their study have also indicated that, the promotion opportunities have not been equally recognised in a variety academic work such as teaching and research achievements.

Promotion is considered to be one of the legal factors where each faculty member has the right to get promoted (Sohail and Delin, 2013). The latter had conducted a study that investigates the relationship between promotion along with other factor with the academic staff [2] and job satisfaction of GCUL Pakistan. The findings of the study show that, promotion has a moderate to a strong correlation with job satisfaction. However, a weak and no relationship were also found in the literature. For example, a weak positive correlation between promotion and job satisfaction also was one the findings observed through a study conducted by (Ghaffar *et al,* 2013). In the case of non-significant relationship between promotion and job satisfaction found in a study that was carried out by Azri and Sharma (2012) in which they aimed to investigate the relationship between jobs related dimensions and job satisfaction of teaching staff in India.

 Furthermore, a research was carried out in Ugandan public university that focused on identifying the relationship between factor and academic staff job satisfaction and the results indicates that the majority of academic staffs were dissatisfied with promotion (Ssesanga and Garrett, 2005).

In this study, as the results indicates, most of the satisfied academics in regards to the promotion opportunities were professors with the mean of nearly14% of satisfaction and the least satisfied were the lecturers with also 2.33% level of satisfaction whereas both assistant professor and associate professor had a mean score of 4.65%. This is a similar matter to the pay and salary factor, since lecturers are still in their initial stage of their career yet their promotion process has not been met yet. On the other hand professors have already passed this stage and achieved the highest academic rank. This is also supported by the literature, where it has been stated that younger workers are more disappointed with pay and promotion than the older employees because they have achieved their advancement and income potential compared to the younger employees (Bernard, 2012).

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[2]Academic staff includes lecturers, Assistant Professors, Associate Professors and Professors

Research funds

In regards to the research funds, the mean score falls on an average level of satisfaction with a mean of 3.065 as shown in the above figure. Again the research funds has a similar line of pay and promotion as the majority of academic staff who are satisfied with research funds are the professors followed by assistant professor, associate professor and lecturers with 16.3%, 11.63%, 4.65% and 2.33% respectively.

As discussed earlier in regards to promotion, the academic staffs are concerned about the time available during their working hours to carry out their research activities. The working hours are not balanced between administration, teaching and research activities as research is having the least time. Many academics do prefer to spend more of their time on research of their own interest rather than that determined by others (Bernard, 2012). Oshagbemi (1997) had conducted a study that aimed at investigating the relationship between teaching and research activities towards academic staff satisfaction and dissatisfaction. Research funds was one of the elements[3] that has been measured and the findings states that, lack of research funds had contributed to academic staff job dissatisfaction. This was also been supported by other studies for example, Ssesanga and Garrett (2005) in terms of research one of the most disappointing items related to the extrinsic factors were research grants and library facilities. Another study was conducted in UK and the results indicated a percentage of 28.7% only of academic staff confessed that they were satisfied with the financial support to carry out their research activities in which resulted in job dissatisfaction (Schulze, 2006). Furthermore, Houston, *et al* (2006) studies the impact of workload on academic staff job satisfaction in one of the universities in New Zealand through both core (teaching and research) and secondary activities (administration). The study findings shows that, there is a weak disagreement that academics receive an adequate funding for research and some have faced difficulties to attract external research funding.

The low level of satisfaction observed in this research and the literature could be explained through a number ofthoughts. The rules and conditions of obtaining the research grants may be restricted in a university in which academics may face some difficulties in getting their application accepted. Oshagbemi (1997) had further observed that, increasing difficulty and time

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[3] Elements includes: Research success in terms of publication, academic freedom, opportunities to attend conferences, research recognition, research challenges, success in research rating, finding out new things in own research area etc. (Oshagbemi, 1997).

spent in obtaining research grants had led to dissatisfaction of faculty members to get their research funded.

Support for conference attendance

The mean scored for the support for conference attendance is also 3.065 in which indicates an average level of satisfaction. In regards to the support for conference attendance 16.3% of responders were also professors who stated that they were satisfied with support for conference attendance followed by nearly 7% for both assistant and associate professor and 4.65% of satisfaction scored by lecturers.

The impact of funding to support conference attendance was also observed in the literature. Opportunities to attend a conference was one of the items that was considered in a research conducted by Oshagbemi (1997) under the research factor and the results shows that, this item had a direct contribution with the academics job satisfaction. Schulze (2006) found that, the lack of providing sufficient funding from the management to attend seminars and conferences had led to job dissatisfaction of the academic staff in UK.

The findings of present research indicate an average level of satisfaction in relation to the support provided to attend the conferences. There are some possibilities that, this result is related to the workload of academic staff in which restricts their time to apply and attend conferences.

Consultation for additional income

The least satisfactory item that was scored in relation to the remuneration construct in this research is the consultation for additional income with a mean of 2.5% which falls between partially satisfied and not satisfied level of satisfaction.

Oshagbemi (1997) mentions that, the measurement of job satisfaction should only be measured on the daily core activities of academic staff[4] it is very important to consider other aspects also. These aspects are such as; relative job security, opportunity for consultancy, freedom of life style, flexibility in working hours, forging travel, opportunity to work at home contact with industry through consultancy, opportunity for self-development etc. the former has conducted a study and the findings shows that, 28% of academic staff in the university were satisfied with these aspects other than their core activities.

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[4]Core activities such as: teaching and research

At the present research, academic staffs feel that, they have not been provided with a proper procedure of consultation for an additional income. This also could be related to the university policy in regards to the provision of an additional income at the length of their service such as bonuses and extra allowances other than the mandatory ones.

5.3.2 Factors related to Students

Students are considered to be a core stakeholder and a direct HEI's customer (Alhawary and Aborumman, 2011). In this research the level of satisfaction of academic staffs with their students is above the mid-point or the average as shown in figure 23 below. The highest satisfaction level was scored on the relationship of academics with their students with a mean of 3.957 and lowest score was on student's level of knowledge with a mean of 3.326 which is still above the average. The results and findings indicate that, academics in this university are happy with their students in which directly contributes to liking their job and increased job satisfaction.
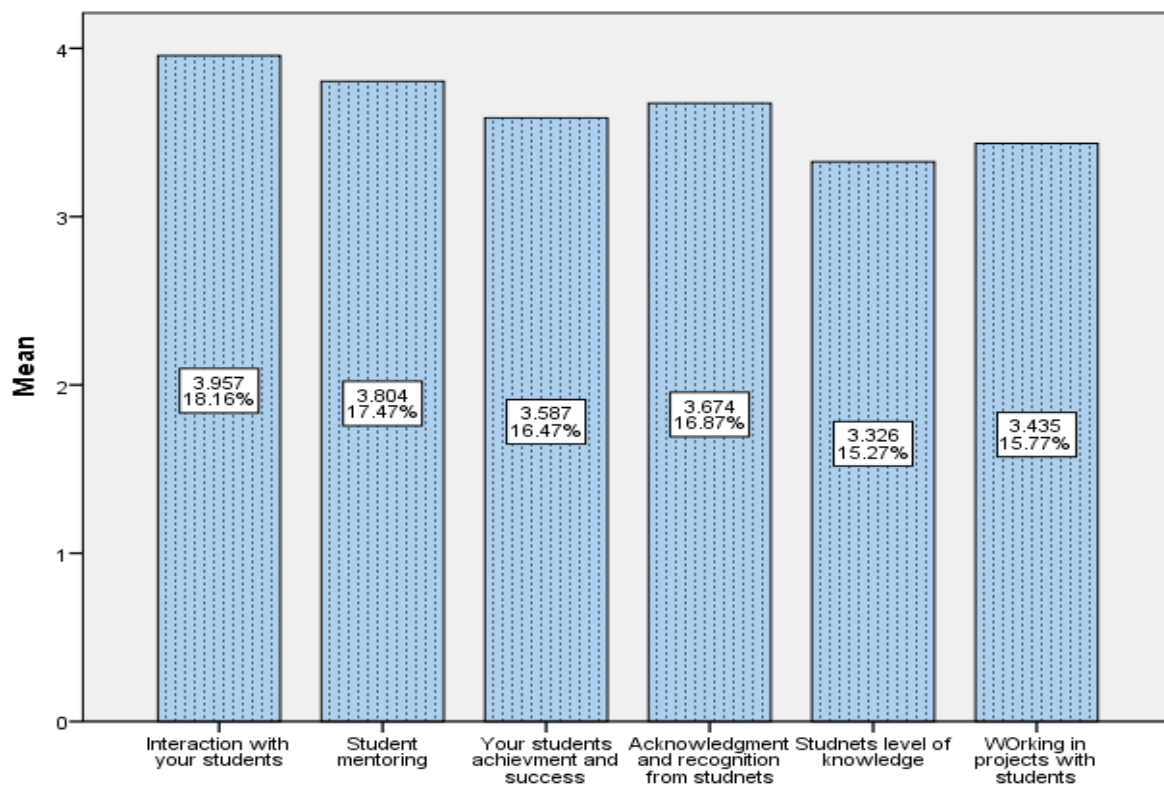
Figure 13The mean scores of Management Support items in relation to students
((*SPSS results, appendix 5)*

