

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	OUTSIDE DIRECTOR COMPENSATION IN THE ELECTRIC INDUSTRY <i>WIKIL KWAK, RICHARD FILE & BURCH KEALEY</i>	1
2.	ANALYSIS OF FACTORS INFLUENCING INVESTMENT DECISIONS OF SACCO FUNDS IN KENYA <i>MURIUKI DAVID MURAGURI, NGANGA STEPHEN IRURA & KYALOTERESIA N</i>	6
3.	A STUDY ON THE FUNDS FLOW ANALYSIS OF THE DISTRICT CENTRAL COOPERATIVE BANKS IN TIRUNELVELI REGION, TAMILNADU <i>DR. A. MAHENDRAN & HIWOT BEKELE</i>	10
4.	BIG FIVE PERSONALITY TRAITS AND JOB SATISFACTION: A COMPARATIVE STUDY BETWEEN PRIVATE AND PUBLIC SECTOR TELECOM EMPLOYEES <i>DR. D. ARAVAZHI IRISSAPPANE & M. KAVITHA</i>	16
5.	A STUDY ON THE OPERATION OF INDIAN DOMESTIC AIRLINES <i>T.POONGOTHAI, DR. M.JAYANTHI & RAJESH</i>	22
6.	ROLE OF LOCAL POPULATION IN ECOTOURISM PROMOTION: A STUDY OF SOUTHERN AREA OF KASHMIR DIVISION <i>SHABIR MAJEED</i>	24
7.	TIME TO CRACK THE GLASS CEILING: INDIA CONTEXT <i>PRATIBHA BARIK & RANIKA BHOSLE</i>	28
8.	INNOVATIVE STRATEGIES USED FOR SUSTAINABLE LEADERSHIP <i>DR. MOHAN KUAMR T.P</i>	31
9.	CSR – SERVICE TO THE STAKEHOLDERS: INITIATIVES AND PRACTICES IN INDIA <i>DR. DIPESH KUNDU</i>	34
10.	CONSUMERS' PERCEPTION ON GRAND KERALA SHOPPING FESTIVAL AND ITS RELATION WITH BUYING BEHAVIOUR <i>RATHI K.N.</i>	37
11.	RESERVE REQUIREMENTS IN THE BANKING SECTOR: A CRITICAL ASSESSMENT <i>PURNASHREE DAS</i>	41
12.	EXPORT PERFORMANCE OF COIR AND COIR PRODUCTS FROM INDIA <i>DR. K. EKAMBARAM & SK. RAMEEZ RAJA</i>	44
13.	AN ANALYSIS OF INTRINSIC FACTORS AND ITS IMPACT ON JOB SATISFACTION: A SPECIAL REFERENCE TO ACADEMIC STAFF OF SRI LANKA INSTITUTE OF ADVANCED TECHNOLOGICAL EDUCATION (SLIATE) <i>S.ANTONY & P.ELANGKUMARAN</i>	48
14.	ASSESSMENT OF LEADERSHIP PRACTICES AND EFFECTIVENESS IN ETHIOPIAN UNIVERSITIES <i>GOITOM WOLDELIBANOS GEBREMARIAM & TESFA MEZGEBU DELESA</i>	52
15.	E-BANKING: AN EFFECTIVE TOOL OF CRM IN BANKING SECTOR <i>SWAYAMBHU KALYAN MISHRA</i>	60
	REQUEST FOR FEEDBACK & DISCLAIMER	64

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AN ANALYSIS OF INTRINSIC FACTORS AND ITS IMPACT ON JOB SATISFACTION: A SPECIAL REFERENCE TO ACADEMIC STAFF OF SRI LANKA INSTITUTE OF ADVANCED TECHNOLOGICAL EDUCATION (SLIATE)

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ABSTRACT

Job satisfaction and motivation are very essential to the continuing growth of educational systems around the world. Academic staff is the key stakeholder in SLIATE and their job satisfaction is very important to produce quality students. This study was conducted to know the impact of intrinsic factors on job satisfaction of academic staff in SLIATE. Job satisfaction was considered as the dependent variable, and work itself, achievement, recognition, responsibility, and advancement was considered as the independent variables. The data was collected through questionnaire. 75 academic staffs were randomly selected for this study. The standard questionnaire was used with five point likert scales as the scaling method. The data was analyzed using Statistical Package for Social Sciences (SPSS) Version 16. The descriptive statistics such as mean score and standard deviation were used for univariate analysis. And correlation coefficient and regression were used for bivariate analysis. The result revealed that recognition, work itself, achievement, and responsibility are highly correlated significantly with job satisfaction of academic staff of SLIATE. The multiple regression analysis indicates that the variable can be explained by 54% of job satisfaction of academic staff. Findings on this study could enable the organizations to make suitable motivation policy to reach the organizational objectives.

KEYWORDS

Job satisfaction, Intrinsic factors, SLIATE.

1. INTRODUCTION

Job satisfaction is simply how people feel about their job and different aspects of their jobs Spector, (1997). This assumes that if employees like their jobs or certain aspects of their jobs, they will be satisfied or happy. Job satisfaction is important for organizational functioning, which refers specifically to performance, absenteeism, staff turnover and other work outcomes. A large number of studies have been designed to assess the impact of job satisfaction on a range of organizational issues such as employee productivity, absenteeism and turnover Robbins, (2003).

Sri Lanka Institute of Advanced Technological Education (SLIATE) is one of the most important technological educational sectors in Sri Lanka. The academic staff of SLIATE is very important to achieve the objectives of SLIATE. Academic staff job satisfaction is a factor; it directly affects to produce quality students. If academic staffs are unhappy it leads to inefficiency lecturer delivering, underutilization of the lecturer time period, absenteeism, turnover, and under organizational commitment. Ultimately, these factor influence on student performance and organizational performance.

Herzberg's Two-Factor theory divides into two groups of factors known as the motivation factors and hygiene factors. Herzberg, say "the motivating factors are the 'job content' factors that include recognition, achievement, responsibility, advancement and work itself. Hygiene factors are the 'job context' factors, which include salary, supervision, organization policy, relationship with supervision, work conditions, relationship with peers, salary, personal life, relationship with subordinates, status, and job security" Ruthankoon, (2003).

Basically the theory differentiates the factors between intrinsic motivators and extrinsic motivators. The intrinsic motivators, known as the job content factors, define things that the people actually do in their work; their responsibility and achievements. These factors are the ones that can contribute a great deal to the level of job satisfaction an employee feels at work. The job context factors, on the other hand, are the extrinsic factors that someone as an employee does not have much control over; they relate more to the environment in which people work than to the nature of the work itself Schermerhorn, (2003).

This study explores which motivational factors influencing on academic personnel in the academic programme of SLIATE, and explores the nature and extend of job satisfaction, using Herzberg's motivation factor theory. There are so many researchers found relationship between intrinsic factor and job satisfaction in developing country and undeveloped countries in different sectors and different areas but, there is no any research finding regarding the SLIATE academic staff. Therefore the results of the study benefit to the SLIATE to alter their system and better motivate their staff, which could lead to higher job satisfaction and better performance. The present study was an attempt to analysis the effects motivation and Job Satisfaction of academic staff of SLIATE. The study contain following objectives;

1. To identify the relationship between Intrinsic factors and job satisfaction of academic staff in SLIATE
2. To identify the impact of intrinsic factors on Job satisfaction of academic staff in SLIATE

2. LITERATURE REVIEW

According to Gibson, James, Ivancevich, John, and Donnelly, James, (2000), job satisfaction may be defined as an individual's expression of personal well-being associated with doing the job assigned. Job satisfaction depends on the level of intrinsic and extrinsic outcomes and how the jobholder views those outcomes. These outcomes have different values for different people.

Cheung and Scherling (1999) say job satisfaction or dissatisfaction is a function of intrinsic and extrinsic rewards (outcomes) offered by the job. If employees feel challenged, interested and enthused by the task at hand, they will be happy and satisfied because they innately believe that what they do is indeed value-adding. On the other hand, if employees feel discouraged, disinterested and unenthused by the task at hand, they will be unhappy and dissatisfied, because they don't see any tangible value in them doing the job.

Holly Forde, (2002) defines job satisfaction is a complex phenomenon that has been studied quite extensively. Various literature sources indicate that there is an association between job satisfaction and motivation, motivation is hard to define, but there is a positive correlation between job satisfaction, performance and motivation, whereby motivation encourages an employee, depending on their level of job satisfaction, to act in a certain manner.

Herzberg's theory is based on two factors: motivations and hygiene. The theory states that six intrinsic factors (motivations) impact job satisfaction: achievements, recognition, work itself, advancement, responsibility, and salary. Intrinsic factors have been found to have a direct impact on job satisfaction Gruenberg, (1980). Extrinsic factors (hygienes) impact job dissatisfaction: salary, supervision, company policy, working conditions.