Interaction with your students

Student achievement is directly associated in achieving a higher level of motivation in which therefore, measuring the of academic job satisfaction (Malik, 2011). The literature had further confirms with both positive and negative relationship between students and the academic staff job satisfaction. For example, Paul and Phua (2011) carried out a study that aimed at investigating the relationship between demographic variables and academics job satisfaction, the findings points that the highest scored factor by the academics towards their job satisfaction was their relationship with their students. The relationship between teachers and students was also found significant in Ugandan universities and most of the faculty members declared a good and satisfied relationship with their students (Ssesanga and Garrett, 2005). However, Oshagbemi (1997) had a contradicting finding which states that, around 30 per cent of academic staffs are dissatisfied with students' attitude and learning, demands of individual students and the staff student ratio. This has also been supported by Ssesanga and Garrett (2005) in which it has been found that, the number of students in a class had directed to dissatisfaction of academic staff.

. This has been also confirmed in the interview data where a staff member stated that:

"…There are many things that makes me happy in my profession such as my interaction with students, working in projects and research with students, monitoring students, I feel very good talking to them…"(Interview with academic staff No. 1)

One of the academic also advised his colleagues, in order to be happy in their jobs they have to:

"…To have a good attitude, good relationship with students and give them enough time to ask questions it's a process of give and take…" (Interview with academic staff No. 2)

"…A successful academic staff should not keep a distance from students they should have more interactions with students but of course with some limitations, student achievement is a mirror of their success…"(Interview with academic staff No. 3)

Students' level of knowledge

A study was conducted by Bentley *et al* (2011) which aimed at investigate the academic job satisfaction in Australian universities, the result indicated that, poor student quality had a direct

influence on academic staff job satisfaction in which it was the third scored strongest factor in the study. Ssesanga and Garrett (2005)had further stressed that, academics were mostly satisfied with interest shown by students towards their studies. Wilson (2008) carried out a study that aimed at investigating the relationship between professors' attitudes toward students, immediacy, and job satisfaction and student outcomes. The finding shows no relationship between liking students and job satisfaction.Paul and Phua (2011) results also indicates that, academic staff were happy with their students in which was ranked the highest ranked score in job satisfaction level with 54% responders.

Working in projects with students

Houston *et al* (2006), investigates issues related to workload at university and supervising students' research was one of the items that can be incorporated in the workload activities where relevant. Most of the responders in Paul and Phua (2011) study agreed that their relationship with their students is good which contributed to their high level of satisfaction.

5.3.3 Overall job satisfaction

The overall job satisfaction is the criterionvarible that was measured againest the predicators remuneration and development and students. Oshagbemi (1999) found that a multiple item measure gives a closer results to the reality in terms of measuring the academic staff job satisfaction in higher education.

Therfore, in the present study the job satsiafaction has been furthur measued by considering seven items through likert scale of agreement in which (5) points represents highly agreed and (1) point represnts highly disagree. The mean score results of all items were above the average with a highest mean of 4.196 (I like bieng an academic) and the lowest mean score of 3.37 (I have the tools and resources to do my job well). The overall job satisfaction mean score is 3.76 in which it can be translated that over 50% of responders indicated that, they are satisfied with their jobs in this particular college. Despite other factors that impacts their job actvites that was discussed earlier, it has been observed that the strogesnt reason of staying at this job is mainly due to their love and intrest of bieng an academic.
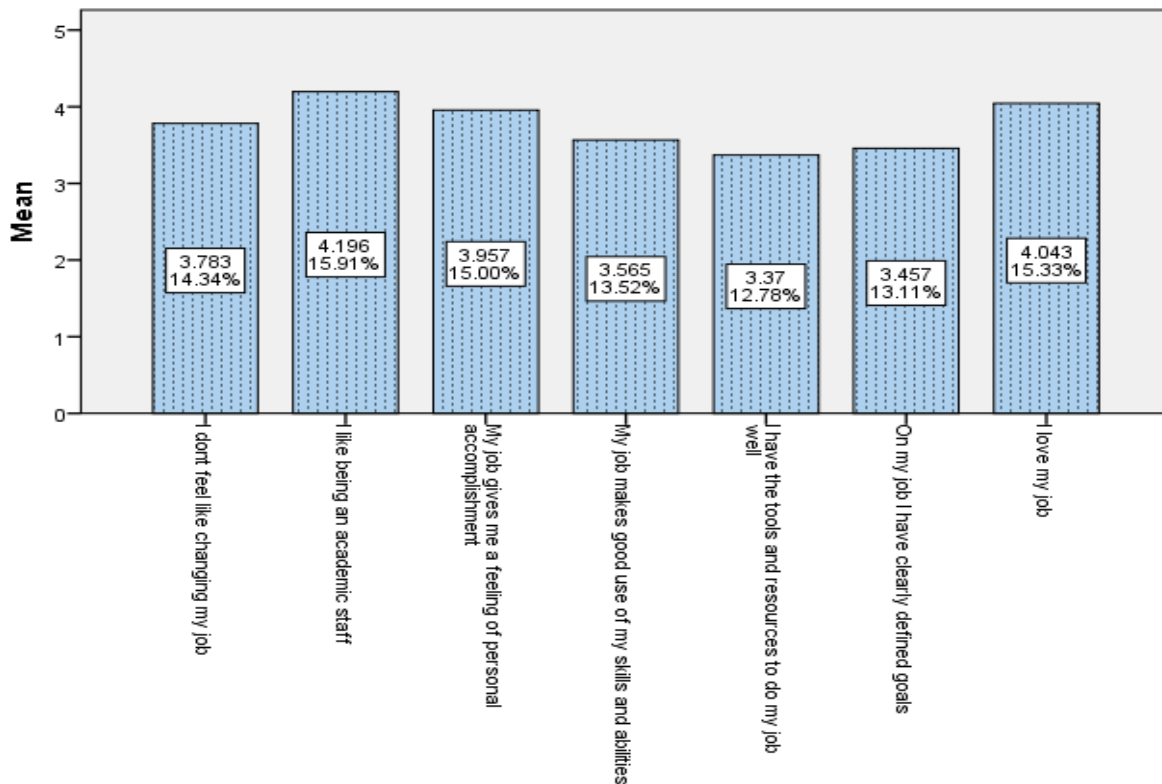
Figure 14The mean scores of Overall Job Satisfaction
(SPSS results, appendix 5)

Similar results were also found in the interviews data (qualitative data) in which academic staff also stated in their interviews that:

"...at the end of the day I like this profession..." (Interview with academic staff No. 1)

"I like the teaching filed I find myself as an academic..." (Interview with academic staff No. 6)

"...No material should be considered and the love of this job comes from interest..."(Interview with academic staff No. 2)

Furthermore, the majority have agreed that, they have a feeling of personal accomplishment 3.95 mean score and they are not thinking of changing their jobs. The findings also show that, the most satisfied and loving their job in according to the academic rank are professors and least loving their job are lecturers as shown above in figure 23. The literature had also witnessed that, professors score the highest level of satisfaction compare to other academic ranks. This also was supported by Toker (2011) in which found that, the higher job rank the higher level of job satisfaction. The possible reason behind this could be that, lecturers are still at the beginning of their careers and yet their achievements are at its minimum. Other reasons could be that, some of

the lecturers did not consider being an academic as their first career interest however after scoring distinction MSc qualification, an academic position has been offered to them.

"...Ihave graduated from this university and I was one of the students who scored first class in my Masters, then I have worked as an academic immediately after my completion of MSc and PhD studies abroad, the university had sponsored me..."(Interview with academic staff No. 5)
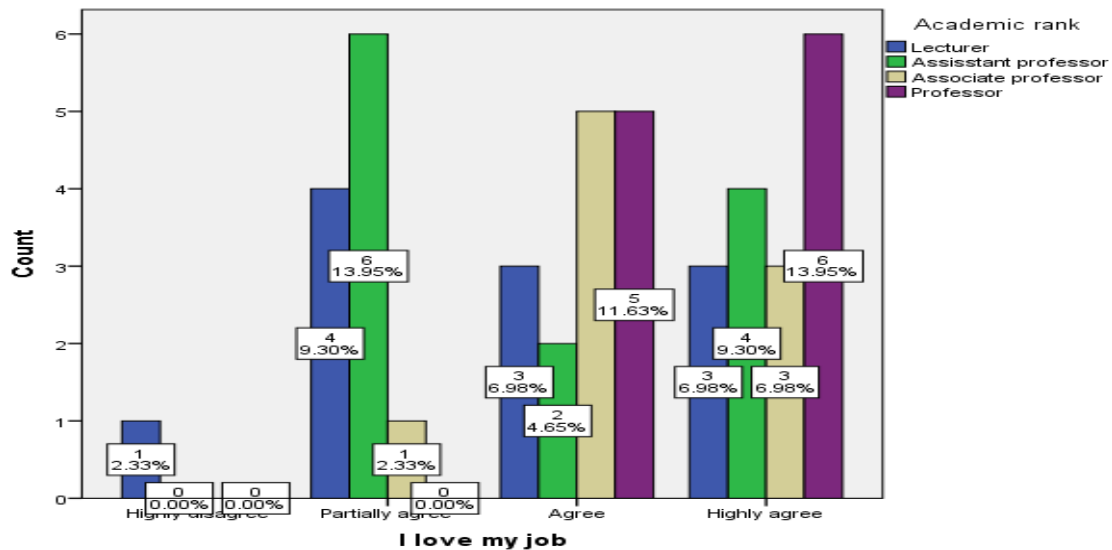
Figure 15 Overall job satisfaction and academic rank

In regard to assistant professors 13.95% of responders partially agreed and 9.30 agreed that, they love their job as being an academic. The reason behind this was unclear; however it shows a moderate overall job satisfaction at this academic rank. A moderate level of overall job satisfaction of academics in public universities has been widely observed in the literature (Amzat and Idris, 2011). Furthermore, Oshabemi (1997)aimed at investigating academics job satisfaction in relation to their mangers, the findings show that, they were fairly satisfied with their jobs although there were some job aspects also lead to their job dissatisfaction. Other studies found that, lecturers were uncertain of their overall job satisfaction (Paul and Phua, 2011). Malik (2011) study, also confirms that, most of faculty members at Balochistan University were generally satisfied with their jobs.

The results, findings and analysis can be summarized by stating that, a positive relationship has been found between all predictors and criterion of the study. However, only two predictors were taking further for regression analysis due to the model instability. Although, remuneration and development and students show a positive relationship and high contribution towards academic

staff job satisfaction, nevertheless, other factors also should be highlighted due to its positive rcorrelations with the overall job satisfaction.

5.3.4Factors related to Management support

The management support is considered to be one of the main factors that influence academic staff job satisfaction. It strengths the relationship and increases the trust between them. As it has been observed earlier in this research, the result indicates a highly strong relationship between academic staff and job satisfaction. Therefore, if the management supports increases the job satisfaction also increases. The items considered to measure this constructs includes, appreciation and recognition, teamwork activities, facilities provided, non-academic social activities and the relationship with their line managers. It also includes other items related to students, workload, colleagues, and job status.

The mean scores from the highest satisfied to the lowest level of satisfaction were relationship with line manager, appreciation and recognition, teamwork activities with the management, facilities provided for academic staff and non-academic social activities with a mean of 3.512%, 3.302%, 3.093, 2.929%, 2.953 and 2.767% and respectively as shown in figure 22 below.

Schulze (2006) declared that, one of the issues that might have an impact on the relationship between academics and management is the Ethnicity. The direct relationship of the academics with the line managers and Head of Department (HOD) is one of the crucial aspects that should not be neglected. Through an interview with an academic staff, it has been proved that un-pleasant relationship leads towards lower job satisfaction and employees turnover.

'…*Unfortunately today I have not been well appreciated about my work and commitment. My job is not only teaching and research it also includes administration activities it is very important that the people who have positions to give you appreciation as your years of experience is long you really need good appreciation. Poor and bad line managers can influence the staff job satisfaction and they have to meet my need*…' (Interview with academic staff No. 4)

The faculty member had further stated:

'...A number of my colleagues have resigned their jobs here due to similar reasons, no appreciation, no acknowledgment and their needs has not been met although they have served many years in this university...'(Interview with academic staff No. 4)

"...I was appreciated by the university as being the best academic staff which makes me feel happy..."(Interview with academic staff No. 3)

"Appreciation makes a lot of differences in your input..."(Interview with academic staff No. 6)

A study in UK indicates that, less than fifty percent of academics staff, stated that they are satisfied with recognition received by the management and university as a whole for the work they have achieved (Schulze, 2006). This has also been supported in a study that was carried out by Huston et al (2006), where the findings points that, a lower positive responses was achieved in regards to their feelings of being acknowledged and appreciated for the good work done. A similar result was also found in other studies, for example, Maniram (2007) investigated the factors affecting job satisfaction and the results indicated that, most of the academic staffs were dissatisfied with this aspect of their job.

5.3.5 Factors related to Colleagues

A friendly and comfortable atmosphere is an important aspect that requires attention in a working environment. Sohail and Delin (2013) stated that, a friendly relationship between academic staff increases the job satisfaction level and the unfriendly relationship increases their dissatisfaction level.

In terms of relationship between academic staff and their colleagues, the mean score indicates an average level of satisfaction in which the highest mean score is 3.465 of personal relationship with colleagues and the lowest mean score is 3.233 on the academic communication among colleagues. Other items were support from colleagues towards completing individual activities, overall teamwork activities in the department, colleagues' attitude towards their jobs and colleagues interest in teaching with mean scores of 3.349, 3.326, 3.279 and 3.279.