DIMENSION OF INTRINSIC FACTORS**2.1.1 ACHIEVEMENT**

Herzberg, Maunser, & Snyderman, (1959) definition of achievement includes "it's opposite, failure, and the absence of achievement". Achievement can be identified by successfully completing a task, finding a solution to problems, showing proof of work, and seeing the results of one's work. Achievement was the most frequently appearing factor that related to what makes people happy in their jobs according to Herzberg's study.

Achievement in academia has been measured by faculty productivity, or the number of publications including journal articles, books, and presentations (August & Waltman, (2004). There are many differences between male and female faculty productivity. August and Waltman (2004) found that achievement, measured by faculty productivity, was not significantly related to job satisfaction among female faculty. Female faculty members spend their time publishing books and articles, participating in public service, and taking on greater administrative responsibilities than their male counterparts Sax, Hagedorn, Arredondo, & DiCrisi (2002). Men spend more time on research than teaching, which produces higher salaries Bellas, (1993). Female professors often have lower research productivity, more interest in teaching, and more involvement in institutional service than do their male counterparts. Women also often tend to work part-time or teach in fields unlike the ones in which they were trained (Sax, Hagedorn, Arredondo, & DiCrisi, (2002).

2.1.2 RECOGNITION

Herzberg, Maunser, & Snyderman (1959) identified recognition as an intrinsic factor that can positively affect job satisfaction. The types of recognition seen in academia include salary, tenure, rank, and support for scholarly activities such as research, teaching, and service (August & Waltman, 2004; Rosser, 2005). Olsen, Maple, and Stage (1995) found that female faculty members view recognition and institutional support as having a positive impact on job satisfaction.

2.1.3 WORK ITSELF

Herzberg, Maunser, & Snyderman (1959) also identified work itself as a factor that can positively impact job satisfaction. Herzberg et al. defined work itself as "The actual doing of the job or the tasks of the job as a source of good or bad feelings about it". Academics live by a motto: research, teaching, and service. Faculty have a wide variety of job responsibilities, encompassing those of teacher, advisor, researcher, committee member, editor, consultant, colleague, counselor, and friend, for which they may feel unprepared O'Laughlin & Bischoff, (2005). O'Laughlin & Bischoff (2005) state that the nature of academic work often causes new faculty to feel overwhelmed and stretched beyond their physical and mental capacity which can lead to dissatisfaction. Malik (2011) found that work itself accounted for 63% of the variance in overall job satisfaction of university faculty members at one university.

2.1.4 ADVANCEMENT

Herzberg, Maunser, & Snyderman defines advancement as a change in the status or position of a faculty member. Herzberg et al. (1959) found that employees with higher rank jobs had higher levels of satisfaction. Hagedorn (2000) stated that advancement in academia relates to promotion of rank and achievement of tenure. Tack & Patitu (1992) identified rank and tenure as explanatory variables in faculty job satisfaction. Oshagbemi (1997) found that rank was a significant factor of job satisfaction as compared to age and gender. Oshagbemi (1997) also reported that faculty with the rank of full professor reported greater job satisfaction than lower ranked faculty. In other research, tenured faculty reported higher job satisfaction than did faculty who were not tenured (Adkins et al., 2001; Bender & Heywood, 2006). Women also report being less satisfied than men with their promotions Okpara, Squillace, & Erundu, (2005).

2.1.5 RESPONSIBILITY

Responsibility is noted by Herzberg et al. (1959) as events that a person derives satisfaction from such as being given responsibility for his or her own work or the work of others, being given a new responsibility without any formal advancement, or being allowed to work without supervision. Many studies have shown that responsibility and job satisfaction have a positive effect on each other Bowen & Radhakrishna, (1990); Hertzberg et al., (1959); Padilla-Velez, (1993). However, Moxley (1977) reported that responsibility was related to job dissatisfaction. Conversely, other studies found that responsibility and job satisfaction have no effect on each other (Cano & Miller, (1992); Castillo, Conklin & Cano, (1998).

The researchers formulate the following hypothesis based on the literature review and the purpose of the study.

H₁: Intrinsic factors are significant and positive relationship with Job satisfaction of SLIATE academic staff.