Schulze (2006) found that academics are generally satisfied with their colleague's behavior. The highest satisfaction item of the study was the personal relationship between them and ranked lowest ranked item on the communication amongst them. This is also was supported by other studies, for example, Khalid *et al* (2012) findings shows that, the most satisfied factors scored in

public universities were the co-workers and job security. Another study was carried out by Oshagbemi (1997) in regards to co-worker and the findings show that 20 per cent of academic staffs were satisfied with their coworkers in which proves the importance of this aspect towards job satisfaction of employees. The former had measured the co-workers factor by considering certain items such as; pleasant working colleagues, value of teamwork, competent co-workers, support and collaboration from colleagues, friendship, and happy collegial relationships.

5.3.6 Factors related to Workload

Workload can be defined as any extra activities that are an additional work to the core assigned duties of an employee in which also affects the performance and job satisfaction (Sohail and Delin, 2013).

As it has been stated in the workload definition any extra activities that is given to academics other than their core duties is considered to be as workload. The core duties of academic usually involve teaching, assignments marking, exam preparation and research activities, however loading other activities will directly affect their performance and therefore job satisfaction. Out of eight items only one item had scored a bit higher than the average with a mean = 3.651, which is teaching delivery and syllabus as shown above in figure 25. On the other hand, most of the academics indicated that they were not satisfied with the time spent on administration work with a mean of 2.651 followed by time spent on assignment marking and grading with a mean of 2.791.

Similar results were also found in the qualitative date where academic faculty members stated that:

"I like the teaching filed I find myself as an academic…" (Interview with academic staff No. 1)

"…spending much time on grading and assignments marking every week although it's part of my job I have to do it, it's not that I am unhappy about it but it's just affects my time to do some other work…" (Interview with academic staff No. 1)

"…I am less comfortable with the administration work because I don't have enough time to carry out all the works at the same time and the same applies with research activities…"(Interview with academic staff No. 5)

The relationship between workload and job satisfaction have been clearly described in the literature. For example, Ahsan *et al* (2009) studied the impact of job stress on academic job satisfaction through measuring a number of factors. Workload was one of these factors and their research findings indicate a positive relationship between job stress and workload and a negative relationship between job stress and job satisfaction. An opposite results was found in another study by Mustapha (2013) who aimed to investigate the relationship between daily faculty workload and job satisfaction, a negative significant relationship was observed.

5.3.7 Factors related to Status of the job

The job status measured by loadings four items considering two different perspectives; the academic staff status in academic circle and overall status of being an academic in between their families and society. Both items mean score was above the average in which indicates that, most of the academic staff are satisfied with their status in academic circle as well as around their families and society.

The literature also supports that, the status of job had has a direct contribution to the job satisfaction. For example, most of the academic staffs in South Africa agreed that, they have an opportunity for a definite place in the community as per Strydom (2011) study under the emotional well-being cluster.

Few observations on demographic information, no major difference was found between female and male in regards to overall job satisfaction although male scored higher than females in the study because the number of males working in this college is higher than females. On the other hand, academic ranks seem to have an impact on job satisfaction as it has been observed in the results and the literature.Oshagbemi (2003) study indicates that, academic rank have a strong correlation with the overall job satisfaction of academic staff.

Chapter six: Conclusion

6. Conclusion

This research aims to explore the factors affecting academic staff job satisfaction in Higher Education Institutes of the academic sector in the Sultanate of Oman. Hence, this chapter aims to revisit the research objectives and it further aims to summarize and concludes the results and findings chapter that have been discussed in details earlier in previous chapters. In addition to that, researcher recommendations, contribution and limitations and future research will be further considered and discussed. Finally, this chapter will reflect whether the above objectives have been met or not which also includes consideration research importance or value of study.
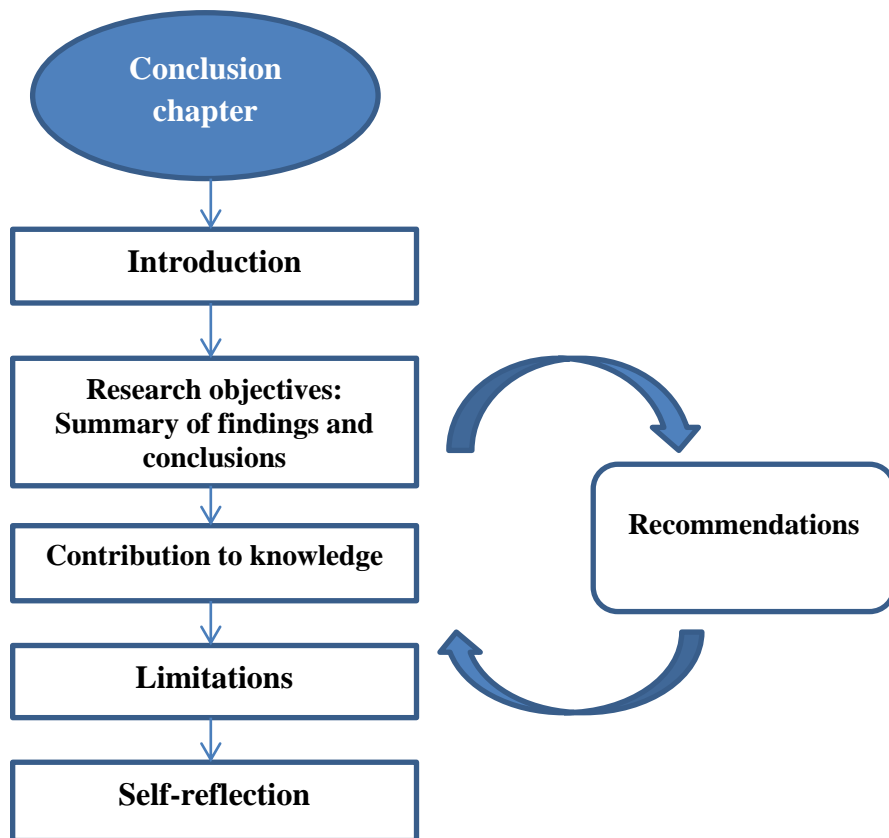
Figure 16 Structure of conclusion chapter
(Biggam, 2008)

6.1   Summary of findings and Conclusions

Higher Education development is considered to be one of the main future directions of Oman. Throughout the literature importance of higher education in Oman has been clearly stated and discussed. Oman 2020 vision aims to advance with the higher education institutes that offer various programs in different fields towards meeting the country requirements for its further development and sustainability. In order to achieve this, the development of human resources was one of the major concerns of his Majisty Sultan Qaboos for Oman's future. Therefore, education becomes one of the challenges of development that requires some policies and mechanisms to overcome the challenge. The suggested mechanism plans in this regard were; to motivate the University Staff to conduct research and studies, provide consultation services in all academic fields to all developmental sectors of the country and continuance of scholarships for the Omani staff and researchers of Sultan Qaboos University in order to meet the University requirements of qualified scientific cadres of faculty members.

Academic staff job satisfaction has a major influence on the overall operation of an organization or HEI's (Wong, 2009). Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience but not stating any negative emotional state (Locke, 1976; Armstrong, 1996). Therefore, this research points at studying the factors that influence academic staff job satisfaction at public university in Oman.

The general factors that influence academic staff job satisfaction have been reviewed with a support from past researchers and the literature. The academic job satisfaction is a key concern in higher education for most of the countries worldwide such as; UK, USA, Portugal, Jordan, Pakistan, Uganda, KSA, Kuwait, Oman, etc. Most of these countries share the similar factors but differs in the level and strength of its relationship with the job satisfaction. The present research have considered presenting a number of models related to the factors that influence academic staff job satisfaction derived and tested from previous researchers. These factors were related to management, pay and salary, co-workers, working environment, promotions, acknowledgment and recognition, demographic information, Autonomy, emotional well-being, challenges and accomplishments etc. Therefore, the most common factors that have been derived from the literature were identified to be; the pay and salary, working environment, promotion opportunities, job security, management system and supervision, HOD behavior (Alhawary and

Aborumman, 2011; Rehman et al, 2013;Khalid et al, 2012; Saba and Zafar, 2013; Strydom, 2011; Yong, 2002; Ghaffar et al, 2013; Chen et al, 2006; Aggarwal and Medury, 2012)

In the context of Oman public university, qualitative approach was considered and through interviews conducted in College of Science the local themes of factors were listed. The results and interview findings presented five themes and they are; factors related to students, factors related to colleagues, factors related to the management, factors that are related to the work itself and factors that are related to the social status. In summary the final model of factors has been achieved through a combination procedure of the common factors from the literature and the interviews. The researcher had further divided these factors into two categories; factors that are considered to be tangible and factors that are intangible. The tangible factors includes remuneration aspects such as , pay, salary, benefits, research funds, family support and attending conferences whereas the intangible factors includes all items related to management, students, colleagues, workload and the status of the job.

The measurement of the level of relationship between the identified factors and academic staff job satisfaction can be considered at many forms. The literature presents a number of tools and instruments that have been utilized and tested in previous studies[5]. The present research has taken these tools and instruments as a guide to develop a specific instrument to fit in with this research aim, objectives and question. The results and findings of data collected were found with the help of SPSS, frequency analysis, reliability, correlation and regression analysis results were presented.

The results show a positive relationship between predicators (remuneration and development, management support, students, colleagues, workload and status of the job) and criterion (job satisfaction). These factors found to have a mixed relationship varies from a strong, moderate, weak and sometimes to no direct relationship towards overall academic staff job satisfaction. Due to multicolinearity issues some predictors have been excluded and only two predictors have been taken for further regression analysis. The remuneration and development and factors related to students were the most predictors that contributed towards job satisfaction in this research.

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[5]These instruments are such as; Minnesota Satisfaction Questionnaire (MSQ) (Al Mutairi, 2013). Job Descriptive Index (JDI) (Smith, 1969; Saba and Zafar, 2013), Job Satisfaction Index (JSI) (Malik, 2011), Job in General (JIG) (Ssesanga and Garrett, 2005), Job Satisfaction Survey (JSS), Warr Job Satisfaction Questionnaire and Measure of Job (WRSQ) Satisfaction (MJS) and Academic Job Satisfaction Questionnaire (AJSQ) Al-Rubaish *et al* (2011).

The present research can be concluded by stating that there are numerous factors that affects the academics job satisfaction but differs in its level and measure. Each university should follow a certain criteria or tool that can identify these factors for its analysis, records and action. As it has been seen in earlier chapters, the overall job satisfaction indicates that the majority of responders agreed that they are satisfied with their jobs and not thinking of changing their current job. The highest satisfaction scored construct by the academic staff was the factors related to their students. The academics were very happy of their relationship and working with their students. Most of the academic staffs are satisfied with their jobs as a whole but this does not mean that they are satisfied with each job related aspects. Their overall satisfaction is mostly related to personal interest rather than the services offered by the management. In the present research, for example most of the academic staffs were not satisfied with the consultation for an additional income from the management with a mean of 2.09, yet they were overall satisfied with their jobs in which needs to be further considered by the management.

6.2 Contribution to knowledge

The review of the literature had clearly identified the possible factors that might influence academic job satisfaction in higher education. Some researchers have based their studies by considering job satisfaction theories such as Herzberg's theory. The most common data collection technique utilized in the literature was mainly through quantitative approach only questionnaire survey. The present research contribution and knowledge was by identifying the factors considering contextualization and it uniqueness were through the exploration of the factors through qualitative approach (conducting interviews) and verified through quantitative questionnaire survey. The researcher believes that more cohesive findings and some factors can only be identified through interviews and deeply observe the academic staff behavior.

Finally, further research could consider digging a little bit deeper on the local factors by interviewing more Omani academic staff (based on the Omanisation law) and observe their job satisfaction whether it will be something different than the present research. Other studies also can be done on studying the tools, techniques and measures used by the human resources department towards their employees' job satisfaction.

6.3 Recommendations

By the end of the research findings and based on the conclusion, the present research recommends the followings:

Remuneration and development- Rewards are becoming a fundamental element of job satisfaction. As staff members feel that pay and salary is not competitive and not satisfied with additional income the remuneration and development strategy of the university should be revised**.** This is a common issue to higher education institutes studied in the literature. For example, Ssesangs and Garrett (2005) recommended that incentives and rewards have to be maintained and reviewed constantly in Ugandan universities also. Another aspect that should be taken as a priority is the promotion opportunities. The top management has to re-consider the promotion opportunities through revising its policy and requirements in which balances the teaching, administration and research activities.

Students- Although most of the academic staff claimed that their relationship and knowledge of their students had a major contribution to their job satisfaction, this positive issue has to be well controlled and monitored. For example, the student and staff ratio should not be un-balanced at any time; otherwise this might have a negative impact on academic staff job satisfaction.

Management support-it is recommended that academic staff and management increase their relationship. This is not only restricted to the top management it also includes the line managers and HOD's. This has also been supported by Oshagbemi (1997) where it was recommended in this study that, academics should be involved with the higher management in terms setting out policies and organizations decisions rather than depending on the line manager or HOD's only. Nevertheless, the management also has to realize that, each academic staffs hold different needs and different levels of job satisfaction in which various ways of motivation have to be considered (Paul and Phua, 2011).

Workload-it is recommended that, all line managers and department HOD's to conduct regular meetings to discuss the workload distribution. The extra work that is not related to the core activities such as administration works has to be well monitored by the management (Paul and Phua, 2011). Both management and academic staff have the responsibility to manage the workload for a smoother working environment (Houston et al, 2006). Increasing the number of

department assistances could be another suggestion, in order to distribute equal responsibilities and take up some administrative burden from academics.

Research and publications- some responders declared that they were not happy with their research activities and publication due to their workload level. In order to ensure research productivity, Comm and Mathaisal (2003) suggested that, the management can reward faculty members who publishes refereed journal by releasing a course to reduce the teaching load and therefore, increases research productivity.

Appreciate and acknowledge- the management of the university and HOD's has to consider various ways available to appreciate and acknowledge the commitment and achievement of their academics. Stydom (2011) argues that, appreciation does not only involve the top management and HOD's it also includes Human Resources (HR) department. The former also indicates that, in order to give a feeling of appreciation, their direct supervisors have to support them; the management should treat them as colleagues rather than looking at their academic rank and they should give them the recognition that they deserve even though the autonomy is present. Furthermore, HOD's should conduct a job analysis for each position and seek innovative ways to enhance the work faculty members actually perform (Malik, 2011)

6.4 Limitations

Limitations are found in every research and study. The limitations of the present research can be considered as the difficulties faced by the researcher towards completing this report successfully. Employees' job satisfaction is a common aspect that can be implemented and studied in any organization or sector and in any country. However, for the purpose of this research the study is specific to teaching faculties of higher education institutes in the academic sector due to the lack of such studies in Oman. Additionally, due to the limited size of the research and time availability, the study was carried out at a public university in Oman.