H_{1a}: Achievement is significant and positive relationship with job satisfaction

H_{1b}: Responsibility is significant and positive relationship with job satisfaction

H_{1c}: Recognition is significant and positive correlation with job satisfaction

H_{1d}: Advancement is significant and positive correlation with job satisfaction

H_{1e}: Work itself is significant and positive correlation with job satisfaction

H₂: intrinsic factors are significantly impact on job satisfaction of SLIATE academic staff.

H_{2a}: Achievement is significantly impact on job satisfaction

H_{2b}: Responsibility is significantly impact on job satisfaction

H_{2c}: Recognition is significantly impact on job satisfaction

H_{2d}: Advancement is significantly impact on job satisfaction

H_{2e}: Work itself is significantly impact on job satisfaction

3. MATERIAL AND METHODS

Materials and methods of present study were outlined below.

3.1 RESEARCH DESIGN

The present study adopts an analytical and descriptive research design. The emphasis here is on studying a situation or a problem in order to explain the relationship between variables. The study is of empirical nature aimed to analysis the intrinsic factors and job Satisfaction of academic staff of SLIATE by using statistical tools.

3.2 POPULATION AND SAMPLING TECHNIQUE

The population of the study constitutes the employees who are working under SLIATE. The employees are divided into two broad categories. That is (1) Academic staff (2), non-Academic (administrative staff). Only academic staffs were selected as systematically from the population of this study. Total 75 responses were intended to obtain (n=75). Employees, who were randomly, approach for this purpose of the study.

3.3 DATA SOURCES AND INSTRUMENTATION

The study duly used primary data. The questionnaire was prepared on the basis of survey of existing literatures. Likert scale was used as follows, highly dissatisfied scale 1, dissatisfied scale 2, neither satisfied nor dissatisfied scale 3, satisfied scale 4, and highly satisfied scale 5

Decision rule to measure the level of job satisfaction

The mean value of these five point scale was 3. [(5 + 4 + 3 + 2 + 1)/5] Therefore, the following decision rules were formulated for each variable. "μ" denotes the mean score of the respondents for each variable.

1. If $0 < \mu < 1$, then highly job dissatisfaction
2. If $1 < \mu < 2$, then dissatisfaction
3. If $2 < \mu < 3$, then moderate level of job satisfaction
4. If $3 < \mu < 4$, then job satisfaction
5. If $4 < \mu < 5$, then highly job satisfaction

3.4 VARIABLES

Dependent Variables: The dependent variables is job satisfaction

Independent Variables: The independent variables are achievement, responsibility, recognition, advancement, and work itself.

3.5 MODE OF ANALYSIS

Descriptive statistics, Pearson product moment correlation and multiple regression methods were employed to analyze the collected data. Figures obtained from SPSS 16.0 were interpreted to come at conclusion and implications.

$$\text{Job satisfaction} = B_0 + B_1 \cdot \text{Achievement} + B_2 \cdot \text{Responsibility} + B_3 \cdot \text{Recognition} + B_4 \cdot \text{Advancement} + B_5 \cdot \text{work itself} + e_r$$

4. RESULTS AND DISCUSSION

4.1 DESCRIPTIVE ANALYSIS

Descriptive statistics were used to determine the central tendency of the data and trend of the variables. The outcome explained the strength of Job satisfaction, achievement, responsibility, recognition, advancement, and Work Itself for the point of view of academic staff working with SLIATE. Results showed that academic staff favored the achievement, responsibility, recognition, advancement, and Work Itself. They are also found averaging satisfied with their job. Table below contains data about tendency for the predicting and criterion variables

TABLE 4.1: DESCRIPTIVE STATISTICS

	N	Minimum	Maximum	Mean	Std. Deviation
Achievement	75	1.00	5.00	2.94	.782
Responsibility	75	1.00	5.00	2.84	.779
Recognition	75	1.00	5.00	2.47	.725
Advancement	75	1.00	5.00	2.89	.980
Work itself	75	1.00	5.00	2.90	.569
Job satisfaction	75	1	5	2.61	.999
Valid N (list wise)	75				

Data: surveyed data

According to the statistics, there was no significant difference between mean scores of each variable except recognition. Recognition scales reported lower mean scores as 2.47. Variables, that is, achievement, responsibility advancement and work itself scales reported lower mean scores as 2.94, 2.84, 2.89, and 2.90 respectively. The data shows that the mean value of job satisfaction is 2.61. According to the decision rule that was prepared earlier, this mean value falls in to $2 < \mu < 3$ mean value category. That means the academic staff of SLIATE are moderate level of satisfaction with their job.