6.5 Self-reflection

This section aims to reflect upon the researchers own reflection on completing this research and advice student colleagues on some challenges towards completing this dissertation. The selection of an appropriate topic was a time consuming process in which it has to be approved by the supervisor as early as possible. The second issue is the data collection procedure that requires a quick action a good access to participants that requires a plan. On the other hand, this

dissertation is one of the best experiences the researcher have ever had, because the knowledge had expanded through the readings, research and meeting new people.

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Appendices

Appendix one- research structure

Research Structure	
Introduction-History and background, Research problem, Research importance, Research aim, Research objectives, Research scope and limitations, Key words and definitions	**Chapter one**
Review of Literature-Introduction, the Status of Higher education in Oman, understanding the concept of JS, the Significance of Job Satisfaction in higher education, theories on Job Satisfaction, Factors influencing academic job satisfaction in HEI's	**Chapter two**
Conceptual framework-Introduction, literature review, exploratory qualitative approach, Hypothesis	**Chapter three**
Research strategies-Introduction, data collection, framework of data analysis, overall research methods design	**Chapter four**
Survey findings: Description, Analysis and Synthesis Results- Introduction, survey finding framework, description, analysis and synthesis	**Chapter five**
Conclusion –Introduction, research objectives: summary of findings and conclusion.	**Chapter six**

Appendix two- a. factors influencing academic staff job satisfaction

Factors affecting job satisfaction among faculty memebers(Mehboob et al)	Factors affecting job satisfaction level of academic staff in Pakistan (Ghaffar *et al*, 2013)	Factors affecting job satisfaction of the academic staff in a local college in Kuching (Yong, 2002)	Factors influencing faculty satisfaction with online teaching and learning in higher education (Bolliger and Wasilik, 2009)
Intrinsic (motivators)- achievement, responsibility, recognition, advancement, work itself *Extrinsic (Hygine) working condition, salary, interpersonal relationship, policies/ administration and supervision*	*Work, salary and compensation, job security, working condition and relationship with coworkers, promotional opportunities*	*Work commitment, emotional commitment, age, size of the organization, recognition, internal factors, monetary rewards, working environment, social relationship, job security, Job Prospect, other factors*	*Student related factors such as , Instructor related factors such as self-gratification, intellectual challenge, interest in using technology, recognition, reliable infrastructure and technology, Institution related factor such as workload, adequate compensation, equitable reward system for promotion and tenure, policies, and course quality*
Factors influencing the job satisfaction of academic in higher education (Schulze, 2006)	**Factors that determine academic staff retention and commitment in private tertiary institutions in Botswana: Empirical review (Bernard, 2012)**	**Job satisfaction among academic staff in private universities in Malaysia (Santhapparaj and Alam, 2005)**	**Measuring the job satisfaction level of the academic staff in Bahawalpur Colleges(Saba, 2011)**
Teaching, research, community service, promotions, management and	*Non-pecuniary aspects of academic work, relation with*	*Pay, promotion, fringe benefits, working condition, support of*	*Work itself, pay, working conditions, job security,*

leadership, coworkers behavior, physical conditions and support facilities, general job satisfaction	*supervisors, pay and fringe benefits, intrinsic job factors, good working conditions, verity, freedom to use own initiative, seeing tangible outcomes from their jobs, autonomy, opportunities to do research and control of their research works, career prospects, collaboration and flexibility of working hours, good physical working conditions, helping people, job security, family friendly practices, nature and tenure of contact, career breaks, citizenship, hours of work and less involvement in administrative work*	*research, support of teaching, gender*	*coworkers, promotion opportunities*

Factors	Authors										
	Chen et al, 2006;	*Aggarwal and Medury, 2012*	*Awang and Ahmed, 2010*	**Ghaffar et al 2006**	**Yong, 2002**	**Strydom, 2011**	**Saba and Zafar 2013**	*Reh man et al, 2013*	*Khalid et al, 2012*	*Oshagbemi, 1997*	*Toker, 2009*
Pay and benefits, remuneration, financial security, salary	√	√	√	√		√	√	√	√	√	
Organization vision	√	√									
Result feedback and motivation	√	√									
Management system	√	√	√								
Work environment, work condition	√	√	√	√		√	√	√	√		
Respect, moral values	√	√									√
Workload			√								
Relationship, co-										√	

workers												
Potential			√									
Job security				√		√	√					√
Promotional opportunities				√			√	√	√	√		
Demography (age, gender, years of teaching)					√							
Knowledge					√							
Control					√							
Psychology					√							
Financial					√							
Task, activity					√						√	
Emotional well being						√						
Autonomy						√						
Physical resources, working						√				√		

facilities										
Challenges and accomplishments					√					
Work itself						√				
Supervision, HOD behavior							√	√	√	√
teaching									√	
research									√	
Administration and management									√	
Other aspects									√	
Independence										√
Variety										√
Social status										√
Social service										√
Authority										√

Ability utilization										√
Compensation										√

b. Factors affecting academic staff job satisfaction models
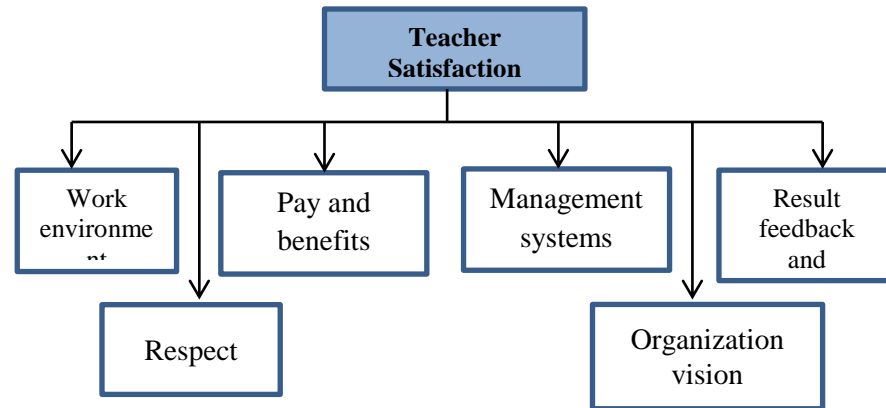
Figure 17 - Teacher SatisfactionModel #1
(Chen et al, 2006; Aggarwal and Medury, 2012)
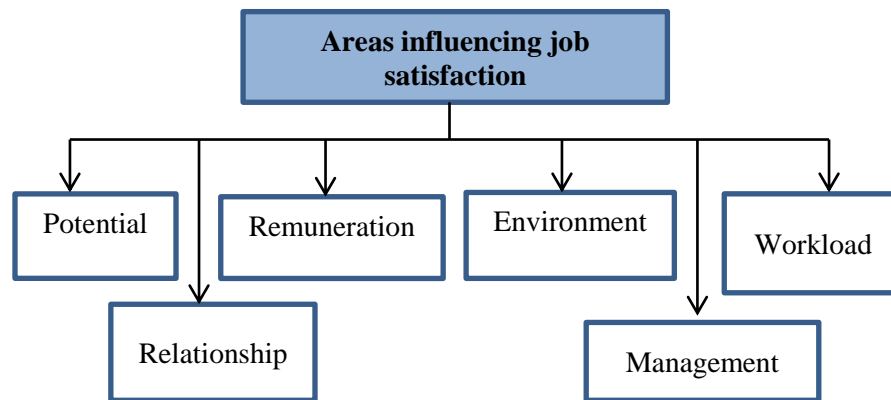
Figure 18- Areas influencing job satisfaction Model #2
(Awang and Ahmed, 2010)
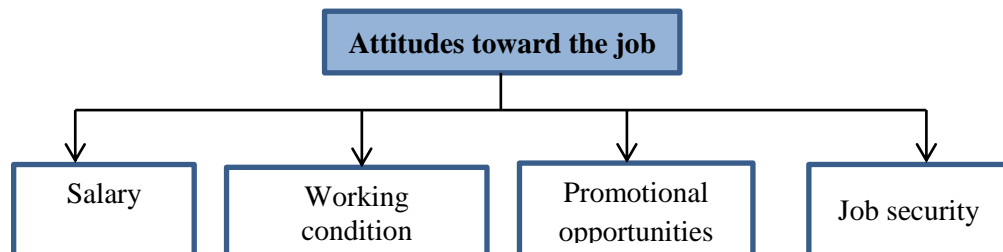
Figure 19- Attitudes toward the job Model #3
(Ghaffar et al, 2013)
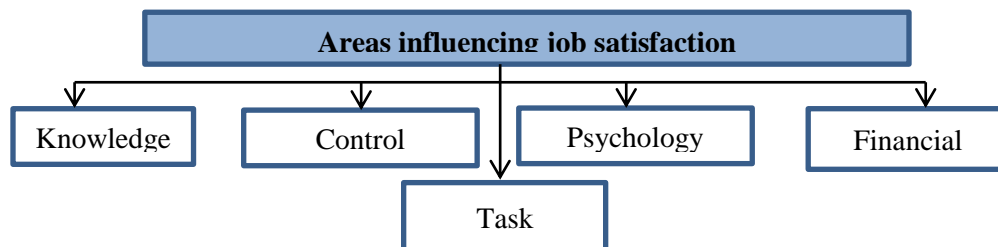
Figure 20- Areas influencing job satisfaction Model #4
(Yong, 2002)

```
                    Areas influencing job satisfaction

    Emotional          Autonomy          Physical          Job and
    well being                           resources         financial

              Well                              Challenges and
              managed                           accomplishments
              environ
```
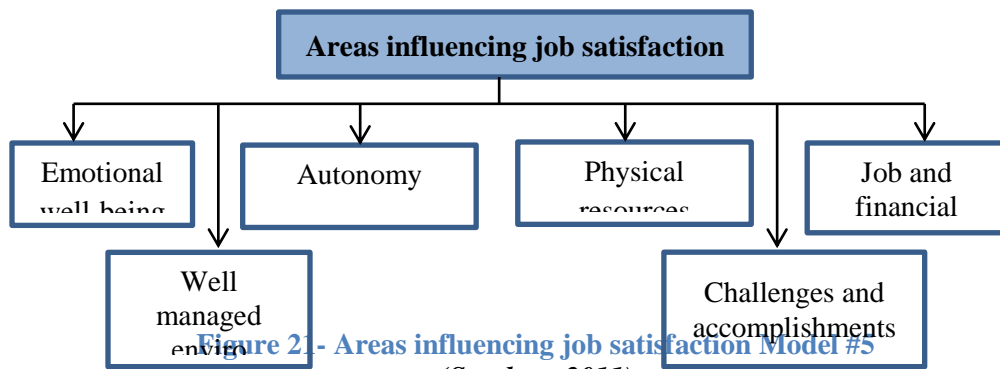
Figure 21- Areas influencing job satisfaction Model #5
(Strydom, 2011)

```
                    Employee job satisfaction

    Work itself        Salary           Promotion          Working
                                        opportunities      condition

                            Job security
```
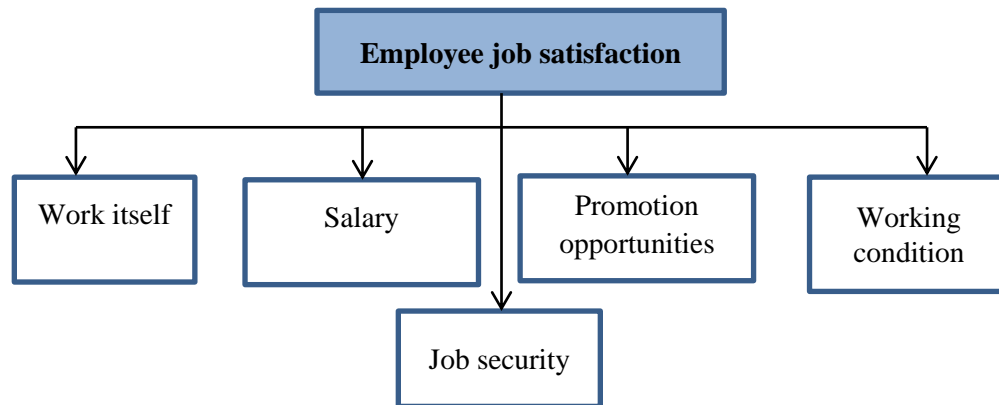
Figure 22- Employee job satisfaction Model #6
(Saba and Zafar, 2013)

```
                    Overall job satisfaction

    Work               Pay              Supervision        Promotion

              Co-Workers                        Work
                                                environment
```
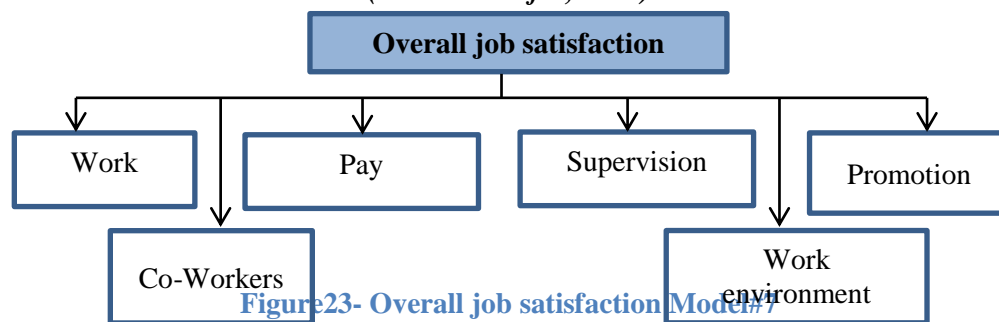
Figure23- Overall job satisfaction Model#7
(Rehman et al, 2013;Khalid et al, 2012)

```
                    Overall iob satisfaction

    University         Respect and      Relationship       Teamwork
    vision             recognition      with colleagues

              Incentives         Work              Management
                                 environment       support
```
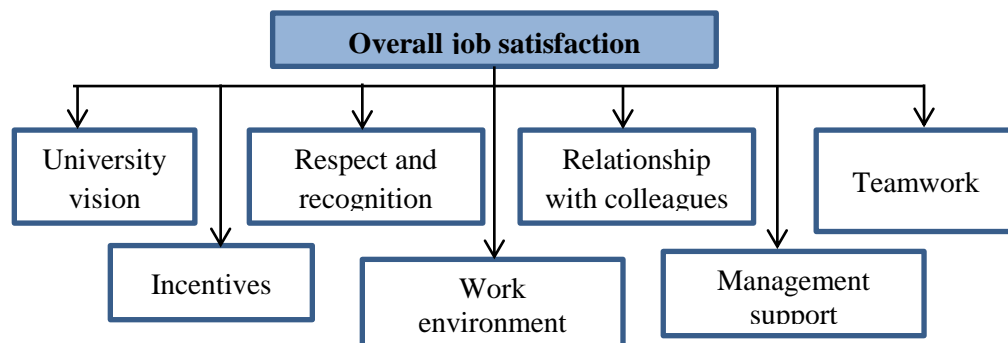
Figure24- Overall job satisfaction Model #8
(Alhawary and Aborumman, 2011)

Appendix three- Qualitative approach

<u>Interview questions and sample</u>

Q.1. Age (optional)

56years old

Q2. How long have you been working as an academic staff?