4.2 CORRELATION ANALYSIS

The results presented in table indicate that the correlation coefficients for each research variable. The relationships between factors affecting to job satisfaction are direct, linear and positive.

TABLE 4.2: CORRELATION BETWEEN INDEPENDENT VARIABLE AND JOB SATISFACTION

Independent variable	Dependant Variable	r - value	p - value
Intrinsic factors	Job satisfaction	0.757**	0.000
Achievement		0.584**	0.000
Responsibility		0.514**	0.000
Recognition		0.693**	0.000
Advancement		0.247*	0.033
work itself		0.655**	0.000

Data: surveyed data

The results exposed that intrinsic factors are having significant positive association with job satisfaction of academic staff of SLIATE. Pearson correlation for intrinsic factors and job satisfaction is 0.757. This means there is a strong positive relationship between intrinsic factors and job satisfaction and there was a significant relationship between them at 1% level. And also correlation for responsibility, achievement, responsibility, recognition, advancement and work itself with job satisfaction is 0.584, 0.514, 0.693, 0.247 and 0.655 respectively. This means there is a positive relationship between achievement, responsibility, recognition, advancement and work itself with job satisfaction and there was a significant relationship at 1% and 5% levels.

4.3 MULTIPLE REGRESSION ANALYSIS

TABLE 4.3: MULTIPLE REGRESSION INDEPENDENT VARIABLE AND JOB SATISFACTION

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757 ^a	.573	.542	.676

Data: surveyed data

The table 03 shows the multiple correlation coefficients "R", R Square (R²), and Adjusted R square of the variables. Multiple correlation of coefficient for independent variable and job satisfaction is 0.757. It indicates that there was strong relationship between independent and dependent variable. Adjusted R Square for independent variables and job satisfaction is 0.542. This means 54% variance in job satisfaction is accounted by the independent variables and other 46% variance in the job satisfaction is attributed to some other factors.

TABLE 4.4: REGRESSION ANALYSIS OF ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.29	5	8.45	18.53	.000 ^a
	Residual	31.49	69	.45		
	Total	73.78	74			

Data: surveyed data

TABLE 4.5: COEFFICIENTS OF VARIABLES

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	-.78	.42		-1.83	.071
achievement	.16	.16	.13	1.00	.318
responsibility	-.08	.16	-.06	-.53	.596
recognition	.64	.16	.46	3.97	.000
advancement	-.06	.08	-.06	-.65	.515
work itself	.59	.19	.34	3.03	.003

Data: surveyed data

The result shows that the independent variables statistically and significantly predict the dependent variable (p-value is 0.000). This means there is strong model significance between independent and dependent variables. It reveals that there is relationship between independent variables and dependent variable.

In this table 05, the standardized co-efficient explain that the factors are influencing the job satisfaction. Since the independent variables are different nature and have different units of measure so Standardized Coefficients is considered. The beta value (0.469) with sig value = 0.000 shows that there is significant impact of recognition on job satisfaction of academic staff of SLIATE because the P-value $0.000 < 0.05$. Further, it was found that the work itself is positively impact on job satisfaction. The beta value (0.337) with sig value = 0.003 shows that there is significant impact of work itself on job satisfaction, because the P-value $0.003 < 0.05$.

5. CONCLUSION

The main objective of this study is to analysis of intrinsic factors and its impact on job satisfaction of academic staffs employed in the SLIATE. The researcher identified five factors that can be used as predictors of job satisfaction under the literature review. They were advancement, achievement, responsibility, recognition, and work itself. The research was designed and hypotheses were formulated accordingly.

According to the findings, the academic staffs of SLIATE were not satisfied with their jobs. They have moderate level of job satisfaction. In addition to this finding, a significant strong positive relationship was found between intrinsic factors and job satisfaction. Further analyses indicate that there is a significant relationship between achievement, responsibility, advancement, recognition and work itself with job satisfaction of academics of SLIATE. Therefore it can be concluded that recognition and work itself are strong significant positive predictors of job satisfaction of academic staff in SLIATE.

The regression results indicate that the intrinsic factors are significantly impact on job satisfaction of academic of SLIATE. Further variable analysis confirms that recognition and works itself are significantly impact on job satisfaction. Future study may be carried with widened scope such as the demographic considerations may be taken into account in analysis. Study may be carried out for schools and colleges or universities separately.

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