I have worked in this profession for 31 years, 7 years in Oman and 24 years in Pakistan

Q3. What do you teach?

It's an earth science department so I teach Geology

Q4. What are the things that make you happy at your current job?

There are many things that makes me happy in my profession such as my interaction with students, working in projects and research with students, monitoring students, I feel very good talking to them.

Q5. What are the things that make you unhappy or least happy at your job?

I don't know…. But maybe spending much time on grading and assignments marking every week although it's part of my job I have to do it, it's not that I am unhappy about it but it's just affects my time to do some other work. Also the long committee meetings during semester time, it takes time from my own research it really consumes time, these meetings are affecting my research time and process.

Q6. Are there any other points you would like to add to support my research?

Well, we have to spend a lot of time in research because that adds more value to the university at the end of the day I like this profession.

Appendix four- Quantitative approach

Dear Respected Academic faculty members,

As the importance of Higher Education in Oman is notably expanding I, Ziyana Ali Al Hinai a Project Management student at the British University in Dubai, invites you to participate in a research project under the title of '***Studying factors that influences academic staff job satisfaction in Higher Education Institute in the Sultanate of Oman'.***

The research aims to explore and measure the factor that influences job satisfaction of academic faculty members in an Omani public university and your contribution is extremely appreciated and valued.

Kindlybe informed that, the questionnaire survey has been divided into four sections and you are requested to only select one answer out of the 5 satisfaction scale options for each question. The maximum duration to complete this questionnaire is 7-10 minutes. All the information that will be provided through the questionnaires will remain **CONFIDENTIAL**and will not be used for any other purposes other than research field.

Thank you for your time and participation

Yours faithfully,

Ziyana Ali AlHinai (Researcher)

Section 1- Demographic information
(Please tick ONE answer only)

Age	Less than 30 years old		30-50 years old		Over 50 years old	

Qualification	Master degree		PhD		Others	

Gender	Male		Female	

Years of experience in your current job	Less than 10 years		10-25 years	
	Over 25 years		Less than 10 years	

Academic rank	Lecturer		Assistant professor	
	Associate professor		Professor	

Section 2- Remuneration and Development
(Please tick ONE answer only)

	Highly satisfied (5)	Satisfied (4)	Partially Satisfied (3)	Not satisfied (2)	Not at all satisfied (1)
Pay, salary and benefit packages					
Promotion opportunities					

Support from the management and university for family package and offers					
Research funds					
Support for conference attendance					
Consulting opportunities for additional income					

Section3- Management support
(Please tick ONE answer only)

	Highly satisfied (5)	Satisfied (4)	Partially Satisfied (3)	Not satisfied (2)	Not at all satisfied (1)
The appreciation and recognition from the management					
Teamwork activities with the management					
Facilities provided for academic staff in the university (e.g. admin, and equipment support, refreshments, sports club etc.)					
Non-academic social activities at your department					
Your relationship with your line manager / HOD / supervisor					
(Students)					
Interaction with your students					
Student mentoring					

	Highly satisfied (5)	Satisfied (4)	Partially Satisfied (3)	Not satisfied (2)	Not at all satisfied (1)
Your students achievement and success					
Acknowledgement and recognition from students					
Students level of knowledge					
Working in projects with students					
(Colleagues)					
Your colleagues attitude towards their job					
Support from your colleagues in your activities					
Your colleagues interest in teaching					
Academic communication among colleagues					
Personal relationship with colleagues					
Overall team work activities in your department					

	Highly satisfied (5)	Satisfied (4)	Partially Satisfied (3)	Not satisfied (2)	Not at all satisfied (1)
(Workload)					
Encouragement you get to carry out research activities					
Amount of research you have published					

Teaching delivery and syllabus					
Time spent on assignments marking and grading					
The level of workload					
The number of meetings to attend during the semesters					
Time spent on administration work and activities					
(Status of job)					
Support from the management and university for family package and offers					
Your status in academic circle					
Pleasantness of work environment					
Overall status of being an academic in my family and society					

Section4- Academic general job satisfaction
(Please tick ONE answer only)

	Highly agree (5)	Agree (4)	Partially agree (3)	Disagree (2)	Highly disagree (1)
I don't feel like changing my job					
I like being an academic staff					
My job gives me a feeling of personal accomplishment					

My job makes good use of my skills and abilities					
I have the tools and resources to do my job well					
On my job, I have clearly defined quality goals					
I love my job					

End of survey
☺ **Thank you for your participation** ☺

Appendix five- SPSS results

    o   **Correlation analysis**

Correlations

		Rem1	Mngmt	Student	Colleagues	Workload1	Status1	JS
Rem1	Pearson Correlation	1	.763**	.412**	.720**	.772**	.763**	.676**
	Sig. (2-tailed)		.000	.004	.000	.000	.000	.000
	N	46	46	46	46	46	46	46
Mngmt	Pearson Correlation	.763**	1	.362*	.844**	.689**	.760**	.702**
	Sig. (2-tailed)	.000		.013	.000	.000	.000	.000
	N	46	46	46	46	46	46	46
Student	Pearson Correlation	.412**	.362*	1	.494**	.407**	.457**	.535**
	Sig. (2-tailed)	.004	.013		.000	.005	.001	.000
	N	46	46	46	46	46	46	46
Colleagues	Pearson Correlation	.720**	.844**	.494**	1	.708**	.800**	.717**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	46	46	46	46	46	46	46
Workload1	Pearson Correlation	.772**	.689**	.407**	.708**	1	.766**	.751**
	Sig. (2-tailed)	.000	.000	.005	.000		.000	.000
	N	46	46	46	46	46	46	46
Status1	Pearson Correlation	.763**	.760**	.457**	.800**	.766**	1	.704**
	Sig. (2-tailed)	.000	.000	.001	.000	.000		.000
	N	46	46	46	46	46	46	46
JS	Pearson Correlation	.676**	.702**	.535**	.717**	.751**	.704**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	46	46	46	46	46	46	46

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

o **Regression analysis (Including all variables)**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.077	3.290		.327	.745
	Rem1	-.017	.247	-.012	-.071	**.944**
	Mngmt	.385	.301	.242	1.278	**.209**
	Student	.338	.162	.223	2.090	**.043**
	Colleagues	.118	.276	.085	.429	**.670**
	Workload1	.419	.165	.404	2.537	**.015**
	Status1	.089	.326	.049	.274	**.786**

a. Dependent Variable: JS

o **Revised regression analysis (Two variables only)**

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.732[a]	.536	.514	3.951	.536	24.839	2	43	.000	2.072

a. Predictors: (Constant), Student, Rem1

b. Dependent Variable: JS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	775.479	2	387.739	24.839	.000[b]
	Residual	671.239	43	15.610		
	Total	1446.717	45			

a. Dependent Variable: JS

b. Predictors: (Constant), Student, Rem1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.167	3.604		1.156	.254
	Rem1	.798	.166	.549	4.811	.000
	Student	.468	.173	.309	2.710	.010

a. Dependent Variable: JS

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	10.97	32.96	26.37	4.151	46
Residual	-9.564	10.223	.000	3.862	46
Std. Predicted Value	-3.711	1.587	.000	1.000	46
Std. Residual	-2.421	2.587	.000	.978	46

a. Dependent Variable: JS

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Rem1	.830	1.205
	Student	.830	1.205

a. Dependent Variable: JS